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**THE DEVELOPMENT OF EDUCATION
NATIONAL REPORT OF GHANA**

BY

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QUALITY EDUCATION FOR ALL YOUNG PEOPLE: CHALLENGES, TRENDS AND PRIORITIES

1.0 THE EDUCATION SYSTEM AT THE BEGINNING OF THE TWENTY FIRST CENTURY - AN OVERVIEW

1.1. Responsibility of The Education Sector

Since the year 2001, the Ministry of Education has been merged with the Ministry of Youth and designated the Ministry of Education Youth and Sports (MOEYS). Consequently, the sector has expanded in structure and role as well as in budgeting and co-ordination. The Ministry has overall responsibility for education sector policy formulation planning, monitoring and evaluation.

Education delivery and implementation is devolved to institutions, districts and regions through various agencies of the MOEYS, of these the Ghana Education Service (GES) is the agency that implements the Basic and Senior Secondary School Education components including Technical and Vocational institutions. GES is therefore responsible for pre-tertiary education. For the rest of the education sector, the National Council for Tertiary Education (NCTE) and the Non-Formal Education Division (NFED) have important sub-sectoral areas of responsibility regarding education delivery.

1.2 Mission Statement and Goals for the Education Sector

The Mission of the Ministry of Education is to provide relevant education to all Ghanaians at all levels to enable them to acquire skills that will assist them to develop their potential to be productive so as to facilitate poverty reduction and promote socio-economic growth and national development.

In fulfillment of this mission, the MOEYS provides the following:

- a. Facilities to ensure that all citizens, irrespective of age, gender, tribe, religion and political affiliation are functionally literate and self-reliant.
- b. Basic education for all.
- c. Opportunities for open education for all.
- d. Education and training for skills development with emphasis on Science, Technology and creativity.
- e. Higher education for the development of middle and top-level manpower requirements.

In providing these services the Ministry is guided by the following principles: Quality Education, Efficient Management of Resources, Accountability and Transparency and Equity.

1.3. Legal Framework of Education

The development of education in Ghana since independence has been and continues to be guided by various education acts and programmes, the most fundamental being the Education Act of 1961. The Education Act of 1961 is the principal legislation on the right to education and its states in section 2(1):

"Every child who has attained the school going age as determined by the Minister shall attend a course of instruction as laid down by the Minister in a school recognised for the purpose by the Minister."

The 1992 Constitution gives further impetus to the provision of education as a basic right for all Ghanaians. Article 38 sub-section 2 states:

"The Government shall within two years after parliament first meets after coming into force of this constitution draw up a programme for the implementation within the following ten years for the provision of a free, compulsory universal basic education".

In 1996 the Free Compulsory Universal Basic Education Programme was launched. This is a 10- year programme (1996 – 2005) designed to establish the policy framework, strategies and activities to achieve free and compulsory basic education for all children of school going age.

1.4. The Structure of Education

The structure of Pre-tertiary Education in Ghana is composed of:

Pre-school Education (2 years)
Basic Education comprising 6 years Primary and 3 years Junior Secondary School
Senior Secondary Education (3 years)
Technical and Vocational Education (3 years)
Teacher Education (3 years)
Special Education
Polytechnic Education (3 years)
University Education (4 years)

Before 2002 Pre-School Education was not part of the formal system; it was introduced as a result of recommendation made by the President's Committee on Review of Education Reforms (October, 2002).

Consequently, plans are far advanced to include Early Childhood Development Education (ECD) in the formal system. Syllabuses in 6 subject areas have been developed as well as a draft policy which is at the moment before Parliament. The subject areas are: Psycho-social skills (self-confidence, assertiveness), Language and Literacy, Mathematics, Environmental Studies, Creative Activities, Health, Nutrition and Safety.

1.5. Management of the Education System

As part of the Reform Programme there is a move to decentralize the Management of the Education system. At the Pre -tertiary level, management is in the hands of the District, Regional and Headquarters Directors while the Tertiary sector is managed by the governing Councils of the Tertiary Institutions and co-ordinated by the National Council for Tertiary Education (NCTE).

At the school level, the Head teacher has management responsibility for schools. However the overall management of schools is in the hands of the District, Regional and Headquarters Directors.

As efficiency in management of educational issues is central to the development process of the Education sector, every effort is being made to improve efficiency in management through five key areas of operation. These are:

- * Building capacity for Institutional and Organisational Analysis and change.
- * Staffing and Personnel Management
- * Performance Management (EMIS and Performance Appraisal System).
- * Decentralisation and District Capacity building
- * Budgeting and Financial Management.

For operational efficiency and organisational effectiveness, a number of courses have been organised for the education personnel from the Headquarters through Regions to the Districts levels. Headteachers have also received training in financial management and education supervision

The Education Management Information System (EMIS) project launched in 1997 on a pilot basis in 12 Districts and 3 Regional Offices was to improve on the collection, processing and analysis of educational data to make reliable information available for decision making at all levels of the education system in Ghana. It has been expanded to cover 14 additional districts and the remaining 7 Regional Offices.

In March 2004, a Planning Unit was established at the GES. This new unit which will be expanded into a division will be charged with the responsibility of collection, analysis and management of data and the efficient planning of activities of the various divisions. It will address data inconsistencies in the system and organise workshops for district and regional budget officers and their District and Regional Directors of Education on the need to create credible data to inform management for operational efficiency to improve teaching and learning outcomes.

1.6. Decentralisation of Financial Management

The objectives of the Decentralisation component of the FCUBE programme include decentralization of the management of the sector's budget for pre-tertiary education. This involves capacity building for budgeting and financial management at the district level.

The GES has adopted the Medium Term Expenditure Framework (MTEF) model for the preparation of budgets. The model allocates resources according to performance targets. District and Divisional Directors are allocated resources based on performance targets. Directors are empowered to manage their budgets to achieve their set objectives.

Forty-five out of 110 districts have been fully decentralised. This means that when these districts have been provided with their budget allocations, they lodge the funds at local banks, and draw Action Plans, which are approved by their DEOCs and implement them without reference to GES Headquarters.

Forty-three districts are partially decentralised. This means that though their resources are lodged in local banks, they have to prepare workplans, which are supervised by Regional Directors and approved by DEOCs before these resources can be utilised.

However, the remaining twenty-two "non-ready districts" have their resources lodged at the Regional Directorates. They have to prepare workplans and accompanying documents for implementation. Regional Directors supervise the implementation of activities.

2.0. MAJOR ACHIEVEMENTS, BOTH QUANTITATIVE AND QUALITATIVE

At the turn of the Century, the sector had made a lot of progress in the area of Access, Equity and Content of education.

2.1 Access to Education

To give meaning to the access and participation component of the FCUBE programme, the Ghana Education Service has made a lot of inroads in the area of infrastructural provision for schools at the dawn of the 21st Century.

The second phase the Basic Education Sector Improvement Programme (BESIP) under the sponsorship of the World Bank took off in May , 2000 providing the following facilities in 44 districts:

172 No. 4-Unit Teacher Accommodation Blocks
50 No. BS1-6 Classroom Blocks
19 No. BS7-9 Classroom Blocks
69 No. 4 Seater KVIP Blocks

With the extension of the programme by the IDA to December 2002, 44 more No. 4 Unit Teacher Accommodation Blocks were added to the number to accommodate more teachers and to serve as motivation for them to give of their best.

It must be emphasised here that the sector did not lose sight of the need for a maintenance culture in line with IDA conditionalities.

To this end management in collaboration with the District Assemblies and the District Directorates of Education has produced a maintenance policy with the following aims to:

- i. establish a maintenance unit
- ii. establish a special account for maintenance of school structures
- iii. apply to Controller and Accountant General's Department to deduct 2% of the basic salaries of teachers occupying teachers' bungalows as rent for maintenance of the facilities.
- iv. solicit contributions from community members and institutions into the special account for general maintenance of school infrastructure.

As a sequel to the policy document on maintenance, sensitization of District key officials and beneficiary communities began under the following guidelines:

1. Resource Preparation
2. Sensitisation of District Key Officials
3. Sensitisation of Communities by District Key Officers
4. Monitoring of the sensitization of the communities from the headquarters of the GES

The objectives of the sensitization exercise were to ensure that:

1. Communities offered land for projects free of charge
2. Communities assisted in the monitoring and supervision of works for quality output.
3. Communities showed sense of ownership to the facilities and for its continual maintenance.

For effective implementation of the maintenance policy, roles were assigned the Funds and Procurement and Monitoring Unit (FPMU) of the MOEYS and Basic Education Division of the GES.

While the Basic Education Division was to carry out the sensitization Programme during the construction period, the inspection and monitoring of the construction of the facilities became the responsibility of the FPMU.

The Basic Education Division is playing a similar role under the Primary Education Rehabilitation Project (PERP) funded by the African Development Bank for the provision of 500 No. 3 – Unit Classroom Block each with a 4 - Seater KVIP blocks.

The programme which started in 1996 and ended in the year 2002 was specially designed for deprived districts with participants drawn from key stakeholders. By the close of the year 2003, a many as 986 participants had undergone the training. Tools distribution to under take the maintenance policy is also part of the package.

2.2. Equity in Infrastructural Development

In the allocation of educational resource, equity has been the watchword. This further explains why out of the 44 No. 4-Unit Teacher Accommodation Blocks, 21 were allocated to disadvantaged districts nationwide during the Phase III of the BESIP.

Furthermore, in 2001 under the USAID Non-Project Assistance Fund, 30 deprived districts benefited from the following facilities:

- 45 No. 4-Unit Teacher Accommodation Blocks
- 8 No. BS1-6 Classroom Blocks
- 8 No. BS7-9 Classroom Blocks

Again, equity in the distribution of infrastructure facilities was observed under the Education Sector Support Programme - School Upgrading (ESSP-SU) which was a DFID funded project spanning the period 2002 - 2003 to benefit very deprived districts in the northern part of Ghana. Six (6) districts all located in the northern part of Ghana benefited from this project which consisted of 185 No. 3-Unit Classroom Blocks each with a fully furnished staff room and a library.

2.3. Increase in Access to Technical Vocational Education and Training (TVET)

An intervention which sought to develop workshops and laboratories with new equipment was introduced under a VOTEC Resource Centre Project which commenced in 2001.

Twenty (20) Resource Centres have been established to provide practical skill training to cluster schools surrounding each centre.

As a result, many more technical institute trainees have access to modern equipment for practical training purposes.

In some cases classrooms have been provided at the Resource Centres to make classroom teaching more effective. This intervention is in four out of the over twenty-one (21) trade areas.

2.4. Equity in Technical Vocational Education and Training (TVET)

The Technical/Vocational Education Division (TVED) has a schedule officer responsible for sensitizing male and female JSS students to pursue Technical/Vocational courses such as painting and decorating, auto body works, mechanical and electrical engineering etc. which once were regarded as the preserve of male students at the Senior Secondary School level.

With the institution of Women in Technology Education (WITED) programme, a slight increase in female enrolment in Technical Vocational courses has been observed. (See Annex 1)

The Technical Vocational Education Division is pursuing this activity as its contribution towards the achievement of GES strategic objective of providing girls with equal access to education.

2.5. Equity in the area of Science, Technology and Mathematics Education

The Science Technology and Mathematics Education (STME) clinic which was instituted in 1987 to redress the gender imbalance and misconceptions about girls' participation in Science Technology and Mathematics in running its full course with the introduction in the year 2003 of 20 boys from each of the 110 districts to participate in the programme. This is to make room for boys to benefit from the clinic. The clinic had over the years been the preserve of girls.

2.6. Gender – Equality Concerns and Curriculum Development

The Ghana Education Service recognizes the Rights of the Child as enshrined in the 1992 Constitution. In this regard, every effort is being made to address issues of gender inequality in all aspects of education.

Historically, the school curriculum has been skewed towards the empowerment of boys to the detriment of girls.

Consequently, the Curriculum Research and Development Division of the Ghana Education Service has embarked on a number of strategies to raise the level of awareness of both teachers and pupils on the rights of the child and to avoid situations which evolve gender discrimination.

Specifically, gender equity is addressed through the following curriculum development programmes:

- Syllabus development and review.
- Textbook development and review

2.7. Gender Equity through Syllabus Development

To ensure gender equity, content and teaching-learning activities have been carefully formulated so that they do not introduce any gender biases into the classroom.

All specific objectives, for example, begin with: “ *The pupil will be able to:* “ This is used throughout the syllabuses of all subjects at Basic and Senior Secondary Schools levels to ensure that the expected learning outcomes - knowledge, skills, behaviour, attitudes etc. accrue to every learner irrespective of gender.

In a number of teaching-learning activities, “his/her” are used together to ensure that teachers involve both sexes in every classroom activity.

In the content columns, gender-oriented messages, and language such as ‘chairman,’ ‘mankind’ etc. which could introduce some gender biases have been replaced with gender-friendly language such as humankind, chairperson etc.

Further, issues on ‘ the Rights of the child’ have been introduced into the Environmental and Social Studies syllabuses to make all school-age children aware of their rights and the need to respect gender equality.

2.8. Gender Equity through In-Service Training

To implement gender friendly curriculum, teachers who are key implementers of the curriculum have become sensitized through a number of in-service training sessions. Most classroom teachers have now been made aware that they need to be critical about classroom organization, selection of instructional materials, delivery of teaching-learning activities, seating patterns in the classroom in order to promote gender equity in schools. Monitoring has been strengthened to enforce this sensitization.

3.0. THE CHALLENGES OF EDUCATION IN THE TWENTY-FIRST CENTURY

3.1. National Education Forum

Towards the close of the 20th century, it became apparent that the education sector needed to be reviewed to enable Ghana meet the challenges of Education in the Twenty-First Century. In November, 1999 a National Education Forum was organised to identify challenges of the education sector especially with regard to funding of the Tertiary Sector and the structure of the Senior Secondary School programme.

The outcome of the Forum was tremendous. It brought about the following:

- Establishment of the Ghana Education Service Trust Fund (GETFUND) by increasing VAT by 2½% to fund the education sector as well as to extend assistance to needy students of the Tertiary sector. (See Annex 2)
- Institution of cost sharing in education - Cost sharing at the tertiary level is based on a system of fees and charges which can be partly covered by a deferred cost-recovery scheme in the form of a student loan.

In the cost sharing arrangement, students are expected to pay for residential facilities (Residential facilities user fees) and academic fees (Academic facilities user fees). The loan scheme provides a low interest loan from SSNIT against guarantees from sponsors, the interest rate being subsidised by government.

- Development of the Education Strategic plan to give direction and focus to the sector.
- Identification of Technical Assistance needs for the various divisions of the GES through thus bringing about the use of consultants in the system.
- Institution of the deprived schools teacher incentive scheme for teachers rendering satisfactory services in deprived areas retaining them for at least 3 years.
- The Forum also culminated in the creation of the Implementation Co-ordination Unit (ICU) to support the office of the Director General by co-ordinating the activities of all Divisions and informing management of the weaknesses in the system.
- The Forum also led to the creation of the Development Partner Co-ordination Unit of the MOEYS; meant to co-ordinate the activities of all Development Partners supporting the Education Sector and to serve as liaison between the sector and development partners and for the organization of MOEYS/Development Partners meetings.

3.2. The President's Committee on Review of Education Reforms in Ghana

In January, 2002 the President set up a Committee to review the entire education system of the country with the view to arriving at decisions that would make the system responsive to the challenges of the Twenty-First Century. Working under the theme: “ Meeting the Challenges of Education in the Twenty-First Century,” the Committee came out with a comprehensive report dealing with the current issues affecting access to quality and relevant education in the country.

The President's Education Review Committee was of the view that “ the philosophy underlying the education system in Ghana should be the creation of well-balanced (intellectually, spiritually, emotionally and physically) individuals with the requisite knowledge, skills, values and aptitudes for self-actualisation and for the socio-economic and political transformation of the nation”.

Guided by this philosophy, the Committee made recommendations towards short, medium and long-term review of curricula at all levels, the structure and content of basic, secondary and technical/vocational education, teacher education, tertiary education as well as management and funding of education, among others.

The Committee also examined and made proposals for solving problems relating to library and information services, education of hard- to – reach children and those with special needs, application of information and communication technology (ICT) and private sector participation in education.

3.3. Education Strategic Plan (ESP)

The Education Strategic Plan (2003 – 2015) is one of the current tools designed to deal with the challenges facing education in Ghana in the 21st Century. The ESP is the product of the Ministry of Education working in collaboration with the National Commission for UNESCO and in consultation with Ghana’s Development Partners,

Non-Governmental Organisations, Civil Society Organisation, and other stakeholders. The document is informed by relevant sectoral national and regional Review documents. These include:

- Education Sector Plans (1998 – 2002)
- Education Sector Policy Review Report (August, 2002)
- Education Sector Review (October, 2002)
- Report of the President’s Committee on the review of Education Reforms in Ghana (October, 2002)
- Ghana Poverty Reduction Strategy (2003)
- Medium Term Expenditure Framework (2002 – 2004)
- New Partnership for Africa’s Development (2001)
- Education for All: Dakar Framework (2000)

It is the ESP that will guide the Action Plans for educational development including Education for All, in the first two decades of this century.

4.0 EDUCATION AND GENDER EQUALITY

In Ghana, education policies do not and have never discriminate against any section of the community. Boys and girls, men and women are all entitled to equal educational opportunities under the law. However, cultural beliefs and practices as well as inadequate provision of educational facilities have hindered the full participation of girls and women in formal education.

In keeping with the tenets of the 1992 Constitution of Ghana (Article 28) and in compliance with the Children's Act of 1988 (Act 560), issues concerning children continue to receive the attention and concern of the Government. In the education sector, during the period under review, significant developments took place towards the improvement of education delivery and in the promotion of children's rights.

However, there are still barriers militating against efforts to get girl-children enrolled in school, participate in education and achieve their potential; some of these are:

- Abject poverty in certain parts of the country
- The presence of anti girl-child socio-cultural practices
- Lack of direct Private Sector financial support for girls, especially, at the basic level
- Poor quality of teaching and learning
- Parents' unwillingness to allow their children, especially, girls walk very long distances to school for safety reasons
- Absence of girl-friendly school facilities in some communities forcing girls to drop out of school during the adolescent age.

The establishment of the Girls' Education Unit in 1997 marked a major step in the country's commitment to ensuring the respect for the general principle of securing a non-discriminatory environment and the reduction of gender disparities in the education sector.

Further show of commitment to the education of the girl-child by the Government came when in 2001, a Minister of State was appointed for the education of the girl-child.

The government's determination to ensure equity by the year 2005 and equality by the year 2015 in education continues to be reinforced in its policies. The Education Strategic Plan (2003 – 2015) is very much gender-sensitive with its allocation of funds for the education of girls.

In order to facilitate and advocate for the education of the girl-child the Girls' Education Unit has developed a programme that promotes the education of the girl-child as a means of attaining gender parity in education, particularly, at the basic level. Additionally, aspects of the curricula that promoted gender bias against girls have been removed and the curricula have been strengthened through the development of materials devoid of gender bias for the teaching of Life Skills, HIV/AIDS and Child Rights Promotion especially for girls, in schools. Some NGO collaborators are assisting by providing small grants to families to undertake income generating projects to enable them send girl-children to school.

The World Food Programme and the Catholic Relief Services also provide food rations to ensure the retention of girls in school.

In the year 2003, a number of interventions were developed to target the girls themselves in an effort to improve their self-esteem through Girls' Clubs activities; the Sara Communication Initiative and the institution of a Reporting System for complaints of sexual and other forms of harassment by male teachers or peers. These interventions have had some impact on the retention of girls. However, retention remains a formidable challenge to the efforts of the Government to address girls' educational issues.

The Girls' Education Unit has succeeded in establishing a Scholarship Scheme funded by the GETfund for the education of the girl-child. Additionally, advocacy has resulted in the establishment of several Education Endowment Funds by traditional leaders and some individuals to assist families provide for their children's education particularly, girls.

The strategies put in place to promote girls' education have yielded returns. The Gross Enrolment Rate (GER) has improved from 75.5% in 1987/88 to 80% for 2002. The GER gender gap in favour of boys decreased from 10% in 1996/97 to 7% in 2002.

Analysis of gender participation in education for 2001/2002, based on net enrolment rates (actual participation of boys and girls of school-going age, following the population and housing census of 2002) show that in real terms the difference is only 1% in favour of boys. The national average for net enrolment is 58%, representing 59% for boys and 58% for girls in 2000/2001.

The expansion of second cycle education has been a matter of concern. During the period, investments in second cycle education have not grown compared to that of basic education. The GPRS forecasts that participation in the SSS will grow from 17% to 25% by 2004. Enrolments in Senior Secondary Schools (SSS) age group (16 – 18 years) grew from about 146,000 in 1987/1988 to 195,000 in 1997/1998 and 204,000 in 2000/2001. The number of public secondary schools increased

from 240 to 474. The number of technical institutions stood at 23 between 1996 and 2001. Many Community Day Secondary Schools were opened 1990s to make secondary school more accessible without the additional costs of boarding and lodging.

5.0 EDUCATION AND SOCIAL INCLUSION

The Special Education Division of Ghana Education Service (GES) is mandated to carry out policies that will ensure the social inclusion and quality education for those with special needs.

Government policy is to provide equal educational opportunities for children and youth with special needs at pre-tertiary levels to promote access and participation, quality and inclusion.

Educational programmes are available for the deaf, the blind and the mentally-handicapped in both segregated and interpreted settings from basic through to the tertiary level. The physically-disabled are educated in the mainstream and not in special schools.

By UN estimation between 10 – 12% of any given population are disabled. Ghana with a population of around twenty million has a disabled population of between 2 to 2.4 million. Based on the 2000 census which puts the total school age population (from pre-school to SSS) at 6.7 million, children with disabilities of the same age is calculated at 679,000 – 804,000.

With a population between 670,000 – 804,000 school age children with disabilities against the current enrolment of 4,109 children in both segregated/integrated schools, it is indicated that only 0.6% of the population of children with disabilities receive any form of education.

There is the need for urgent mobilization of financial, human and material resources towards the provision of educational opportunities for children/youth with special needs.

Moving towards inclusion is the main policy of the MOEYS as outlined in the Education Strategic Plan 2003 – 2015. In collaboration with the British VSO, the GES has developed a project for moving towards a more inclusive system that will address both the special learning needs of pupils in the regular schools and also implement the MOEYS/GES policy of inclusive education.

The project is being implemented on pilot basis in ten districts beginning from the 2003/04 academic year. A total of 35 schools with a focus on 350 – 500 children with special needs, 500 regular teachers and 400 parents are the target beneficiaries.

After basic education the blind are integrated into selected second cycle institutions and Teacher Training Colleges. This facility is also available to the Deaf.

Not much has been achieved in the area of curriculum adaptation to address the diverse learning needs of children with special needs in the regular classroom.

Special Education resource teachers provide support to both the teachers and the pupils mainstreamed. Resource materials in the form of teaching/learning materials and assertive devices/materials are provided.

The deaf, the deaf-blind and the severely mentally-handicapped are considered the most vulnerable to social exclusion. Communication difficulties of these groups including some socially unacceptable behaviours of the severely mentally-handicapped create barriers to inclusion.

Special segregated schools follow the same rules/regulations governing regular boarding schools which includes vacation periods to ensure the disabled maintain contacts with families/communities.

These special schools are encouraged to interact with and participate in joint activities with peers in the regular schools.

The challenges facing the Government of Ghana for ensuring social inclusion include the following:

- Public prejudiced perception of persons with special needs. Society carries deep-rooted negative convictions/attitudes about persons with special needs that impede their total acceptance and inclusion.
- Architectural barriers – public places including school environments remain inaccessible to persons with special needs. The physically disabled and the blind particularly have difficulty gaining access to the classroom.
- Inadequate assessment facilities – the few assessment centers are urban-based and poorly equipped. Many school aged children are not assessed prior to admission. This affects their placement, resourcing and future schooling.
- Inaccessible curriculum – without identification through assessment and the provision of the needed support children with special needs are unable to access the curriculum.

- Curriculum inflexibility – curriculum remains very structured and examination focused leaving little room for addressing the diversity in children’s learning.
- Pre-/Post-training in special educational needs for regular teachers. Inadequate structures/funds for pre-/post-training programmes to equip regular teachers with pedagogical skills to enable them respond to children/youth with special needs can be a threat to the achievement of inclusion and education for all.

6.0 EDUCATION AND COMPETENCIES FOR LIFE

Meeting appropriate learning needs and skills training for young people is a major challenge facing the education sector. Though diversification of the curriculum is a major aim of the reform which began in 1987, inadequate equipment and lack of qualified staff have made the implementation of the science, mathematics and technical/vocational programmes of the reform ineffective. Moreover information, communication and technology (ICT) knowledge, principles and practices are now being introduced into the system. Under the Education Strategic Plan (2003 – 2015) which is the basis of the Education For All Action Plan, a new paradigm for secondary education for the twenty-first Century is being developed.

Ghana is endowed with a lot of natural resources. The country therefore needs an educational system that would help produce young men and women not only with skilled labour-based competencies that would help it compete favourably in the world-wide technological arena but also enable it tap its own resources at the highest level of efficiency.

Secondary Education has from time immemorial served as the point from which students often move into professions of their choice to make a living. By the beginning of the 21st Century, Secondary Education had gone through the effects of the 1987 Educational Reforms. It had brought about changes in programmes pursued by students. The structure of Secondary Education Courses had now been grouped into programmes namely: General Science, General Arts, Agriculture, Business, Vocational Education comprising Home Economics (with sub-divisions in Food and Nutrition and Clothing & Textiles, Visual Arts) and Technical Education.

The boarding school system had been de-emphasized. Community Secondary Schools, largely day institution, had been established to increase Access and Participation. School Staff Establishment had been related to student enrolment bringing a heavy burden on schools with low enrolment since they had to maintain their programmes with a small number of staff. The disparity between enrolment in urban vis-à-vis rural secondary schools became a problem.

In 2003, the Government, announced its commitment to improve Secondary Education through a programme of upgrading at least one school in each of the 110 districts to an appreciable standard to help ease the pressure on the few “endowed schools” popular with Ghanaians. This programme which has taken off in earnest is being jointly funded in phases by the GETFUND and the African Development Bank (ADB).

There has been the Presidential Special Initiative (PSI) on Distance Learning Programme that is working through Audio-Visual Aids to give students all over the nation a fair chance to receive excellent tuition in English, Mathematics and the Sciences free of charge.

Other initiatives and developments have been discussed under the various headings with respect to the programmes they belong to as follows:

6.1 The Science Resource Centres Project

In 1995, the Ministry of Education and the Ghana Education Service established the SCIENCE RESOURCE CENTRES PROJECT in one hundred and ten (110) Senior Secondary Schools spread throughout the country. Each center was intended to be used by a number of Senior Secondary Schools known as a satellite schools within a forty-kilometre radius depending on the population of the schools.

This project was initiated to help bridge the gap between schools with well-resourced science laboratories (both human and material resources) and those with little or no resources, hence ensuring equity in students’ learning across the rural-urban divide.

6.2 ICT in Education Programme

In the wake of computerization, some attempts were made at school levels to introduce computer studies, through internally generated funds, mobilization of funds from PTAs, donations from old students associations, other philanthropists and Private Initiatives. However, the level of achievement has not been as desired for the following reasons:

- Only a few schools were to some extent, effectively involved in this exercise with respect to availability of and access to computers by students.
- Non-Availability of sufficient teachers with the requisite level of knowledge, and suitable computer laboratories to make teaching and learning as effective as it should be.

Even though private initiatives to introduce ICT into education is in the right

direction, however, the un-co-ordinated approach to the introduction of ICT in education has led to unhealthy developments including the following:

- Inability to identify the appropriate ICT literacy level for different stages in our educational structure.
- Proliferation of ICT curriculum in schools especially at the Senior Secondary School level.
- Student and Pupils not receiving the desired impact of ICT
- Exploitation of schools by private ICT vendors.

The solution lies on the standardization of the curriculum of ICT in education. The need to develop guidelines for introduction of ICT in education and to identify what types of interventions schools require for their respective ICT in education programmes have been identified and they are being addressed.

The Ministry of Education, Youth and Sports (MOEYS) is also in the process of bringing all national and International Development Partners together for effective co-ordination and collaboration to take place. It is expected that this would help avoid duplication and dissipation of effort to ensure maximum utilization of all available resources and facilities.

The Government of Ghana has taken the initiative to develop a broad framework for National ICT Policy, which covers all sectors of the economy.

The Policy Statement

“As part of the mission to: transform the educational system to provide the requisite educational, and training services and an environment capable of providing the right types of skills and human resources required for the developing and driving Ghana’s information and knowledge-based economy and society, the Government is committed to a comprehensive programme of rapid development, utilization and exploitation of ICT’s within the educational system from primary school upwards.”

Hence, the signing of a Memorandum of Understanding between the Government of Ghana and Microsoft last March.

Our Government’s long-term ICT mission as spelt out in the National ICT Policy Framework document is to transform the Ghanaian economy to a knowledge-based economy by:

- modernizing key social and development sectors using ICT.
- Improving the capacity and effectiveness of public and private institutions through the use of information, communication and knowledge for sustainable human development.
- Encouraging and assist the entrepreneurial spirit, investment and make the benefits of this technology available to every citizen.

Within the context of this National ICT policy there are major sections that deal with ICT in the educational sector. Since the major responsibility of the Educational sector is to develop the human resource of the country for sustained socio-economic growth and development, the Ministry of Education, Youth and Sports (MOEYS) will identify and develop long and medium term programmes for the introduction and the implementation of ICT activities within the educational sector.

As part of our preparation for a national ICT in Education drive, adequate number of ICT resources to be provided shall be part and parcel of a country-wide project to encourage ICT-based education.

6.3 ICT in Education in Ghana Schools

Approval was given by the Ministry of Education, Youth and Sports to PTAs of Secondary Schools to collect some limited amount of money to start providing infrastructure (Computers, Computer Laboratories, Internet Connectivity, etc.) for ICT in Education.

Formation of an ICT Technical Committee to prepare a framework for ICT in education Policy and to prepare draft guidelines for the teaching of ICT in Basic and Senior Secondary Schools. Draft Study Guidelines that now includes a Training Guide for Teachers is on-going Sensitization of District Directors and teachers has started.

Ghana subscribes to the NEPAD e-Schools Initiative and has been participating in its meetings in South Africa. As a member of the first 14 signatories of the African Peer Review Mechanism, Ghana becomes an automatic member of the first phase countries.

6.4 Global e-School and Community Initiative

With the help of McKinsey & Company Consult group working on behalf of the United Nations ICT Task Force, the GES has developed a comprehensive High Level Business Plan for the complete roll out of ICT in Education in our schools

under the **Ghana e-Schools Initiative** as an integral part of the **Global e-Schools and Communities Initiative (GeSCI)** which has been submitted to the Ministry of Education, Youth and Sports for a possible take –off in January 2004 in line with the Education Strategic Plan (2003 – 2005).

6.5 The Ghana e-Schools Initiative

- Examines the status and challenge of our Education system from the macro level and identifies the current – 30% adult illiteracy, the lack of middle to high level skilled labour, inadequate number of teachers, lack of supplementary curriculum materials, poor administrative efficiency, inadequate facilities and higher costs of education at the higher levels of education.
- Identifies the infrastructure of ICT-in-education as a key to providing a range of opportunities that extends beyond improving educational outcomes and addressing the concerns across the identified challenges as indicated above in order to achieve quality education, enhance access and improve management efficiency.
- Acknowledges a number of serious barriers (viz-hardware and infrastructure, connectivity, skill, content, donor collaboration and funding) that need to be overcome to make the programme of addressing the challenges a reality.
- Identifies how to overcome the barriers through private-public partnership, including all local stakeholders ranging from the community to the private sector to government with global partners assisting.
- Suggests that the plan be driven by a dedicated organization/task force in order to achieve a large scale impact over a relatively short period of time.

The UN-ICT Force has been working behind the scenes to attract sponsorship for Ghana among other three pilot developing world countries – namely Namibia, Bolivia and a Province in India.

6.6 Distance Education

At the tertiary level, there has been various capacity building interventions to facilitate the use of ICT tools in Distance Education. The UNESCO Institute for Information Technologies in Education (IITE) has been organizing African Universities. In October and December, 2003, the University Representatives and the Focal Point Co-ordinators met in South Africa at the University of South Africa (UNISA) to undergo a training session in the usage of ICT in Distance Education in Higher Institutions in the African countries.

6.7 Agriculture as a Vocation

The introduction of vocational agriculture into the school curriculum has helped to solve some of the unemployment problems of school leavers. Many are producing vegetable crops and other non-traditional crops like pineapple for export. Even at school level, competitions for the best school farm award during the national farmers day is quite encouraging. These have helped to generate keen interest in students and have changed their attitude to farm work.

Some School environs have been made green and attractive as woodlots, shade trees and grasses have been cultivated to meet the needs of schools. Many schools have plantations of oil palm and citrus, coconut plantations, etc.

Hatchery Project

The GES has established a hatchery project to produce day-old chicks for schools and colleges in the southern sector of the country. The hatchery project located at PRESEC, Legon has strengthened poultry projects in schools.

The challenges facing the Agriculture training institutions are:

1. Protection of agricultural lands to save these from the prevailing encroachments.
2. Repairs/rehabilitation of old and broken down school tractors.
3. Acquisition of new tractors.
4. Acquisition of more tools and equipment.
5. Training for capacity building: Trainer of Trainers (TOT) Tailor-made courses in management and supervision is being planned to take off in the Netherlands in the 2005/2006 academic year.

As a nation, we need to tailor our educational system to the manpower needs of the nation. The role of secondary education being the hub or pivot should be considered very crucial.

Entrepreneurship and small-scale Business Development training could be incorporated in Secondary Education to help encourage students who could otherwise go unemployed to use the skills acquired to make a living.

7.0 QUALITY EDUCATION FOR ALL YOUNG PEOPLE, CHALLENGES, TRENDS AND PRIORITIES.

7.1 Quality Education and the Key Role of Teachers

The teacher has always been central to every education reform process around the world and therefore teacher education should be of major concern to national policies that have development goals of poverty reduction and wealth creation. The provision of quality education involves adequate preparation of quality and dedicated teachers who should provide the knowledge and skills required by the human resources of a nation.

In view of this, teachers play a key role in nation building especially in human resource capacity building.

Consequently, the Government of Ghana regards teachers, teachers' unions and other organizations of the teaching profession as partners whose efforts would improve quality teaching, social cohesion, democratic values and culture of peace in schools and communities.

In Ghana, the major challenge confronting education as regards the provision of quality education for all is being pursued at all levels. For instance, basic education is undergoing drastic reforms to include pre-primary education as part of the basic compulsory education system.

In this regard, all children especially those in deprived and difficult areas are being given equal access to good quality education. The school curriculum has been improved to address the issues of cultural diversity, social cohesion and principles of democratic values among pupils and students.

Since the Government of Ghana recognizes the capacity of teachers to bring about peace and harmony into societies and communities, it has taken concrete steps to implement the DECLARATION AND RECOMMENDATIONS OF THE 45TH SESSION of the International Conference on Education (ICE) in its national policies. Some of these concerns of a teacher's status are as follows:

7.2 Teacher Recognition and Promotion of Status

The Government has instituted an annual award scheme for performing teachers throughout the country. Currently, teachers are the only professionals enjoying this special initiative which is meant to encourage teachers to perform creditably as well as to prompt society to appreciate the good work being done by teachers. Since the inception of this award, over a thousand teachers have received various prizes ranging from houses, saloon cars to electrical gadgets. As a matter of fact the

award has been a positive drive to retain teachers and also to attract young and qualified personnel. Basically, the goals of the award are to:

- Boost the morale of teachers
- Raise the status of teachers
- Encourage excellence in professional performance among teachers
- Restore the traditional respect of the teaching profession

7.3 District Sponsorship Scheme for Teacher Trainees

In order to ensure that quality teachers are trained and posted to serve all communities especially those which are deprived, District Assemblies (Local Governments) have been challenged to sponsor young men and women from their communities into teacher training colleges. This idea goes on to buttress the principle of ensuring that no child is deprived of quality learning because of his/her geographical area. The sponsorship scheme provides in most cases the basic needs of teacher trainees who pledge to come back after their training to serve their communities.

7.4 Incentive Package for Teachers in Deprived Areas

The Government of Ghana realizing that education has a key role to play in preventing conflict and building lasting peace and stability among citizens ensures that teachers as education practitioners are supported adequately. For instance, teachers in difficult but deprived areas of Ghana may benefit from the following incentive packages in recognition of their good work:

- 20% of their basic salary as inducement allowance
- free accommodation with solar electricity
- potable water supply in the form of borehole
- study leave with pay after two years of initial service

7.5 Conditions of Service

The Government allows teacher unions to make recommendations to enhance their scheme of service. Currently, a proposal has been submitted to government to review the following aspects:

- Distortions in salary adjustments
- Sponsorship scheme for teachers undertaking distance education
- Upward review of supervision allowances
- Health insurance facility for teachers

7.6 Promotion of Teacher Associations for Professional Development

Teachers are encouraged to form associations in various subjects. These associations are involved in decision-making at school level, through training programmes, and also in curriculum development as well as book development. In Ghana, the Consultative Council for Teachers' Association (CCTA) supports the MOEYS and the GES to select suitable textbooks for use in secondary schools.

7.7 Promotion of Democratic Culture in schools

The Government encourages the setting up of civic and other social clubs to foster the principles of integrity, tolerance, etc. The Government has allowed the school governing system to involve student body representatives in decision-making. There are associations of student representative councils which share in the deliberations of school and educational governance. This democratic culture has enabled teachers and students to work harmoniously towards the achievement of the effectiveness of schools. In most cases the principle of dialogue has been applied to resolve problems.

7.8 Measures being taken to implement the Declaration and Recommendations of the 45th Session of ICE

As education is key in national development, the Government has identified the following measures to improve the lot of teachers:

- A general improvement of the conditions of service for teachers through the payment of competitive salaries, provision of decent accommodation, enhanced retirement benefits and an insurance scheme.
- A National Teaching Council is to be established as a co-ordinating and licensing body for the profession. This approach is to ensure that the status of teachers is enhanced.
- A vibrant and continuing education programme based on ICT enhanced open distance learning for teachers is to be established to enable teachers improve their professional competencies.
- Supply and use of modern technology in teaching and learning is to be initiated in schools and colleges to give job satisfaction to teachers for effective delivery of their lessons.

7.9. Colleges of Education and ICT Enhanced ODL Programme for Teacher Education

The Government of Ghana has embarked upon a policy of up-grading of pre-service certificate awarding colleges to diploma awarding Colleges of Education.

The Basic Education Sector Improvement Programme (BESIP) policy document published by the MOEYS in 1996 clearly states in paragraph 10.3 that “Basic Education teachers will have a minimum qualification of diploma in Basic Education. Graduates of TTCs and other tertiary institutions henceforth will be trained to come out with the minimum requirement of a Diploma in Basic Education.

It is also known that the majority of (about) 24,000 untrained teachers in the education system are working in some of the most isolated, rural and under-served areas of the country and this initiative to bring the initial teacher training qualification to such a large number of people will serve to focus energy and resources on raising the quality of education and hence the life chances, of thousands of Ghanaian children presently living in some of the country’s poorest area.

A major advantage of the programme is that the teachers will continue to serve in their schools while training and will only be required to study face to face for short residential periods in the colleges during the vacation periods.

Prioritizing the training of untrained teaches also serves to recognized the valuable work such people have done over many years by offering them a chance to enhance their job security and development their professional recognition.

The Government of Ghana is demonstrating a formal commitment to poverty reduction by targeting the untrained teachers programme.

Hence, the untrained teachers programme could be seen as having elements of both equity and remedy and as being a professional investment for the nation.

The training model will use a school-based distance learning approach consisting of printed learning modules, supported by group based face-to-face study.

The Teacher Education Division of the GES working with the Teacher Training Colleges will be responsible for the development of the curriculum and the materials needed to support the distance-based training system.

The programme will be designed to make available a two- stage qualification:

1. Stage 1 is a three-year course which leads to the Certificate of Basic Education.
2. Stage 2 requires a further two years of study and leads to the Diploma in Basic Education.

These two programmes are meant to retain teachers and attract more qualified and dedicated young men and women into the teaching profession.

8.0 EDUCATION FOR SUSTAINABLE DEVELOPMENT

8.1 Sustainable Development

Cognizant of the fact that a reasonable standard of living cannot be maintained without sustainable economic growth and aware of the United Nations General Assembly resolution 57/254 on the United Nations Decade of Education for Sustainable Development (2005-2014) the Government of Ghana has its focus on the principle of sustainable development in its education reform programme.

The theme of sustainable development has been one of the several development concerns in Ghana. Sustainable development refers to meeting development needs of today without compromising the ability of future generations to meet their own development needs. At a syllabus development workshop held at Ghana Education Staff Development Institute at Ajumako in 2002, World Links gave a presentation on the concept of sustainable development to CRDD staff. There was a brainstorming session to identify issues of sustainable development for integration into specific subjects. Soon after that, a practical training session was held at the Ghana Institute of Management, Planning and Administration (GIMPA) for CRDD staff on how to search the Internet for information on sustainable development and related issues.

8.2 Strategies for integrating sustainable development into the school curriculum

The theme has been captured by several subjects at the Basic and Second Cycle levels of education. Owing to the sheer number of thematic development issues to be taken up by the curricula for Pre-Tertiary Education, sustainable development was not designed as a subject on its own. It has been integrated into subjects and learning areas.

Thematic issues of sustainable development have been part of the Population and Family Life Education (POPFL) programme and Value-Based Water Education (VBWE) project. The concept is treated under units in General Agriculture and Social Studies syllabuses. In Agriculture, Social Studies, French, English,

Ghanaian Language and Culture for instance, Sustainable Development has been captured under issues such as modernization of obsolete cultural practices, maintenance culture, health, interdependence of nations and people, introduction of new careers, relations between developed and developing nations, the work of UN Agencies, problems that serve as threats to human survival such as global warming, threat of the Ozone Layer, deforestation, desertification, soil erosion, pollution, human rights education, peace education, natural disasters and devastating diseases such as HIV/AIDS have been featured.

In addition to the integration of selected important themes within the syllabuses, themes like HIV/AIDS, Environmental Degradation, Sustainable Development, Conflict Resolution, Child Rights, Communication and other Psycho-Social Skills such as assertiveness and confidence-building, etc. have been integrated into several subjects.

It is hoped that the integration process adopted will help to change the nature of the Ghanaian towards superstition, witchcraft, work/work ethics and other important attitude building themes that will help build up the new type of Ghanaian with knowledge, positive attitudes and high thinking capacity to assist in the rapid socio-economic growth of the country.

9.0 THE WAY FORWARD

The Education Strategic Plan (ESP) 2003 – 2015

The Ministry of Education, Youth and Sports (MOEYS) has published the Education Strategic Plan (ESP) covering the period 2003 to 2015.

The ESP is the strategic framework that will guide and inform the development of education in the country during the next thirteen years. The plan is very comprehensive and sector-wide and covers all levels and aspects of education, that is, Pre-school, Primary, Junior Secondary, Senior Secondary, Teacher Education, Special Education, Technical/Vocational Education and Tertiary. The ESP should therefore inform all programmes and activities being planned for development of education.

The major responsibility of MOEYS is the promotion of quality education delivery in the country. This requires availability of adequate resources for the provision of physical facilities, equipment, teaching and learning materials, adequate number of qualified teachers, promotion of gender equity in enrolment and retention. Despite the substantial progress that has been made over the years in providing these facilities and services to improve access to the quality of education, the country is

still grappling with serious challenges particularly on quality of education at all levels. Apart from the additional classrooms needed to accommodate the new entrants, between 35 and 40 percent of the existing basic schools need to be rehabilitated or reconstructed. Most of the Senior Secondary Schools in the rural areas do not have the basic infrastructural facilities and thus fail to attract students

and parents. Funding at the tertiary level is almost in crisis. A long term implementable plan was therefore required to help the Ministry to address these and other challenges facing the education sector.

The effective implementation of the ESP will require capable personnel and commitment. There will be challenges. One serious challenge will be shortages across the system, but particularly at the district level, in planning and operational capacity. The majority of the activities will be undertaken at the district level and capacity shortages at this level will be detrimental. The ESP includes many strategies for training of staff in different capacities and it is expected that the Development Partners, the NGOs and other stakeholders will work with the Ministry to assist and support District Education Offices. With the support of the National Development Planning Commission and the UNICEF a planning manual has been prepared. Training and sensitization of communities, community and school based organizations such as SMCs and PTAs will also serve to strengthen the capacity for implementation of the ESP activities.

10.0 SUMMARY AND CONCLUSION

The issue of provision of quality education delivery has been identified as a matter of great concern to the Ministry of Education, Youth and Sports (MOEYS)

The GES, the main agency for education delivery at the pre-tertiary level, leaves no stone unturned to ensure the achievement of this objective. Attempts have been made to touch on policies and strategies that have been put in place to promote quality education for young people.

This National Report has provided an overview of the education system at the beginning of the century and addressed the issue of improvement of the overall quality of teaching and learning. The paper has touched on issues like School Administration and Management, Curriculum Policies, Education Gender Equity, Education and social inclusion especially of the vulnerable group. It has also dealt with Education and Competence for Life with focus on technological development and education for sustainable development.

In conclusion the MOEYS/GES will relentlessly pursue its vision of providing Quality Education for all in line with the socio-economic development of the nation as a whole and will seek the co-operation of its development partners.

ACRONYMS

BECE	Basic Education Certificate Examination
CRDD	Curriculum Research and Development Division
EFA	Education For All
ESP	Education Strategic Plan
GES	Ghana Education Service
GETFUND	Ghana Education Trust Fund
GPRS	Ghana Poverty Reduction Strategy
ICU	Implementation Co-ordination Unit
ODL	Open Distance Learning
PBME	Planning, Budgeting, Monitoring and Evaluation Division, Ministry of Education Youth and Sports.
PTAs	Parent /Teacher Associations
SSSCE	Senior Secondary School Certificate Examination
SMCs	School Management Committees
SSNIT	Social Security & National Insurance Trust
UNICEF	United Nations International Children Emergency Fund
VAT	Value Added Tax
MOEYS	Ministry of Education, Youth and Sports
ICT	Information, Communication and Technology

DOCUMENTARY REFERENCES

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- 5.. EFA National Action Plan (2003 – 2015) - Planning, Budgeting, Monitoring and Evaluation Division, Ministry of Education, Youth and Sports.
7. Report on FCUBE Mid-Term Stocktaking 1999 – 2000 Volumes I – III, Florence Daaku (ICU 2002)
8. Ghana Country Paper on the Development of Education, 1999 – 2000
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**GHANA EDUCATION SERVICE
TECHNICAL/VOCATIONAL EDUCATION DIVISION
STUDENTS ENROLMENT - 2000 – 2004**

Annex 1

REGION	INSTITUTION	2000/2001			2001/2002			2002/2003			2003/2004		
		M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
Greater Accra	Accra Technical Trg Centre	1,202	23	1,225	1,165	24	1,189	1,316	26	1,342	1,632	27	1,659
	Ada Tech Institute	246	86	332	333	135	468	1,424	153	1,577	429	156	585
	Sacred Heart Tech Institute	80	254	334	78	329	407	87	312	399	104	344	448
	Tema Tech Institute	691	113	804	1,441	148	1,589	400	168	568	726	105	831
Eastern	Abetifi Tech Institute	176	38	214	234	100	334	230	95	325	330	112	442
	Akwatia Tech Institute	347	7	354	332	3	335	341	9	350	373	75	448
	Amankwakrom F.A.T.I.	12	-	12	15	7	22	22	1	23	38	14	52
	Koforidua Tech Institute	214	3	217	546	5	551	680	8	688	724	9	733
	St. Joseph Tech Inst. (K'Tafo)	124	76	200	167	129	296	175	133	308	237	116	353
	St Paul's Tech Institute	1,198	-	1,198	1,125	-	1,125	1,114	-	1,114	1,059	-	1,059
Central	Asuansi Tech Institute	536	2	538	595	13	608	746	10	756	699	15	714
	Cape Coast Tech Institute	1,006	75	1,081	1,021	98	1,119	1,240	180	1,420	1,548	221	1,769
Western	Kikam Tech Institute	641	5	646	729	6	735	786	9	795	822	11	833
	Takoradi Tech Institute	695	17	712	1,052	30	1,082	1,452	656	2,108	1,372	75	1,447
Volta	Anlo Tech Institute	413	156	569	413	157	570	1,041	212	1,253	438	236	674
	Kpandu Tech Institute	936	137	1,073	864	158	1,022	245	90	335	1,066	227	1,293
	Have Tech Institute	223	78	301	246	86	332	414	200	614	378	95	473
Ashanti	Kumasi Tech Institute	1,473	56	1,529	2,976	49	3,025	2,900	93	2,993	1,294	17	1,311
Northern	Dabokpa Tech Institute	126	95	221	106	107	213	105	125	230	133	126	259
	St Joseph Tech Inst, Saboba	210	6	216	240	6	246	250	6	256	267	6	273
Upper East	Bawku Tech Institute	469	-	469	540	97	637	592	98	690	562	77	639
	Bolga Tech Institute	1,025	519	1,544	1,159	597	1,756	1,190	636	1,826	1,274	630	1,904
Upper West	Wa Tech Institute	353	-	353	259	81	340	310	88	398	384	89	473
TOTAL		12,396	1,746	14,152	15,636	2,365	17,981	17,060	2,717	19,777	15,889	2,783	18,672

ALLOCATIONS BY THE GETFUND TO THE EDUCATION SECTOR
SUB SECTOR SUMMARIES

Annex 2

A TERTIARY INSTITUTIONS

	2001M	2001 SUP	2002M	2002 SUP	2003M	2003 SUP	2004M
1. UNIVERSITIES							
University of Ghana	6,250,000,000		14,770,200,000.00		30,889,350,000		35,500,000,000
KNUST	8,322,081,632		7,300,000,000.00	980,000,000	30,670,650,000		35,200,000,000
University of Cape Coast	3,744,851,370		12,110,160,000.00		22,500,000,000		34,100,000,000
University of Edu. W'ba	7,078,701,690		18,638,884,650.00		15,625,000,000		30,000,000,000
University of Dev, Studies	5,490,000,000		20,037,000,000.00		21,600,000,000		38,000,000,000
College of Health Sciences UG	4,793,000,000						7,000,000,000
College Medical Scie KNUST							6,000,000,000
KNUST School of Mines							9,200,000,000
Shortfall from 2003	2,968,621,838		5,662,000,000.00				3,000,000,000
Encyclopedia Proj for Lib Ph1							2,000,000,000
PhytoChemistry and Mole Proj					1,460,000,000		
Sub-Total	€38,647,256,530	€0	€78,518,244,650	€980,000,000	€122,745,000,000	€0	€200,000,000,000
2. POLYTECHNICS							
Sunyani Polytechnic	414,000,000		3,702,600,000.00		5,300,000,000		7,000,000,000
Kumasi Polytechnic	951,875,000	414,000,000	3,720,000,000.00		8,210,000,000		10,000,000,000
Ho Polytechnic	3,788,107,667	674,250,000	3,720,093,000.00		7,756,000,000		10,000,000,000
Koforidua Polytechnic	2,742,011,156		3,720,093,000.00		5,400,000,000		7,000,000,000
Takoradi Polytechnic	2,705,620,711		3,720,093,000.00		5,913,000,000		7,000,000,000
Bolgatanga Polytechnic	570,000,000		7,270,000,000.00		4,485,000,000		12,000,000,000
Tamale Polytechnic	1,710,084,739		3,720,093,000.00		5,830,600,000		7,000,000,000
Accra Polytechnic	450,000,000		4,620,000,000.00		4,985,000,000		10,000,000,000
Cape Coast Polytechnic		1,046,144,000	3,720,093,000.00		4,500,000,000		6,000,000,000
Wa Polytechnic	38,000,000		9,067,856,174.40		4,446,000,000		7,000,000,000
IPS	1,710,000,000		2,160,017,000.00		2,190,000,000		5,000,000,000
GIL	7,501,000,000		1,847,900,000.00		2,500,000,000		6,000,000,000
Shortfall from 2003							2,000,000,000
Encyclopedia							1,000,000,000
Sub-Total	€22,584,699,273	€2,134,394,000	€50,988,838,174	€0	€61,515,600,000	€0	€97,000,000,000

B PRE-TERTIARY INSTITUTION							12,000,000,000
B. 1 Special Projects for Textbooks			43,000,000,000.00				10,000,000,000
Completion of VOTEC Projects			26,900,000,000.00		30,141,500,000		
B2 Basic Education	38,990,000,000		33,011,032,000.00	3,850,000,000.00	68,955,000,000		127,000,000,000
2 nd Cycle Education	36,143,000,000		51,120,000,000.00			36,400,000,000	125,000,000,000
Teacher Training Colleges							8,000,000,000
Sub-Total	€75,133,000,000	€0	€154,031,032,000	€3,850,000,000	€99,096,500,000	€36,400,000,000	€282,000,000,000
OTHERS							
C Students' Loan Scheme	75,000,000,000		50,000,000,000.00		32,000,000,000		30,000,000,000
D Scholarship Secretariat			705,600,000.00		10,645,000,000	11,575,000,000	33,000,000,000
E Academic Facility User Fees	5,930,443,797						
F Handicapped Institutions			3,500,000,000.00		660,000,000		
G Expansion of Access to Girls Educ.			5,000,000,000.00			4,696,800,000	
H National Science & Maths Quiz			468,000,000.00			1,000,000,000	
I Procurement of Dist Learning Materials			139,881,973,000.00		2,720,000,000	300,000,000	12,000,000,000
J Ministry of Educ and other Agencies	2,850,000,000				51,251,800,000.00		35,000,000,000
K Others & Special Proj (including Veh)					1,350,000,000		35,000,000,000
L Faculty Dev. And Research					10,000,000,000		1,000,000,000
M Ghana Education Service							12,000,000,000
N Constituencies Emergencies			1,178,574,463.00				1,000,000,000
O Distance Education (PSI)							4,000,000,000
P Historically Disadvantaged Areas							
Q Investments			60,000,000,000.00		60,000,000,000		30,000,000,000
Sub-Total	€83,780,443,797	€0	€260,734,147,463	€0	€168,626,800,000	€17,571,800,000	€193,000,000,000
Grand Totals	€220,145,399,600	€2,134,394,000	€544,272,262,287	€4,830,000,000	€451,983,900,000	€53,971,800,000	€772,000,000,000