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THE DEVELOPMENT OF EDUCATION

1994-1996

National Report from Ghana

by

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1.0 INTRODUCTION

The Education Act of 1961 established the policy of free and compulsory primary and basic education for all children of school-going age in Ghana. Therefore, since Independence in 1957, various Governments have attempted, with varying success to provide facilities and opportunities for basic education for all children in Ghana.

In 1983, the Government enacted PNDC Law 42 to modify and reinforce among others, the Education Act of 1961. The Government declared that "without the provision of basic education for as many of our children for the challenges of this environment, we would only be turning them into misfits and denying ourselves the most essential resources for national development". Government accepted the challenge to achieve this objective because, it has been accepted that for sustained and self-reliant economic growth, modern science and technology must be applied to the economy. But this cannot be achieved without equipping the potential manpower of the country with the necessary orientation and skills for the task. Neither can it be achieved in a situation in which there is about 70% adult illiteracy, 30% of children of school-going age are out of school and the drop-out rate is high.

The current reforms in education which began in 1987 can, therefore, be said to constitute the most far-reaching aspirations of the Government and people at Ghana towards diversifying and making delivery of education to the population more efficient and productive.

This report is the second since the return of the country to constitutional rule in January, 1992 and the setting up of institutions for the promotion of democratic rule and socio-economic advancement.

The 1992 constitution specifically directed that:

1. The state shall provide educational facilities at all levels in all the Regions of Ghana, and shall, to the greatest extent feasible, make those facilities available to all citizens.
2. The Government shall, within two years after Parliament first meets after coming into force of this Constitution, draw up a programme for implementation within the following ten years, for the provision of free compulsory and universal basic education.
3. The state shall, subject to the availability of resources, provide:
 - a. equal and balanced access to secondary and other appropriate pre-university or equivalent education with emphasis on science and technology;
 - b. a free adult literacy programme, and a free vocational training, rehabilitation and resettlement of disabled persons; and
 - c. life-long education.

These policies are being implemented at all levels of the educational system. The content of this report indicates the developments from 1994 to 1996.

2.0 THE ECONOMIC, SOCIAL AND POLITICAL CONTEXTS AND THEIR EFFECTS ON THE EDUCATION SYSTEM

Ghana's educational development over the past two years would be understood within the context of the on-going educational reforms which began in 1987. The need for reforms arose from the short-comings of the old system which the Government sought to address as far back as 1974 with the acceptance of the Dzobo Report on Education which produced "The New Structure and Content of Education for Ghana." Among the essential shortcomings of the old system was the 17-year-long pre-tertiary education which was found to be not only time-consuming but also limited in scope, unproductive and expensive to both Government and parents. Furthermore, whilst access was limited, the content over-emphasised grammar-type education and academic achievements.

Some major problems which the country encountered during the mid 70's and early 80's were:

- i. Falling standards due to exodus of trained and highly qualified teachers from the country as a result of the economic decline in the 1970s.

- ii. Lack of textbooks and stationery items as a result of lack of foreign exchange.
- iii. Deterioration of buildings, furniture and equipment resulting in the collapse of school management.
- iv. Cutting back on levels of funding of the educational sector by successive governments. The proportion of GDP devoted by Government to education declined from 6.4% in 1976 to about 1.0% in 1983 and 1.7% in 1985.
- v. Non-availability of data and statistics needed for vital planning which led to decisions being taken on an ad-hoc basis.

Thus the period between 1980 and 1983 was a period of stagnation so far as implementation of existing policy was concerned. By 1983, Ghana's educational system, which by the mid-1970' was known to be one of the most highly developed and effective in West Africa had deteriorated in quality. This had resulted from a concomitant decline in the country's economy in the 1970's. Enrollment rates in the country's educational system, once among the highest in sub-Saharan region, stagnated and fell. Additionally, the quality of education declined, which contributed to the enrolment stagnation. The percentage of the GDP allocated to education dropped from 6.4 percent in 1976 to 1.5 percent in 1984; the real levels of financing fell by about two-thirds. Government resources were no longer available to construct, complete, or maintain educational facilities. At the same time, scarcity of foreign exchange diminished the country's ability to purchase textbooks and other teaching and learning materials. The economic downturn also resulted in the mass exodus of trained teachers, especially the more highly trained and qualified ones to seek greener pastures elsewhere. At the basic education level, the ratio of trained to untrained teachers fell significantly as a result of the exodus. The education sector was moreover weakened by low motivation and morale, and ineffective supervision particularly at the basic education level.

It was in the light of these problems confronting the country's educational sector that in 1983, under the Economic Recovery Programme, initiative was taken under the Health and Education Credit which enabled some urgently needed instructional materials such as textbooks, library books and stationery to be injected into the school system. It was, however, in 1986 that the Government came out with the new educational policy for the country for implementation.

3.0 EDUCATIONAL POLICIES AND REFORMS

With effect from September, 1987 Ghana adopted a 6-3-3-4 system of education. Under this structure the educational system is made up of six years of primary school, three years of junior secondary school (which forms nine years of basic education) followed by three years of senior secondary school. This constitutes twelve years of pre-tertiary education. Tertiary education consists of four years of university education or three to four years of training at the Polytechnics, Teacher Training Colleges and other training institutions in the fields of Agriculture, Health etc.

The new Education Reform Programme is designed towards the achievement of the overall national education goals. These include:

- a. to expand and make access more equitable at all levels of education;
- b. to change the structure of the school system, reducing the length of pre-university education from 17 to 12 years;
- c. to improve pedagogic efficiency and effectiveness;
- d. to make education more relevant by increasing the attention paid to problem-solving, environment concerns, pre-vocational training, manual dexterity and general skills training;
- e. to contain and partially recover costs; and
- f. to enhance sector management and budgeting procedures.

The Education Reform Programme is divided into three broad phases: the first is the introduction of the new junior secondary system running from 1987 to 1990; the second is the introduction of the new senior secondary school system from 1991 to 1993; the third, is the tertiary reforms running from 1994 to 1997.

The Education Reform Programme has since its implementation from 1987 onwards made significant impact on the educational delivery process in the country. Areas of significant achievement relate to increased access to education, redesigning the curriculum towards greater relevance, improving instructional effectiveness and training of teachers to meet the demands of the reform.

3.1 Increased Access to Education

Following the launching of the school reform programme, there has been a marked increase in basic education enrolments. Gross primary school enrolment rate increased from 80.5 per cent in 1988/89 to 82.5 per cent in 1990/91. At the primary level, P.1 enrolment grew from 74.8 per cent in 1988/89 to 75 per cent in 1989/90 then 82.5 per cent in 1990/91 and 89.4 per cent in 1991/92. At the JSS.1 level, 1987/88 enrolments were 21.7 per cent higher than comparable Middle Form One enrolments, with far the largest increases (83.9 per cent) in the three educationally disadvantage regions - the Northern, Upper East and Upper West regions. In most of the Southern regions, over 70 per cent enrolment rate of the age 6 to 14 had been achieved, but in the three Northern regions, the equivalent enrolment rates were above 40 per cent. In 1990/91 and 1991/92, enrolment in public junior secondary schools in relation to population in age group 12-14 was 50.0 and 56.3 per cent respectively.

Under the old secondary school system, about 20 per cent of the primary 6 enrolment cohort was eventually admitted to form one of secondary schools. In 1989/90 there was a gross enrolment rate of 10.8 per cent of the 15-19 years age cohort in the old secondary school system. Under the new senior secondary school system in 1991, 35 per cent of the 1990 and 1991 JSS 3 enrolment cohorts were admitted.

The increased intake into SSS.1 was facilitated by the opening or absorption of new community senior secondary schools to supplement the number in existence in 1989. To enable the newly opened senior secondary schools stand on their feet, government through cost sharing with local communities, provided them with additional facilities such as classrooms, staff houses, administration block, science laboratory, library, etc., under the Community Senior Secondary School Construction project.

3.2 Curriculum Reform Towards Greater Relevance

A major objective of the school reform is to make education more relevant to socio-economic realities of the country, so that the Ghanaian child having gone through such education, will be able to live a productive and meaningful life. Thus, Ghanaian languages and practical agriculture have been introduced as core subject at basic and secondary levels of schooling, and science is being taught with an environmental approach. In addition, in order to expose the student to employable skills, each school at the basic education level offers one pre-vocational subject designed to give pupils familiarity with, and practice in using simple hand tools.

At the senior secondary school level the new curriculum has been designed to serve two purposes:

- i. to prepare students for a wide range of occupations; and
- ii. to provide a solid educational foundation for post-secondary education and training.

3.3 Improving Instructional Effectiveness

From 1987 onwards, textbooks and instructional materials were injected into the educational system, which for several years had been starved of even the most basic classroom requisites. New textbooks and teacher's guides were produced for the basic education schools, from P1 to JSS3, and a range of tools and science equipment was procured and delivered to schools. In addition, pupils were provided at cost with essential stationery. Basic classroom supplies such as chalk, registers and notebooks were also provided

3.4 Training Teachers to meet the Demand of the Reforms

In response to the need for teachers to meet requirements of the reform programme, teacher education programmes have been reformed and strengthened. With effect from 1988, intake into the 4 year post-middle teacher training course was discontinued, and all intake into the Teacher Training Colleges is now made into a three-year course reserved for Ordinary Level GCE and SSSC holders. The curriculum at the teacher training colleges was also revised to reflect changes in the content and methods of basic education teaching. Teacher Training Colleges, now train teachers to teach groups of subjects to match the reform programme. While all trainee teachers, irrespective of their areas of specialisation study core subjects necessary for imparting relevant knowledge and skills in basic level schools, in Group One colleges, students study Science, Mathematics, Technical Skills, Agricultural Science and Physical Education whiles in Group Two, students study English

Language, Social Studies, Cultural Studies, Vocational Skills, French and Ghanaian Languages.

In-service training for all categories of teachers and supervisors has been intensified to meet the demands of the reforms.

3.5 Promotion of Technical and Vocational Education

It is important to mention at this point that promotion of technical education forms an essential component of the reform programme as can be seen from the development of technical and vocational programmes among the five (5) elective programmes of secondary education. Furthermore, the traditional technical institutions remain as before, producing the country's craftsmen and technicians.

3.6 Provision of Structures and other Facilities

With regard to Basic Schools, the provision and maintenance of classrooms maintenance is the responsibility of Local Government - a responsibility which is being carried by District Assemblies.

Despite this policy, under the reform programme, central government is supporting local efforts to strengthen basic education, first, in order to provide quality basic education for all children of school-going age and secondly, in order to provide a solid background for continuing education.

Through the World Bank and other donor agencies the government has assisted communities which were unable to complete their school structures for the JSS reforms. In areas where community initiative was completely lacking classroom pavilions have been provided.

Since 1990 the USAID has embarked upon various projects with particular focus on primary schools in deprived areas. Under the Primary Education Programme, known for short as PREP, government has received support for the construction of headteachers' residences for selected primary schools in the rural areas. Government is currently, with the assistance from the World Bank, preparing to expand the scheme to include the construction of 3-unit classroom pavilions for 1, 983 primary schools to reduce the problem of inadequate classrooms in deprived areas.

Senior Secondary Schools, have also benefited from the following:-

- i. The construction of multi-purpose workshops for new secondary schools offering science and technical programme.
- ii. The Community Senior Secondary School Construction Programme, under which programme 155 new senior secondary schools, have benefitted from the provision of 2 additional classrooms, a staff room or headmaster's office or a general office or a store room as well as a library and store, and two staff houses. As a follow-up to this programme vehicles were supplied to schools on condition that they

were able to initiate and complete their own water and sanitation projects.

3.7 Improvement of School Effectiveness

A lot has been done since the inception of the current school reforms to improve upon the management of the educational system by improving logistical supplies and supervision from the district through the circuit to the school level. Though District Directors of Education have been introduced into the system, though teachers have been retrained and are being provided with essential classroom inputs and other logistics and pupils and students now have greater access to basic textbooks, the effectiveness of the public basic and secondary schools remains low, as does their achievements.

The low level of effectiveness of public schools and its effect on achievement has been traced largely to the low level of instructional time in the schools.

The important role instructional time plays in the educational system was highlighted in the Operational Guidelines for the implementation of the Basic Education Reforms which states that:

"Cultural festivals, Sporting activities, Games, Youth Clubs and organisations, Community and Voluntary activities are all important for character training and in fostering unity and team spirit. Firm support shall be given to teachers to promote and supervise these extracurricula activities which form part of their responsibilities. However, these activities should not be allowed to interfere unduly with normal instructional hours and should be planned for out of school hours and holidays. All Schools Whether Private or Public shall be expected to run a full 40 week School Year".

Under the Primary School Development Project instructional time in basic schools was increased from 4 to 5 hours per day. Before then, official teaching hours in basic schools stood at 725 hours per year compared with the average for developing countries of 870 hours. Even then, due to a number of factors, the actual instructional time in Ghana in public basic schools was found to have averaged 450 hours.

It has been observed that the actual teaching and learning time is often affected by weather conditions and by the non-attractiveness of the school physical facilities, as many of the schools in the more deprived parts of the country have no proper school buildings, whilst a large number of school buildings have leaking roofs and other impediments. Learning time and effectiveness are also affected by other factors such as poor teacher discipline, attendance by both teachers and pupils to markets on local market days during school hours, attendance of teachers at funerals and meetings called by circuit and district education officers and Ghana National Association of Teachers (GNAT) officials during school hours, and time taken off by teachers each month to collect their salaries. These problems were accentuated by an almost complete lack of school level supervision by the headteacher in most public basic schools.

These concerns are being addressed through the Primary School Development Project which the Ministry of Education is implementing with a World Bank Credit. Measures taken under the project to address these concerns are policy and management changes and investments in physical infrastructure involving among other things:

- i. as already noted, increasing actual teaching hours from 4 hours a day to at least 5 hours a day, in part through an increase in official teaching hours and in part through information campaigns designed to increase community awareness towards the importance of increasing daily instructional time;
- ii. ensuring that District Education Officials do not arrange any functions or activities for school teachers during official teaching hours;
- iii. eliminating all fees and levies that are not officially endorsed by the Ministry of Education and the Ghana Education Service and which sometimes drive away pupils whose parents cannot afford them out of school;
- iv. involving communities in the selection of headteachers;
- v. training and retraining of basic school headteachers in school level supervision;
- vi. constructing 10,977 classrooms or 3,019 3-unit classroom pavilions for 1,983 least endowed primary schools;
- vii. constructing 1,983 headteachers houses to go with the classroom pavilions for the least endowed schools in order to attract qualified headteachers for these schools; and
- viii. re-roofing of 1,546 classrooms.

Besides the above measures it is also recognised that teachers and school heads must be made to feel accountable. The country needs to develop and use new indicators of school effectiveness, teacher performance and pupil-learning achievements. Where schools perform poorly on these indicators, it should be investigated and remedial or disciplinary measures taken.

4.0 MEANS OF INSTRUCTION, EQUIPMENT AND INFRASTRUCTURE

As stated above, with effect from September 1987, Ghana has adopted a new system of Education which is geared towards the attainment of practical skills rather than mere academic achievement. There is therefore the need to inject suitable textbooks and other instructional materials in sufficient quantities into the system.

4.1 Supply of Textbooks

i. Textbooks:

The Government of Ghana has not been able to achieve a 100% coverage in terms of school supplies. However, the breakdown of percentage coverage of textbooks supply in the basic and secondary schools is as follows:

- | | | |
|----|-----------|----------|
| a. | BS 1 - 6 | 70 - 80% |
| b. | BS 7 - 9 | 90% |
| c. | SSS 1 - 3 | 90% |

Economics, Ghanaian Language, Applied Electricity and Visual Arts books are yet to be put into the SSS system.

ii. Stationery:

Supply of stationery to schools has not been very adequate due to financial constraints. Items like Registers, Cumulative Record Books, Store Issue Vouchers, Log Books etc are paid for from Ghana Government quarterly votes. Exercise books are procured from basic schools revolving fund.

iii. Instructional Materials Including Computers, Audio Visual Equipment etc.

Home economics equipment, Agricultural tools, Technical, Secretarial and Office equipment have been put into the system but these have not adequately met the needs of schools and Directorates. Computers are completely absent in the public basic schools and District Directorates. In the past few years some senior secondary schools have received consignment of computers from external donor agencies.

4.2 Production and Importation of School Textbooks

For the different levels of education, production and importation of textbooks are based on school requirements. Some of the textbooks are developed and produced locally, others are imported.

i. Production:

When information is received from Basic and Senior Secondary Directorates on the need for textbooks, Printers, listed by the Supplies and Logistics Division are invited to quote prices for the printing of the books.

ii. Importation:

Letters of invitation for the importation of textbooks and other teaching and learning materials are sent to prospective suppliers through the Ghana Supply Commission. Payment is made by letters of credit through the Ministry of Finance when the Bill of Lading, invoices and claims are submitted by the foreign supplier.

4.3 Supply of Classrooms, School Transport and Cafeterias

Both Local and Central Governments are responsible for the provision of classrooms, school transport and residential accommodation for students. A reasonable proportion of staff in boarding schools have also been provided with residential accommodation. However this does not meet the needs of the increasing population of staff as a result of increase in the number of students. Occasionally state-owned and private organisations assist schools with the acquisition of these facilities.

Cafeterias are set up in some schools especially in Day Public Schools and Private Schools. Capital for running the cafeteria is provided by the schools.

5.0 TRAINING AND SUPPLY OF TEACHERS

5.1 OBJECTIVES OF TEACHER EDUCATION

The objectives of Teacher Education are to provide the teacher with (1) a sound basis in the content of the courses at the levels at which they will teach (2) a sound professional skills that will enable them guide the children to learn (3) manual skills to enable them interest the children in the acquisition of basic vocational skills and (4) to inculcate in teachers the qualities of leadership. Leadership should be the type of leadership that should (a) create favourable conditions in which children learn with pleasure and ease. (b) enable them prove themselves acceptable to the community and (c) integrate the school with the community.

5.2 PRE-SERVICE TRAINING

5.2.1 Recruitment into the Teaching Profession

Teachers are recruited to man the four (4) levels of the educational system, namely, the nursery and pre-school level, the basic school level, the secondary/technical/vocational school level and the tertiary level.

Before they embark on their various training courses the prospective teachers are made aware that teaching is a noble profession which requires people who are observant, practical, dedicated, affable, resourceful, intelligent, patriotic, upright and religious. They are further made aware that the quality of education and the country's manpower needs would depend on them, and that they are expected to play a major role in the physical, moral and spiritual training of the youth. They are therefore expected to live what they teach.

5.2.2 Levels of Training, Credentials Awarded and Duration of Courses

- a. We have the Pre-School or Nursery Teachers Training Course which lasts for 3 months. At the end of the training, teachers are awarded Nursery Teachers' Certificate.
- b. The Basic level Teachers Certificate `A' Post Secondary Training course lasts for 3 years after which a Teachers Certificate `A' is awarded.

c. Teaching at the secondary level requires a Diploma or a Degree which may be obtained after 2 to 4 years of training.

d. A Master's or Doctorate Degree is obtained at the Universities. The training takes 2 to 3 years. Holders of these degrees are generally employed at the tertiary institutions.

5.2.3 Entry Requirements into the Teaching Profession

The 38 initial Training Colleges for Teachers are grouped into two programmes. While Group One Colleges offer Science, Mathematics, Agriculture Science, Technical Skills, Social Studies, Literature in English and Vocational Skills, Group Two Colleges offer Like Skills, Social Studies, Literature in English and Vocational Skills.

Out of the 38 Colleges, three (3) colleges offer only Group One subjects, thirteen (13) colleges train teachers in Group One & Two subjects and twenty-two (22) colleges offer only Group Two subjects, One college has specialised in training teachers for Physical Education whilst another offers French option.

At the moment the minimum entry requirements for the 3-year certificate 'A' course holders of senior secondary school examination certificate are:

a. Entry into Group One Colleges:

At least Grade E in Core English, Core Mathematics and either Core Life Skills or Core Ghanaian Language and in 2 Elective Subjects in Science, Agriculture or Technical subjects.

b. Entry into Group Two Colleges

Requires at least Grade E in Core English, Core Mathematics and either Science or Core Agriculture Science and Environmental studies and in 2 elective subjects in Arts, Vocational or Business subjects.

The comparative entry requirements for those with the traditional School Certificate/General Certificate of Education (SC/GCE) Ordinary Level certificates who wish to enter into Group One Training Colleges are: Credit in English Language, Credit in Mathematics, Credit in 2 Science subjects and a pass in an Arts subject, while entry into Group Two Colleges will require Credit in English Language, Credit in Mathematics, Credit in 2 Arts subjects and a pass in a Science subject.

The following subjects termed "Core Subjects" are common subjects that must be studied compulsorily in all the 38 Teacher Training Colleges in the country:

(1). Basic Mathematics (2). Basic Science (3). Ghanaian Language (4). Cultural Studies (5). Physical Education (6). Agricultural Science.

Additionally, a trainee must study two major subjects from either Group One or Group Two subject options.

English Language and Education, even though studied throughout the 3-year period are subjects one may term compulsory major subjects since the often two major subjects form part of the final part II examinations

To ensure that technical subjects are adequately taken care of, one college from Group One in all the ten regions of the country is selected to offer Technical skills and Technical Drawing as a compulsory major subject.

Both the subject content and methodology are taught in all subjects to prepare the trainee-teachers for their profession. Students are also supplied with the requisite textbooks and syllabuses to make them conversant with these basic school materials before leaving the training college.

The Guidance and Counselling Unit at the Ghana Education Service Headquarters in collaboration with their officers in the schools organise seminars and lectures to educate school leavers in the selection of future career.

Recent innovations include Continuous Assessment being made an integral part of the final examination. In order to eliminate subjectivity in the award of continuous assessment marks, the University of Cape Coast which is the certifying authority has adopted standardisation of the marks before the final results are released.

Another innovation is the integration of Population and Family Life Education into the curricula of Ghanaian schools and colleges.

At the University College of Education, Winneba, a department known as Institute of Education Development and Extension has been set up to promote courses in distance education with emphasis on affording teacher training college tutors and primary school Headteachers the opportunity to pursue degree courses.

At the University of Cape Coast a department of primary education has been set up to promote the teaching of primary school methodology.

In 1990/91 Academic Year, the total enrolment figure of trainee-teachers at the Training Colleges was 2812 including 1556 women. In the 1993/94 academic year, the figure stood at 4054 including 2091 women. This figure increased significantly to 4583 trainee-teachers enrolled in 1994/95 academic year.

5.3 INSERVICE TEACHER TRAINING

In-service training courses are organised for teachers after their training. These courses are organised when certain problems arise generally in the course of classroom practice. The organiser first identifies the problem(s) through interaction with the schools or through a committee set up to identify problems of teachers. Subject Associations set up committees to assist members improve themselves in certain areas where they lack competence. The course also help teachers to up-grade their knowledge and methods of teaching and to discuss together the teaching syllabuses to ensure a common teaching approach.

The organisation of inservice training has been accelerated during the new education reform process and all teachers are benefitting from it. They were first organised by the National Planning Committee for the Implementation of School Reforms under the aegis of the Ministry of Education. Now they are being organised by the GES/MOE.

The programmes cover courses in School Administration, Management and Financial Administration for Heads of Basic Education Schools. Courses in Continuous Assessment and Guidance and Counselling for Heads and teachers. Orientation Courses have also been organised in various subjects as well as a course in reading skills in Primary Schools.

The In-service training courses are organised nation-wide and involve teachers at Basic and Senior Secondary School levels. It is obligatory for all teachers to attend.

The following inservice programmes have also been undertaken to make the initial teacher effective:

- a. Workshop for Principals of Training Colleges on School Management and Financial Administration
- b. Orientation Course for tutors in the new syllabuses to be taught at the training colleges in the various subject areas.

The British Government under the Overseas Development Administration (ODA) has been assisting the Government of Ghana to promote the education reform. One such support is the ODA/JSS Teacher Education Project. This project which has staff development component is assisting in (a) in-service workshops for tutors in the area of English Language, Literature in English, Mathematics, Science and Technical Skills, (b) Training Tutors in writing Tutors' support materials. (c) Tutor involvement in writing and receiving teaching syllabuses through the subject panels.

5.3.1 Course Evaluation & Follow-ups

Course evaluation is done to determine whether the in-service course is successful or not. The findings will help the organisers in planning subsequent courses. Here, questionnaires distributed to participants assist in the collection of valuable information on resource personnel and on the whole programme. Exchange of ideas among the organisers and participants in durbars and the report of the Course Prefect help a great deal to gather valuable information for future use.

The Teacher Education Division of the Ghana Education Service has been entrusted with the responsibility of ensuring the smooth and proper functioning of the initial teacher training colleges. This Division will continue to take charge of all In-service Programmes of the Ghana Education Service when the initial training function is transferred to the RECAAST.

5.3.2 Salaries

There is a national salary structure for public servants. The Service has salary scale which spans level eleven (11) and ninety seven (97) with five-point graduations for every level (range).

Progression along the five-point scale within each level (range) is by merit through annual incremental awards.

However, teachers salaries constitute one of the lowest, even in nominal terms, as there are fewer fringe benefits in teaching than in other professions with equivalent levels of education and training. The contrast becomes sharper as one ascends the higher echelons of the professional ladder.

5.3.3 Promotions:

Promotions are earned through prescribed and promotion courses or interviews as appropriate. Certificates, diplomas, degrees and equivalent qualifications also enhance progression within the profession through incremental awards or promotions. Professional support is provided to classroom teachers through inspection and supervision. In-service courses will be more vigorously used under the FCUBE programme to sharpen the pedagogical skills of teachers.

5.3.4 Annual Leave:

Classroom teachers go on leave three times a year during holidays. Teachers in administration are entitled to annual leave lasting thirty six working days, while maternity leave is additional to annual leave entitlement for female teachers.

5.3.5 Professional Status:

Teachers have the opportunity to improve upon their professional status through normal progression through the ranks and study leave courses in academic/professional programmes in institutions of higher learning. Continuing professional education through distance learning modules have been considered under the FCUBE programme. All these facilities have the potential of raising the social and professional status of teachers especially among the lower strata of the profession.

5.4 WORKLOAD

Level and Type of Education	Number of hours per week devoted to classroom teaching	Number of hours per week devoted to other educational activities
Pre-Primary Education	20 hours	15 hours
Primary Education	22½ hours	20 hours
Junior Secondary Senior Secondary	25 hours	20 hours
Technical/Vocational	16 hours	27 hours

Teacher Training	18 hours	27 hours
	14 hours	30 hours

6.0 SPECIAL EDUCATION

In the Ministry's effort to increase access and participation to achieve the national goal of education for all, it has established a number of institutions at various levels for the education of the handicapped in the society. Presently there is a move to integrate some of them, i.e. the visually impaired, in regular schools on pilot basis from Primary to University levels.

6.1 Objective Of Special Education

Special Education is aimed at contributing to human resource development and to provide social equity by equipping the disabled with appropriable skills and learning needs to enable them fit into society, function effectively and secure gainful employment.

6.2 The Special Education Division

The Special Education Division of the Ghana Education Service provides Special Schools for disabled persons in Ghana. The Division develops, monitors and evaluates programmed in Special Schools established for disabled people at the pre-university level of education. It caters for the mentally retarded, the blind and the deaf but does not cater for the physically disabled who are integrated in the regular schools.

6.3 Types of Establishment

The Ghana Education Service has schools for the blind, the deaf, and the mentally retarded at all levels at the pre-university level but has no Special School for the physically disabled children aged 10-16 years. The Ministry of Mobilization and Social Welfare has Rehabilitation Centres in all regional capitals which provide training facilities for the literate physically disabled aged 17-40 years.

i School for the Deaf

There are 10 Residential Primary and Junior Secondary Schools, 1 Day Primary and Junior Secondary School and 1 Residential Senior Secondary Technical School in the country.

These institutions use the regular school curriculum. All subjects are studied with the exception of Ghanaian and French Languages. Assessment of pupils and students is the same as in regular schools. Total enrolment of pupils and students is 1844 which comprises 1344 Boys and 710 Girls.

ii. Schools for the Blind

In addition to two Residential Primary and Junior Secondary Schools, Resource Centres have been established as follows:

- 3 in Regular Primary and Junior Secondary Schools
- 2 in Teacher Training Colleges and
- 4 in Tertiary Institutions

Regular school curriculum is used in all basic schools. At Senior Secondary, Training College and University levels, all subjects in the regular schools are studied with the exception of Mathematics and Science. However, plans are afoot to introduce them at these levels soon.

Total enrolment is 385 made up of 254 Boys and 131 Girls.

iii. Schools for the Mentally Handicapped

There are 4 Public Schools and 2 Private Schools which cater for the mentally handicapped. In addition, 2 Units have been established within the Schools for the Deaf to address the educational needs of the mentally handicapped.

A special curriculum, adapted to the abilities of the individual child, has been developed for their use.

Total enrolment is 326 made up of 194 Boys and 132 Girls.

iv. Institutions for the Physically Handicapped

There are no institutions which provide formal education for the physically handicapped since they are integrated into regular schools from basic through university levels. However, two Orthopaedic Training Centres provide formal education to their patients whilst they are undergoing treatment.

v. Hospital Schools:

Two schools have been attached to two Teaching Hospitals for school children who have to stay in hospital over a long period.

vi. Peripatetic Services:

This establishment aims at identification of children with disabilities at an early age, and recommends appropriate intervention and support to both parents and teachers in regular schools. There are specially trained officers based in sixty (60) district and eight (8) regional offices who deliver the services in schools. There are plans to staff the remaining two regional offices.

6.4 Assessment And Resource Centres

These centres assess special education needs of school children who experience learning, emotional and behavioral difficulties in school and provide appropriate

remedial resources for them. There are only two centres presently in the country under a 5-Year Plan (1996 - 2000) more may be opened.

6.5 Community - Based Rehabilitation Programme

The Ministry of Employment and Social Welfare, in collaboration with the Ministries of Education and Health are operating, as a pilot project, a human resource development programme which aims at strengthening existing services and rehabilitating them.

The activities are centred around training of personnel concerned within the Ministries, using people with disabilities as target beneficiaries.

The project is being sponsored by UNESCO, ILO, WHO, with further assistance from two international non-governmental organisations: Norwegian Association for the Disabled (NAD) and Swedish Handicap International Foundation Aid (SHIA).

Eight (8) out of the ten (10) regions are benefitting from this project.

6.6 Itinerant Teaching

This programme was established in 1995 on a pilot basis in one district. The main objective is to integrate visually handicapped children into regular local schools with support from itinerant teachers for the blind. It is sponsored by the Sight Savers, an international NGO.

6.7 Staff Development

In order to meet the demands of the new thinking in special education service provision, it has become necessary to organize regular pre-service and in-service training courses for teachers and administrative staff based on the Framework for Action on Special Needs Education, adopted at the World Conference held in Salamanca in 1994. UNESCO has developed a resource pack as material for the training courses. A team of resource persons from the colleges and the Special Education Division has been trained to conduct the training programme.

6.8 Braille Press

Plans are being made to re-locate, at one centre, the Press for the braille and the printing to be done conveniently at the same place. This will facilitate the production of braille materials including textbooks, library books and other literature for the blind.

7.0 PRIVATE SCHOOLS

7.1 Legal Basis

The Education Act of 1961 made provision for the establishment of Private Schools (Act 87, Sections 17, 18 & 19) to augment government's efforts at providing enough schools to cater for the ever-growing demand for education, especially at the basic

level. This led to the creation of the Private Schools Unit at the Ministry of Education in August 1973.

7.2 Responsible Bodies

Section 31 (1 & 9) of the Education Act of 1961 empowers the Ministry of Education to be the responsible body to oversee the operation of private schools. With the establishment of the Ghana Education Service in 1974, the Private Schools Unit was placed under it, which made the GES the supervisory body of Private Schools. This ensures conformity to Ghana Education Service guidelines and regulations, with particular reference to the new educational reforms.

7.3 Operations

The structure and content of Private Schools is the same as the laid regulations of GES as it prevails now, and in conformity with the new educational system. The private schools thus run a two-year pre-school programme and then follow the 6-3-3-4 structure.

That is:

6 years, primary school

3 years, junior secondary school

3 years, senior secondary school

4 years, tertiary education

A two-year pre-school education (kindergarten) which used to be the preserve of urban children is now spreading throughout the country. Private schools, like public schools use the public school curriculum. Subjects studied as well as assessment of pupils and students are the same as in public schools.

7.4 Tertiary Institutions

There are a few Private tertiary professional institutions in Ghana, but the country is yet to have private Teacher Training Colleges, Polytechnics and Universities.

Tertiary institutions are supervised by the National Accreditation Board of Higher Education Division of the Ministry of Education. The Board and the appropriate institutions determine the programme and requirements for the proper functioning of the institution.

Courses offered at this level are mostly professional i.e. Accounting, Marketing, Public Relations, Management, Purchasing and Supply. The curriculum followed is of the various professional bodies, both local and foreign.

The National Accreditation Board is responsible for the determination of equivalences of diplomas, certificates and other qualifications awarded by the institutions in Ghana and other countries.

8.0 TERTIARY EDUCATION

The tertiary education system which is made up of three major categories of institutions, provide education beyond the Senior Secondary level. These include:

- i. Universities and University colleges
- ii. Polytechnics and Polytechnic-like institutions and
- iii. a number of pre-service training institutions which are primarily career or work-oriented.

8.1 Distribution of Student Enrolment

An abridged statistical digest covering the Universities and Polytechnics as at December 1995 is attached as (Appendix D)

8.2 Management of Financial Records

Currently the Tertiary Institutions receive their subventions directly from the Ministry of Finance through the Ministry of Education. There are approved norms governing the application of the subvention. Management of financial resources of the institutions is rested in the Council/Boards.

It is expected that the National Council for Tertiary Education will take over the disbursement of funds to Tertiary Institutions in future and therefore would play an important role directly in the management and monitoring of the financial resources.

8.3 Evaluating the Performance of Establishment

So far no effective system has been evolved for evaluating performance of tertiary institutions. It is expected that the newly established National Council for Tertiary Education (NCTE) will play that role. The Secretariat of the NCTE is being revamped and staffed to undertake that task.

8.4 Needs of Employment Market

Matching the number of graduates in different fields of training with the needs of the employment market can best be achieved through a co-ordinated effort of the National Council for Tertiary Education, the National Development and Planning Commission and the Ministry of Employment and Social Welfare and some other relevant institutions. Unfortunately, no action has yet been taken on it.

8.5 Graduate Unemployment

No critical studies have been conducted on the matter. The NCTE is contemplating carrying out tracer studies on graduates from tertiary institutions. Such a study will provide an insight into the causes of graduate unemployment.

9.0 NON-FORMAL EDUCATION DIVISION

The Non-Formal Education Division (NFED) of the Ministry of Education was established in 1989 with the sole aim of making an estimated 5.6million adult illiterates functionally literate by the year 2000. It is therefore responsible for the co-ordination of the Literacy and Functional Skills Programme as well as all Non-Formal education activities in the country.

The Division, with financial support of the Government and external donors such as the World Bank, ODA and the Norwegian Government, commenced the implementation of a country-wide functional literacy programme in 1992.

9.1 Type of Establishment

The programme is run nationally through its Headquarters at the Literacy House in Accra and 10 Regional Offices. The 10 Regional offices co-ordinated work being done by hundred and ten (110) districts offices.

Each regional office is administered by a Regional Co-ordinator and schedule officers in the core areas of Monitoring/Evaluation/Logistics, Training/Media and WID/Income Generation. Each District Office is manned by a District Organiser and a staff of three, who are also in charge of the areas listed earlier. Under the District Organiser's supervision are a number of supervisors who are also permanent staff of NFED.

Each District is further divided into a number of zones depending on the number of classes available. A supervisor is responsible for the supervision, monitoring and evaluating the day-to-day implementation of the literacy programme in each zone.

Under the supervision of the supervisor are a number of volunteer facilitators charged with facilitation of learning by the adult learners.

9.2 Enrolment

It is the duty of the supervisors to mobilise facilitators for each literacy cycle with the support and approval of the community.

The facilitator is also expected to mobilise at least 25 potential learners to a class. He/she is then given initial facilitators training before the start of the job. Two refresher courses are then given him/her in the course of the literacy cycle.

Since 76% of the adult illiterate population are female, it is NFED's goal in recruiting learners to reach this target for the programme. Conscious efforts are made to ensure that females are recruited to make the achievement of this goal possible by the year 2011.

From 1992 to date, the Division has established a total number of 36,143 adult literacy classes. The total number of enrolment for the same period is 850,901 out of which 514,092 are female and 336,809 male. These figures, which give a percentage of 60.4% female participation indicates that the Programme is gradually moving towards its main objective of reaching the poorest and the marginalised in society.

9.3 Literacy Course

The Non-Formal Education Division has embarked on a Functional Literacy Programme and not literacy for literacy sake, as was practiced in the past.

At the start of the programme, learners were taken through a literacy cycle of eight (8) months, during which they were expected to acquire basic skills in reading, writing and computation. Based on experiences and evaluations, it became necessary to adopt a two-year cycle to enhance programme implementation.

This implies that the adult learners undergo a two-year cycle made up of one year of basic literacy with the Primer as the main learning material and another year of follow-up with two Readers. Certificate of participation and competence are then awarded to all learners who have achieved some level of literacy and taken part in development activities.

After the two year cycle, the learners are exposed to post-literacy materials like literacy games, rural newspapers, simple booklets on the themes studied in the basic Primer and other stories. These are put in a box carried round by the supervisors and are borrowed by the learners through the facilitator, using the mobile library system.

In the quest to make the Primer more beneficial to participants after 3 years' use, their views were sought on possible changes that could be effected to make the contents more functional. The Primer for the basic level has therefore been reviewed for use in the next literacy cycle.

To ascertain the impact of the programme on learners, a National Learner Assessment is currently going on all over the country.

9.4 Courses Intended for Disadvantaged Children

The NFED which collaborates all non-formal education activities in the country does not concentrate all its activities on only adults. It also caters for out-of-school children. The recent "northern conflict" in Ghana resulted in a lot more school-going children dropping out and shepherding animals.

As a result, NFED in collaboration with the Danish International Development Agency (DANIDA) is running a school for Life Functional Literacy Project for children in the ethnic conflict areas in the Northern Region. These areas include Gusheigu Karaga, Yendi and Savelugu Nanton Districts.

There are 50 classes in each of the fore-mentioned districts with an average class attendance of 25 children. The literacy course of these children include reading, writing, numeracy and games as recreational facilities. Classes are held between 2.00p.m. and 6.00p.m. during week days except on market days. The NFED is involved in the preparation of curriculum, training of supervisors and facilitators and monitoring of these classes.

9.5 Community Programmes

The adapted Freirean methodology that the programme is designed on asserts that if the generative theme of a particular lesson is properly discussed, praxis (reflective action) is likely to follow. The action might take various forms. In our context these are ensured through the undertaking of development activities. For example, learners have been practicing and giving advice on Family Planning exercises, digging KVIPs, planting trees in aid of environmental protection and influencing authorities in communities to effect change toward community development and better living standards for all.

10.0 INNOVATIVE PROGRAMMES

One of the cardinal principles guiding the reform programme is the achievement of equity and quality in the educational system. Since the reforms began a number of special programmes have been introduced to deal with specific issues to enhance the teaching and learning process. During the period under review these measures were intensified. They include the following programmes.

10.1 The Integrated Community Centres For Employable Skills Programme

Despite large expenditure of the National Budget on education, about 30 per cent of children of school going age are not in schools. For various religious, social and economic reasons, school drop-out rates are unacceptably high in some regions. Furthermore, since 1990 over 50 per cent of Junior Secondary school (JSS) students have been reaching their terminal point in basic education upon completion of the Junior Secondary School. For this group the basic learning skills acquired would not be adequate for guaranteeing them gainful employment.

In the past, similar dilemma facing middle school leavers was tackled by the continuation schools programme, which unfortunately, did not receive consistent support and thus did not fulfil its potential. Presently the Integrated Community Centres for Employable Skills (ICCES) programme will continue to provide employable skills training and job opportunities for terminal students of both the Junior Secondary School and Senior Secondary School scheme, as well as totally illiterate youth and adults in the local communities. This programme will be run side by side with technical schools, which are designed to provide formal instruction for the same cohort of youth.

The programme expresses a model concept of basic functional literacy. It provides both urban and rural community cottage based industry for JSS and Senior Secondary School dropouts, illiterate youth and adults. There is no discrimination against physically handicapped and sexes. The main aim of the programme is to provide management training and skills in bookkeeping to enhance self-support and self employment. The non-formal nature of the programme also allows the study of other subjects like family life education, maternal and child care, drug abuse and rights and responsibilities of young people to their communities.

10.2 Guidance and Counselling

The education reform has led to the diversification of the school curricula at both 1st and 2nd cycles levels of the system. It has also made schools more student-centered than before. Teachers have been given in-service training to help them to see their role more as facilitators of learning than imparters of knowledge. Students are being made to know and feel that their opinions matter. This is a clear shift from the old tradition, where adults always told children what to do. This new concept in the reform package helps to bring out the best in each child. Vocational Guidance and Counselling also plays an important role in the system. It is aimed at ensuring that the individual student acquires skills, which are commensurate with his or her aptitude and proclivity for future professional growth and self-actualization. The programme is being pursued vigorously under the National Guidance And Counselling Co-ordinator in the Ghana Education Service.

10.3 Science Technology And Mathematics Education (STME) Clinic for Girls

There are no discriminatory policies in the Ghanaian school system yet the population of girls and women who constitute more than 50% seems to trail behind boys and male adults in schools and colleges, particularly the number of girls pursuing science or science-related courses at higher levels of the educational system. The Science Technology and Mathematics Education (STME) Clinic for Girls, which is held annually is one of the intervention programmes within the Ministry of Education. It has an international dimension and it is organized by the Ministry of Education to get more girls to study science, to stay in it and take up science-related careers.

We cannot underscore the importance of Science and Technology in Nation building and women, who outnumber their male counterparts cannot be marginalised in an area of importance like Manpower Development of a developing Nation. Indeed more women are required in fields like science and mathematics which are the basic requirements for producing scientist, engineers, medical doctors and other related careers. Many countries in Africa including Zambia, Nigeria, Cote d'Ivoir, Gambia, Sierra Leone, Namibia, have participated in the Ghana STME Clinic for Girls in Ghana during the period under review.

As at August 1995 1,500 girls had benefited from this clinic which exposed them to the practical application of science in industry and everyday life and also gave them the opportunity to interact with female science role models.

It is pertinent to state that Ghana's STME Clinic for Girls was accepted a model to be adopted by all African states who attended the Inter-African States Conference organized by the United Nations Educational Scientific and Cultural Organisation (UNESCO) in Dakar in 1994.

10.4 Training in Enterpreneural Skills

Some of the products of Basic and Senior Secondary Schools acquired marketable skills. Real production units exist in the Technical and Vocational Institutions where links between institutions and industry have been forged through Industrial Liaison Units. This kind of co-operation promotes courses and qualitative practical activities relevant to the world of work. With support of foreign donors and the local business

community the Ministry of Education, Ghana has instituted a pilot project dubbed Junior Achievement (Ghana). Junior Achievement provides entrepreneurship and leadership training in selected secondary schools and technical institutions in five (5) out of the ten (10) regions of the country to encourage students in creative and productive ventures and to expose them to the rudiments of Business Promotion Organisation. The donors supply such schools with inputs for their projects including production of business and marketing manuals and local entrepreneurs play the role of consultants and teachers. The project link the schools with entrepreneurs in the public and private sectors and encourage them to employ students in their establishments when they finish school. The project is yet to be evaluated, updated and replicated in schools in other regions of Ghana.

Similar projects are being undertaken in the universities and other tertiary institutions with the collaboration among these institutions and various Management Consultancy Agencies and Non-Governmental Organisations.

10.5 Science Resource Centres

The Ministry of Education has accepted for implementation proposal for the establishment of 110 Science Resource Centres throughout the country. The project started in 1995 and will be completed by December, 1997. It involves rehabilitation and refurbishment of laboratory facilities in selected senior secondary schools in each district and installation of modern equipment including computers for the teaching of science at the secondary education level.

The Science Resource Centres are to serve as teaching centres to supplement existing facilities in secondary schools and give ample opportunity for practical works, using modern facilities and techniques. Besides providing facilities for students in schools without well-equipped laboratories, the centres will be used to run in-service training programmes for teachers of science.

Under the agreement reached with Philip Harris International of the United Kingdom who are conducting the installations, science teachers will be trained to man the centres and 110 buses will be supplied for use in transporting students to and from satellite schools to the Science Resource Centres.

Ten (10) of the centres have been completed and are being operated on trial basis. Sixty (60) out of the 110 centres will be ready for use by December, 1996.

The total cost of Training, Transport and Equipment for the Project for the 110 Resource Centres is £19,784,384.90. The funding will be largely done with ECGD credit under United Kingdom Aid Trade Provision (ATP).

10.6 Distance Education

Provision of public schools and enrolment have increased steadily since 1987 when the education reform programme was launched. The increase has been most notable at the secondary level where the number of schools rose from 240 in 1987/88 to 452 in 1991/92 and enrolment from 1,461,185 to 2,118,718 an increase of 45% in nine years.

The tertiary level, however, has not been expanded in a corresponding manner to absorb the graduates of the secondary system. In fact, enrolment at that level has not seen, such improvement for years as the table below indicates. For all the period, the universities did not offer admission to more than 40% of qualified applicants, making allowance for multiple applications by certain individuals. The tables below show the trend over the past few year.

Table 1: University of Ghana, Legon

Year	No. Applied	No. Admitted	Percentage
1988/89	4712	1697	36.0
1989/90	4635	2053	44.3
1990/91	5151	2125	41.3
1991/92	6859	2802	40.8
1992/93	6063	2056	33.9

Table 2: University of Science and Technology, Kumasi

Year	No. Applied	No. Admitted	Percentage
1988/89	4547	968	21.3
1989/90	5086	1099	21.6
1990/91	7114	1538	21.6
1991/92	7418	1909	25.7
1992/93	7541	881	11.7

Table 3: University of Cape Coast, Cape Coast

Year	No. Applied	No. Admitted	Percentage
1988/89	1683	562	33.4
1989/90	1802	660	36.6
1990/91	2472	692	28.0
1991/92	3858	803	20.8
1992/93	4281	800	18.7

Source: Ghana Ministry of Education Tertiary Education Digest, 1994.

The tables clearly show that a large number of Ghanaians would like to pursue university level courses but are kept outside these institutions not because they are not qualified but because of limited academic and residential facilities. The Government of Ghana has made it clear that it wants its citizens to benefit from education because it considers education as the main avenue through which the trained manpower required for national development can be produced. However, it cannot continue to provide higher education in the conventional way, that is residential universities. A non-residential student status introduced in the 1980's has not improved the situation because of inefficient and inadequate transport facilities.

Another factor is the lack of hostel facilities close to the universities. Non-residential students, instead of residing outside the campus, became squatters, or perchers as they are called, thereby putting a lot of pressure on the limited facilities which soon deteriorated to very low levels.

In view of the above, the government has decided to introduce a tertiary level distance education programme by which students will be taught at places away from the universities through a combination of media, including print, radio, television and short personal contact or face-to-face sessions. Distance Education actually describes a teaching-learning transaction in which the teacher and the learner are separated in time and space most of the time but instruction is conducted through a combination of media, like printed courses, radio and television presentations.

10.6.1 Main Objectives

The main objectives of the Ghana National Tertiary Level Distance Education Programme are:

- i. to democratize access to higher education.
- ii. to provide an alternative, off-campus channel for tertiary education for qualified and desirous people.
- iii. to provide a complementary avenue to higher forms of education provided by the traditional, residential universities and reduce the pressure they experience.
- iv. to provide an opportunity to those who have the requisite qualifications but have been prevented from having access to tertiary education by various circumstances like place of residence, work and family.
- v. to make the acquisition of degree more flexible, especially for older adults who do not have the desire to join younger students on campus.

10.6.2 Target Populations

The programme has the following as its major clientele:

- i. Young qualified adults who cannot enter the conventional universities because of the limited places available.
- ii. Desirous adult workers who are unable to leave their jobs and families.
- iii. Women learners who cannot combine work, household chores, child rearing and on-campus education.
- iv. Diplomates who would want to top up their education to the degree level.
- v. Graduates who would want to shift to new areas of studies.
- vi. The lifelong learner who wants to learn for the sake of learning.

10.6.3 The Programme Content

Universities in Ghana will offer some of their courses through the programme to students outside their walls. Such off-campus students will study the same courses and take the same examinations as those on on-campus programmes and will be awarded the same degrees when they pass their final examinations.

10.6.4 Operational System

The programme will adopt a multi-media approach but the main medium for teaching will be self-instructional printed materials. Specially written texts will be sent to students for study. As a supplement, study centres will be opened at all regional capitals where students can go to for tutorials and counselling. Relevant books and cassettes will be stored at such centres to enable students have access to relevant texts and other material. Student assessment will be continuous and based on assignments and final examinations.

10.6.5 Preparations and Commencement

A lot of preparatory work has already been done by both the Ministry of Education and the universities. It is planned that the first courses will be ready to be offered by the University College of Education at Winneba to diploma holders in the field of teaching in September, 1996.

11.0 FINANCING OF EDUCATION

11.1 Historical Background

The financing of public education institutions since Independence has been the responsibility of the Central Government. By law the District Assemblies should provide buildings and equipment for basic education (primary and junior secondary schools) in their communities. This is in accordance with the provisions in the Education Act of 1961 and PNDC Law 207. Most of the Assemblies are, however, unable to perform this responsibility well owing to financial constraints.

In the Northern, Upper East and Upper West Regions and the Northern parts of the Brong Ahafo which are considered to be educationally handicapped, the Central Government provides all the education facilities. Central buildings, Government provides equipment and all the other aspects of infrastructure for the second cycle throughout the country and pays the salaries and allowances of all teachers and educational administrators in the public sector. Tuition is free in the public educational system up to the University level. The following are other education costs borne by the Central Government:

- i. Entire boarding fees of all students in special education schools.
- ii. From the beginning of the 1991/92 academic year allowances to all students in teacher training colleges.
- iii. Until the beginning of the 1988/89 academic year, the total boarding fees for students in the Universities.
- iv. Scholarships and bursaries for students in tertiary institutions.
- v. Provision of free education including payment of all boarding fees at secondary and tertiary levels under a special scholarship scheme for Northern, Upper East and Upper West Regions and the northern parts of Brong Ahafo Region. The scholarship scheme was intended to increase access of education to the people of these identified areas, who were considered to be educationally deprived.

Throughout the 1970's and up to about the middle of the 1980's the various Ghana Governments made considerably large budgetary allocations for the expansion and development of the country's education. During this period the country enjoyed a well developed educational system. However, from the beginning of 1982 the situation became precarious.

11.2 The Economic Recovery Programme

In 1983, the Government undertook major re-orientation of the internal economic policies with the adoption of the Economic Recovery Programme (ERP). This process had two distinct phases - a stabilisation phase, followed by a structural adjustment and a development phase. Under the ERP, especially ERP II, greater emphasis was placed by government on the social sectors.

The Education Sector Adjustment Credit (EdSAC) negotiated in October, 1986 with the World Bank and other donor countries assisted the Government to carry out the Education Reform Programmes from 1987 to 1993. The Ministry of Education at the same time succeeded in arranging for substantial increases in government Budget for education from 1987.

11.3 Measures Adopted By Government to Improve Education Financing

To improve further the system of Education financing with a view to achieving the objectives of the Reform Programme, the government, in December, 1988 announced a number of measures for the funding of education with particular reference to tertiary education. The Secretary for Education drew the country's attention to the fact that while the resource allocated to education could not be increased indefinitely, the nation still needed enhanced human resources as the first pre-requisite for economic and social development. Among the measures announced by the Government were the following:

- i. Eliminating of waste in the education system and improvement of management. The financial and other shortcomings such as misapplication and misappropriation should cease.
- ii. Organisations such as companies which benefit from the skills of graduates would be encouraged to contribute to education through an educational fund which would be established.
- iii. Cost-sharing system for higher education should be introduced. Such cost-sharing, however, should not lead to discrimination based on ability to pay. Government is aware of the financing problems faced by students and parents.
- iv. Policy on residential system of education would be reviewed in a bid to reduce government spending on boarding fees. The savings made was to be used to increase access to secondary and tertiary education.
- v. As part of the cost-sharing system, the Government instituted with effect from 1988/89, a scheme of loans and awards to assist students in the tertiary institutions. Tuition costs would continue to be free but scholarships and bursaries would be given to cover costs relating to feeding, books, and other miscellaneous costs. Students who gained admission to the tertiary institutions, except those on study leave with pay, would be eligible for a loan which would carry a service charge of 3% and would be repayable when the student began to earn a living.

The Government believed that with proper and effective implementation of the measures including those stated in the Education Sector Adjustment Programme, Education Financing would improve considerably to enable the Ministry of Education to achieve its overall objective of creating an education system that would play a dynamic role in the development of the nation, and which would never again sink to the same low level as was reached in the first half of the 1980s. It was also envisaged that with the increased budgetary allocations for Education started in 1987 together with more effective financing and management systems, it should be possible to achieve the targets proposed in the Reform Programme i.e. 6% annual growth rate for primary education, 50% intake to senior secondary school, 9 years basic education, 30% intake by the tertiary institutions.

With the promulgation of the 1992 constitution and return of the country to constitutional rule measures are being taken to review the principles and streamline the guidelines upon which education at all levels is being financed.

11.4 Distribution Of Public Expenditure On Education According To The Source Of Financing

During the period under review (1994-1996) the Central Government through the Ministry of Education has been the main source of financing education in Ghana. The salaries of all educational personnel are paid by the Central Government through the Ministry of Education's annual budgets. The salaries of all the educational personnel constitute 87% of the 1996 Recurrent Budget for Education. The Ministry of Education also provides the physical facilities, infrastructure, equipment and furniture for all post-basic educational institutions in the country. Teaching and learning materials are also provided by the Ministry of Education. The Central Government (Ministry of Education) thus contributes about 95% of expenditure on education. The remaining 5% of the Expenditure is contributed by the District Assemblies for provision of physical facilities, infrastructure and equipment for basic schools (i.e, primary and junior secondary schools).

11.5 Public Higher Education Establishments: Proportion Of Financing Coming From Public Bodies, Fees Or Other Sources

The Central Government is virtually the main source of financing Higher or Tertiary Education in the country. Tuition is free at all levels of education including Higher or Tertiary Education. Parents/students do not pay fees. There is however the Loans Scheme which enables students in the Tertiary Education Institutions to obtain loans from a financial institution (Social Security and National Insurance Trust -SSNIT) at very low interest rate to supplement the cost of their feeding on the campus and other educational materials such as books. The Central Government pays the bulk of the interest rate. At the moment a student in Tertiary Institution can obtain a loan of 420,000 a year from SSNIT at interest rate of 45% per annum. The Government contributes 39% of the interest while the students contributes only 6% of the interest on the loan.

The following Tables explain Public Expenditure on Education:

i. Public (Recurrent) Expenditure on Education: total and as percentage of National Recurrent Expenditure and of GDP

YEAR	TOTAL NATIONAL RECURRENT (BUDGET) BILLION	EDUCATION RECURRENT (BUDGET) BILLION	EDUCATION AS % OF NATIONAL RECURRENT BUDGET	AS % OF GDP
1994	455.5	186.9	40.7	3.6
1995	702.33	252.6	36.0	3.3
1996	1034.96	359.19	34.7	N/A

ii. Breakdown of Recurrent and Capital Expenditure on Education

Type of Expenditure	1994 (Million Cedis)	1995 (Millions Cedis)	1996 (Million cedis)
Recurrent	186,989.2	252,693.7	359,199.7
Capital Budget	9,800.00	12,000.00	15,600.00
Total Education Budget	196,789.2	264,693.7	374,799.7

12.0 EDUCATIONAL RESEARCH

The following educational research relevant to pre-tertiary programmes were undertaken between 1994 and 1995:

[12.1 DEVELOPING A FRAMEWORK FOR DOCUMENTING AGRICULTURAL VOCATIONS FOR CURRICULUM DEVELOPMENT: A CASE STUDY IN ACCRA \(1994\) BY ISAAC ASIEGBOR, BASIC EDUCATION DIVISION, GES](#)

OBJECTIVE

To determine the relevance of the contents of the agricultural curriculum to agricultural occupations practised in Ghana.

FINDINGS AND CONCLUSION

The research showed that the competencies of practitioners of horticulture outweighed the competencies contained in the syllabus and textbooks on agriculture in the schools. The agriculture syllabus, therefore, needs to be reviewed to make it commensurate with the level of competencies required for vocational practice in agriculture in Ghana.

[12.2 THE EFFICIENCY OF THE 1987 EDUCATIONAL REFORM IN GHANA: THE CASE OF SOCIAL STUDIES BY RUBY AVOTRI, CRDD, GES](#)

OBJECTIVES

The study aimed at determining:

- a. the extent to which students' academic performance had improved in the new educational system;
- b. the effect of the social studies on students attitudes to society and the environment;

c. the extent to which the inquiry method of teaching and learning was being practised in schools.

FINDINGS AND CONCLUSION

1. There was no significant difference in the perception of the classroom environment between students who studied the old curriculum and those studying the new one. Both groups generally have negative perception of the classroom environment in relation to the practice of inquiry. This implies the inquiry method was not being used in the new educational system.

2. Students who studied the old curriculum had more positive attitudes to society and the environment than those who study social studies in the new educational system. This means social studies did not have any significant impact on the attitudes of students who study it.

3. Students who studied the old curriculum performed better academically than those who study the new curriculum.

FINDINGS AND CONCLUSION

The new educational system has not yet achieved its objectives to the level desired by its initiators. This is due to a large extent to the low calibre of some of the teachers in the schools. It is apparent that the in-service training given to teachers was both inadequate and ineffective. They need to be given a more systematic training. In addition, a continuous process of accountability and effective monitoring of the system must be established. This must seek to intergrate teacher recruitment and training programmes within the Ministry of Education.

12.3 SENIOR SECONDARY SCHOOLS CONSTRUCTION PROJECT: BENEFICIARY ASSESSMENT (1995) BY THE MINISTRY OF EDUCATION

OBJECTIVE

The survey aimed to assess the impact of the project in terms of its defined objectives.

The survey was conducted on the community secondary schools construction project in Ghana. The design was based on the community initiative programme (CIP) in which government provided matching funds to the communities own contribution in cash or labour for the construction of physical structures in schools.

FINDINGS AND CONCLUSION

1. Some physical structures and facilities including classroom, headmasters' residences and libraries were provided in some schools.

2. Direct contribution from communities was not significant.

3. Community participation and supervision of schools were below expectation.

It is therefore concluded that some of the objectives of the project were achieved but long term sustainability will depend on immediate measures being taken by the Ministry of Education and other organisations to improve community involvement and ownership of projects.

12.4 BENEFICIARY ASSESSMENT REPORT (1995)

OBJECTIVES

BY S. K. ATAKPA, W. NKUNU AKYEA AND AGNES VANDYCH (MOE)

The study aimed to measure the perceived changes in:

- a. access to primary, JSS and SSS;
- b. academic performance of pupils;
- c. performance of teachers and how incentive schemes have worked
- d. availability and use of instructional materials and equipment.

FINDINGS AND CONCLUSION

1. The expansion of physical access to education at all levels is being achieved. The structure of the education system has been streamlined and put in place. The curriculum has also been improved and more practical content introduced in the syllabuses.

However, the quality of teaching and learning has not improved in any significant way. The attainment of literacy and numeracy and pupil performance in general are below expectation. Conditions and adequacy of physical facilities are relatively poor. In addition, the training and supply of teachers for the practical content of the curriculum are not adequate. The system of management and supervision of primary schools and JSS is not effective.

The Ministry of Education and the Ghana Education Service should therefore take measures to address the most pressing problems in the implementation of the reforms, that is, to improve upon the quality of teaching and pupil performance in school education.

12.5 IMPROVING EDUCATIONAL QUALITY PROJECT

BY CENTRE FOR RESEARCH ON IMPROVING QUALITY OF
PRIMARY EDUCATION IN GHANA (CRIQPEG)

The CRIQPEG was established in 1992 to implement the Improving Education Quality (IEQ) Project.

OBJECTIVES OF IEQ

1. To determine the influence of classroom-based interventions on pupil performance.

2. To integrate into the education system a classroom research on improving education quality.
3. To develop co-operation between researchers and educators on regional, national and international levels.

The project is being implemented in phases.

PHASE ONE

Preliminary study in 6 primary schools in the Central Region.

OBJECTIVE

To study the classroom environment in relation to availability of materials for teaching English, Mathematics, Science and how they are being used by teachers and pupils.

FINDINGS AND CONCLUSION

The survey revealed that:

There were enough textbooks to approximately one textbook to 2 pupils. These books were locked up in cupboards and boxes instead of being given to the pupils because:

- a. the textbooks are too difficult for the pupils;
- b. the contents of some of the books do not agree with provisions in the syllabus; and
- c. to prevent damage to the books since teachers are held responsible if the books got destroyed.

PHASE 2

Phase 2 focused on English acquisition and competency in primary schools.

OBJECTIVES

To determine

- a. the English Language proficiency levels of primary school children;
- b. the factors, both in and outside classroom that affect oral language, reading and writing skills of children and
- c. means of improving English language competency in schools.

FINDINGS AND CONCLUSION

1. Pupils were able to understand simple oral instructions but were unable to respond correctly to oral directions which required the use of vocabulary and pictures in the textbooks. They were unable to express themselves in the English Language.
2. Pupils could not read more than a third of the words and selected passages from their English textbooks and they could not answer comprehension questions based on the passages.
3. Pupils could copy letters but less than 50% in a class could write more than 15 English words on their own.
4. The findings showed that the implementation of intermention techniques had improved children's proficiency in oral, written and reading English. This proves that the techniques can be relied upon for improving Ghanaian children's English Language proficiency. It is proposed that CRIQPEG as a classroom based research centre should be maintained and supported with funds to enable it continue and expand its research investigations in more schools and if possible make them nationwide.

12.6 A STUDY OF TEACHER MOTIVATION AND CONDITIONS OF SERVICE FOR TEACHERS IN GHANA (1995) BY GES/UNICEF

Objectives

1. To assess the effectiveness and/or adequacy of the infrastructure and procedures on teacher management and professional support.
2. To study the factors which enhance or inhibit teacher performance.
3. To study the attitudes and beliefs of education administrators and headteachers on teacher - management related issues.

Findings And Conclusion

1. Teachers generally lack knowledge about the various policies. This underscores the need for better communication links that will enhance their performance.
2. Headteachers need more training in supervision, management, leadership, finance and budgeting to enhance their ability to become instructional leaders in staff development.
3. Availability of learning materials is generally low. Similarly, many schools did not have adequate and congenial classroom structures.
4. Teachers and headteachers are not satisfied with their salaries and benefits. However, the study shared the view that financial inputs generally are not significant performance incentives. Increase in learning materials and training are likely to have a more significant impact on both teacher performance and student learning.

12.7 PRIMARY SCHOOL DEVELOPMENT PROJECT (PSDP)

IMPACT ASSESSMENT SURVEY (1995)

OBJECTIVE

The Primary School Development Project (PSDP) was designed among other things, to eliminate or at least minimise the major factors which militate against attainment of high quality education in the primary schools in Ghana. The Impact Assessment Survey, therefore was to determine the extent to which the on-going project has had impact on the schools.

FINDINGS AND CONCLUSION

a. Supplies

There has been a slight improvement in the supply of textbooks for Mathematics in 1993. The supply of Science and Social Studies textbooks is still unsatisfactory. With the exception of P6, supply of English textbooks have gone down compared to 1993 levels.

b. Furniture

Numbers of both chairs and tables per pupil increased by only 0.1% and 0.4% in P1 and P6 respectively from 1993 to 1995. With regards to supply of teachers, the numbers decreased over the period. Similar decrease was recorded for cupboards and blackboards over the period.

c. Fees and Levies

Textbook fees have been abolished for P1 - P6 pupils.

d. Supervision

Out of the 1983 schools, 169 had had no supervision/visit from any education authority throughout the year. 723 schools had only one or two visits.

e. Staff Meetings

Frequency of staff meetings had gone up comparatively above the 1993 levels. However, staff meetings devoted exclusively to issues on teaching and learning went down drastically in frequency from comparable levels recorded in the 1993 Baseline Survey.

12.8 SOCIAL SURVEY REPORTS A STUDY INTO COMMUNITY ATTITUDES AND SOCIAL FACTORS UNDERLYING REGIONAL AND GENDER-BASED DIFFERENTIALS IN PRIMARY EDUCATION IN GHANA; NOVEMBER 1994 BY MOE/PREP

Objectives

To promote a clearer understanding of the social, cultural, economic and psychological causes underlying the regional and gender-based disparities in the provision (assess) direction (retention and drop-out) and overall outcomes (completion) of education particularly at the primary level.

FINDINGS

1. There are 88% and 86% of Ghanaian boys and girls, respectively are in school.
2. There is a considerable rate of drop-outs, which is much higher at P1 - P3 level and relatively higher for girls.
3. Although girls are generally not treated differently with regard to education, parental preference for education is tilted in favour of boys.
4. Constraints to education are financial, family arrangements, mental/physical handicap, the problem child and attitudinal deterrents.
5. Parents have a preference for education over work for their children. This is however higher for boys than for girls.
6. Pregnancy and marriage pose special problems to the education of girls.
7. Parents generally have a good perception of the school system.

13.0 BILATERAL, REGIONAL AND INTERNATIONAL CO-OPERATION

International co-operation continues to play a role in the evolution at the system of education in Ghana. The country has over the years co-operated with and benefited from the support of various international organisations and agencies for the development of education. Significant among these organisations are: UNESCO, UNICEF, THE COMMONWEALTH SECRETARIAT, THE UNDP, THE WORLD BANK, ODA, THE BRITISH COUNCIL, THE CANADIAN INTERNATIONAL DEVELOPMENT AGENCY (CIDA), THE GERMAN AGENCY FOR TECHNICAL CO-OPERATION (GTZ) and UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID).

Most of the supporting efforts from these International organisations are co-ordinated by the International Economic Relations Division (IERD) of the Ministry of Finance and the Ministry of Education.

13.1 THE FREE COMPULSORY AND UNIVERSAL BASIC EDUCATION (FCUBE)

The most recent project requiring international co-operation is the implementation of the FCUBE.

As a constitutional requirement (Article 39 (2) of the 1992 constitution of the Fourth Republic of Ghana, the Ghana Government is to, "within two years after Parliament's first meeting after coming into force of the Constitution", draw up a programme for the implementation of the free compulsory and universal basic education.

The programme drawn by the Ministry of Education addressed particular key issues including:

- i. Poor teaching and learning outcomes
- ii. Access and gender bias
- iii. Weak management capacity
- iv. Unsatisfactory resource mobilization and efficient utilization, and
- v. Inadequate financing arrangements

It is hoped that the necessary measures put in place to address the above issues will improve the teaching learning process with an envisaged increase in the pass rate for admission into second cycle SSS and Technical/Vocational Institutions to 80% by 2005 and also ensure that at least 70% of Basic School pupils (in stages 1 - 6) will satisfy the minimum acceptable standard of performance on national criterion referenced test.

It is also targeted that repetition and drop-out rates will be reduced at a rate of 1% annually till the most minimal reduction rate is reached. By the year 2005 it should be possible to improve the gender balance in the number of pupils admitted by about 50%. By that year the proportion of relevant age group entering stage 7 is expected to reach 95%, with 85% completion rate for stages 5 - 9 in the same year.

Funds have successfully been negotiated for the first phase of the FCUBE programme. The following is the state of funding negotiated for:

- i. World bank (IDA) (loan) to Ghana for the period 1996 - 2000 = US\$50m
- ii. USAID (Grant) = \$53m
- iii. KFW/GTZ (Germany) = \$25m
- iv. ODA - UK (Grant) = £15m

The European Union and JICA of Japan are conducting surveys to enable them decide on the quantum of funding to give towards the implementation of the FCUBE.

[13.2 EXCHANGE/ATTACHMENT PROGRAMME](#)

Before the new Reforms, exchange programmes for teachers and students were no common at the pre-tertiary level of education. However, there was the opportunity for foreign students to gain admission into the country's educational institutions due to its open-door admission regulations.

The system of twinning of schools in Ghana with similar institutions in Europe and America and the Intercultural Exchange Programme (IEP) for students and teachers which allows for English speaking teachers and Danish students to visit Ghana for an academic year contribute immensely to the several opportunities for inter-cultural exposure of youth and that lends itself to the promotion of the principles of mutual co-operation and peaceful co-existence.

Under the Reforms 141 teachers and administrators had been granted various awards by the donor agencies to study abroad by the end of the 1994 academic year.

Ghanaians have also had the opportunity to participate in various fields of study abroad. At the basic level, pupils and teachers have attended conferences for periods ranging from one week to four weeks in India, Sweden and Denmark, during the period of 1994 - 1996.

The ODA has sponsored a number of training college tutors at various universities in Britain in some subject areas to help improve and advance teaching and learning in our teacher training colleges. The main areas of study have been Mathematics, English, Technical Skills, Science and Education.

At the tertiary level, there is a healthy co-operation between Ghana and the USA, Britain, Canada, South Korea and South Africa. This has enabled many up and coming young Ghanaians to study in these countries in the fields at Medicine, Science and Technology and the Humanities. These opportunities have also contributed immensely to the human resource development strategies of the country.

13.3 URGENT EDUCATION NEEDS FOR WHICH FOREIGN AID WOULD BE APPRECIATED

A number of areas in the education sector, from the basic to tertiary levels would need financial aid to improve the quality of education.

At the basic level, the FCUBE Programme has been designed to improve the general quality of education. However, certain interventions such as scholarship for girls and the Schooling Improvement Fund which have been proved successful under pilot studies are still being piloted for lack of resources to replicate them nationwide. Foreign assistance in the further production of teaching and learning materials and training of teachers would be welcome. However, such assistance should be brought under the umbrella of the FCUBE Programme.

At the secondary level, the effort aimed at vocationalisation and technicalisation need to be consummated. At the on-set of the Education Reform Programme at that level, a few schools were allowed to teach the Agricultural and Technical Programmes.

Options like Farm Mechanisation and Electronics under the Agricultural and Technical Programmes respectively were each given to only ten schools. Six years into implementation, the number of schools teaching these options has not increased. Indeed the options, especially Electronics, is not even taught in all the ten designated schools due largely to the lack of equipment.

Foreign assistance in the procurement of the necessary equipment to allow many more schools especially in the two options as well as others that may need expansion would be greatly appreciated. Efforts should then be made to ensure that more girls enter these science and technology areas to improve on the quality and quantum participation of girls at the secondary and higher levels.

At the tertiary level, foreign aid to maximise the on-going efforts at the expansion of facilities would be highly appreciated.

14.0 PROBLEMS, OBSTACLES AND DIFFICULTIES IN THE DEVELOPMENT OF EDUCATION: FUTURE PROSPECTS

The decline of education in the 1970s and 1980s under the old system has been identified as the basis of the problems facing the education sector today. The element of success in improving the quality of education has not corresponded to the enormous resources that have been put into the system over the past decade.

14.1 Poor Teaching and Learning outcomes

Pupil achievement have been poor. Criterion Referenced Testing (CRT) introduced through the assistance of USAID on a sample of pupils of Basic Stage 6 (Primary 6) pupils has shown very poor results especially in English and Mathematics. In the 1994 sample, only 3% scored satisfactory marks in English whilst in Mathematics, an even lower mark of 1.5% was recorded.

A number of factors have created this situation, the major ones among them are mentioned below:

- a. There is lack of instructional materials and equipment and this is aggravated by the fact that even where these key inputs are available, teachers do not use them effectively.
- b. At the school level, both teacher and pupil absenteeism is very rampant.
- c. Teacher-pupil contact hours are insufficient and in some rural areas, where supervision is very poor, many hours are wasted on activities that are not related to the time table.
- d. Pre-service training has been seen as academic focused' and inappropriate while in-service training is inadequate. Where it is given, it is doubtful if the skills so taught are actually put into practice for the benefit of learners.
- e. Teachers are poorly motivated due to unattractive incentives and the low regard of the profession in recent times.
- f. The curriculum is burdensome to teacher and pupil alike.

g. There is the prevalence of the didactic modes of teaching, characterised by rote learning and at the upper levels of basic education, i.e. Basic Stages 4-9, copying from the blackboard is quite common.

h. The controversial issue of language of instruction in Basic Stages 1-3 has the attendant problem of poor achievements as the larger bulk of pupils are in the rural areas where English is far from being spoken or written on a daily basis. At the lower primary level where the mother-tongue is accepted as the language of instruction, lack of the relevant materials and difficulties related to the ability of some teachers to communicate in children's native language where they come from different ethnic areas, have combined to make teaching at that level ineffective. Thus, learning of core skills that depend on understanding of English is considerably impaired. This weakness in communication skills pervades the system up to secondary education level.

14.2 Lack of Management Efficiency:

There is a general lack of effective management at various levels of the education sector, especially in basic education in which large numbers of learners participate.

A number of factors have created this situation, the major ones among them are mentioned below:

a. Although the Ghana Education Service (Ministry of Education) which deals with pre-tertiary education forms one of the most decentralised sectors of government machinery, there is the need to further decentralise power and responsibility to the district, circuit and school levels. There is an urgent need to further enhance the responsibility and authority of the District Education Offices of the GES, reducing the role of the Regional Offices to co-ordination and monitoring.

b. The duality in the exercise of the power of postings, transfers and discipline by District Directors of the GES and Managers of Unit (religious bodies) schools creates administrative problems generally and in some districts, conflicts.

c. The lack of power to administer prompt and effective disciplinary measures at the district level which is closer to the school has caused a breakdown of discipline generally. Punishment for offending teachers is often delayed and is ineffective. Consequently, the system is bedevilled with a number of problems such as drunkenness, exploitation of child-labour and even child abuse.

d. A rather large number of managers are promoted out of the classroom where they had shown excellence in teaching and appointed to management positions for which they have no training. Consequently, line Assistant Directors in technical positions like

Planning, Budgeting, as well as Data Gathering and Analysis are so incompetent that the desired technical support needed to make the District Education Office effective is often lacking.

e. Overstaffing in urban schools and understaffing in rural schools is a characteristic problem both at the basic and secondary education levels. This has caused poor staffing and achievement levels in the rural areas at both levels and considerable wastage of human and financial resources in the sector. Whereas well established urban Secondary Schools are over-subscribed by student, the newly created rural Secondary Schools have poor enrolment.

14.3 Inequitable Access and Participation

The major problems under Access and Participation tend to reflect the situation of poor community participation, gender disparities and poverty. These are further explained below:

a. The confidence of parents in the public school system is low because of its perceived poor value for money. This is mainly so at the basic education level. However, at the secondary and tertiary levels, graduate unemployment and the difficulties in obtaining admission into tertiary institutions after completion of the secondary level has made many parents reluctant to invest in higher education.

b. The poor level of community participation has caused a situation where communities feel little ownership in the running of the schools their children attend, especially at the basic level. At the secondary level the activities of PTAs have degenerated into the imposition of levies, sometimes without the consent of most parents.

c. Various disparities exist in the school system at all levels. Key among these is gender disparity. On the whole fewer girls than boys enrol and especially so, complete basic education. At the secondary level fewer females participate in the system generally and fewer still in the science and technology related areas of study. At the tertiary level the disparity becomes even much wider.

d. Harsh economic conditions have narrowed access to schooling because many parents have been unable to pay for the cost of their childrens' education. Consequently, drop-out rate is high especially at the basic level and at the secondary and tertiary levels children from poor homes and the marginalised segments of the society find it difficult to participate.

15.0 FUTURE PROSPECTS

Most of the problems enumerated above that fall under basic education will be addressed by the Free, Compulsory Universal Basic Education (FCUBE) Programme on the threshold of implementation. It is expected that the effective operation of

District Education Oversight Committees and School Management Committees would go a long way to ensure that district level authorities and local communities would be encouraged to assume strong ownership of their schools.

At the secondary level, the Education Reform Programme has increased the number of Senior Secondary schools from 250 to over 400. A good number of the new schools were located in rural and deprived areas.

This has contributed considerably in expanding access to secondary education and with the strengthening of these new schools to improve quality, education at that level would reach the desired levels of efficiency.

The reform at the tertiary level is on-going. The new University of Development Studies has been opened in the Northern Section of the country. The University College of Education, Winneba has also been established. Polytechnics have been re-designated tertiary and other post-secondary institutions such as Teacher Training Colleges are also going tertiary. These efforts are expected to expand access considerably.

APPENDIX

[Appendix E](#)

Distribution of Education Budget by levels of Education

	1994 million cedis	1995 million cedis	1996 million cedis
Ministry of Education Headquarters and Subvented bodies	12,454.6	14,234.5	19,975.0
Ghana Education Service Headquarters	4,598.9	3,288.4	3,444.9
1. General Administration	3,064.3	3,136.7	3,199.2
2. Senior Sec. School	101.8	561.1	517.3
3. Teacher E d.	*	*	1,371.8
4. Tech/Voc. E d.	3,024.8	5,689.4	6,961.3
5. Basic Ed. (Primary and JSS	1,744.6	7,536.9	31,238.3
6. Other GES Directorates	.	.	.
Ghana Education Service School and Regional Service	10,561.7	14,771.7	18,232.6
1. General Administration	71,425.1	88,960.2	109,111.2
2. Primary Education	28,683.2	40,570.4	55,304.3
3. Junior Sec. Ed.	20,051.3	32,602.5	47,364.7
4. Senior Sec. Ed.	6,582.0	12,075.5	16,614
5. Teacher Education	.	.	.
6. Management & supervision	1,032.5	2,333.8	2,431.3

7. Tech/Voc. Education 8. Institutions of the Handicapped	671.0	1,153.8	1,474.2
Tertiary Education	21,349.5	23,435.5	39,908.5
Total	186,989.4	252,693.7	359,199

[Appendix F](#)

SUMMARY

UNIVERSITY	LEVEL OF PROGRAMME			EXPECTED TO COMPLETE 1996
	PH.D	MASTERS/MPHIL	B.SC	
1. University of Science & Technology	10	2	-	3
	.	4	1	2
2. University College of Educ. Winneba	11	1	-	7
	2	1	-	-
3. University of Cape Cost	-	2	-	2
4. University of Ghana Medical School	1	2	-	1
	3	7	-	4
5. School of Medical Sciences	4	2	-	3
6. Noguchi Memorial Inst. of Medical Research	31	21	1	22
7. University of Ghana, Legon				
8. UST School of Mines				
Total				