GHANA

Regional Seminar “Poverty Alleviation, HIV and AIDS Education and Inclusive Education:
Priority Issues for Inclusive Quality Education in Eastern and Western Sub-Saharan Africa”

Nairobi, Kenya, 23 – 27 July 2007
GHANA’S PRESENTATION

THE MINISTRY OF EDUCATION, SCIENCE AND SPORTS

Republic of Ghana

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EFA, CURRICULUM AND POVERTY ALLEVIATION
INTRODUCTION
Basic education in Ghana consists of nine years of education from Primary one to the end of the three year Junior Secondary School. The education offered at this level, as its name implies, is essentially aimed at providing the basic intellectual foundation for continued education at Senior Secondary School and beyond. Education for poverty alleviation has received some consideration at this level. Ghana operates a centralized subject-based curriculum which is prescribed for all schools. In the intended curriculum for general education at the basic level, pre-vocational and pre-technical and entrepreneurial skills have been included to pre-dispose learners to employable skills according to resources in the locality. The objective is to enable graduates who cannot continue their education to go into further occupational training or apprenticeship.
1 a) Relevance of the most positive aspects of the prescribed curriculum for poverty alleviation

- Acquisition of pre-vocational and pre-technical skills for all learners at the Junior secondary school level
- Application of the skills in income generation ventures in specific localities (e.g. Agriculture, Catering, Woodcraft, etc.)
- Awareness creation among the youth and other stakeholders on the importance of vocations as part of formal education and as a means of livelihood.
- Reliance on local resources for teaching and learning
- Laying foundation for small scale and cottage industries
b. Main shortcomings/gaps

• Inadequate funding for the construction of workshops
• Non-provision of tools, equipment and materials for teaching and learning
• Inadequate supply of qualified teachers for the technical/vocational courses.
• Ineffective teaching and assessment procedures
• Negative parental/societal attitudes towards vocational education.
• Predisposition of vocational/technical skills is based on availability of local resources and not on the interest or aptitude of the learner.
• Weak link of curriculum with demands and practices of industry due to documentation of occupations for competency-based curriculum development
• Lack of effective monitoring, evaluation and research on the implemented curriculum for data necessary for curriculum revision
• Lack of effective link of school graduates with the curriculum development process
C. What should be changed?

• Negative parental/societal attitude towards vocational education
• Lack of support and commitment from government in the provision of resources
• Mode of examination (pen and paper) should change in favour of performance or practical test.
• The ineffective orthodox method of teaching and learning should change to – competency-based, hands-on individualized and simulated workshop approach to skills education/training.
• Informal, unsupported apprenticeship should change to a structured and formalized apprenticeship (including attachment training)
• Focusing on only mainstream general education should change to creating and rigorously supporting a parallel stream of technical and vocational education to run along with general education after Basic Education
• Entrepreneurial skills should be included and seriously pursued in all academic, technical and vocational programmes.
• Creative and productive teaching and learning should start early at the primary school level
2. **Curriculum Implementation Aspects that may lead to the exclusion of children and youth affected by poverty from learning processes and opportunities in your country.**

a). **Teachers’ roles, attitudes and preparation**
   - Inadequate preparation of teachers in terms of attitudes and competence.
   - Reluctance of trained teachers to accept posting to less endowed areas.
   - Inadequate training to cater for specific needs of each child
   - Lack of motivation for trained teachers to work effectively in deprived areas
b) Class and/or School Management

- Large class size hindering individual attention and participatory learning.
- Inappropriate furniture and poorly designed classrooms
- School Management does not take the needs and rights of children into consideration.
- Teacher-centred approach to teaching and learning
- The wrong siting of schools- making children walk long distances to school
c) **Teaching and learning materials**
   • Inadequate provision of teaching and learning materials.
   • Lack of electricity in most rural areas therefore the use of ICT in teaching and learning will be affected.

d) **Support from parents and community**
   • Poverty is higher in the rural areas. Parents and rural communities are therefore unable to provide support in the form of materials to assist rural schools in the implementation of the basic school curriculum.
   • Due to poverty, some children do work or sell or help on the farm before and after school
   • e) Many children who have completed basic education roam the streets selling and this might make both parents and children question the value of education.
Question 3: What are the main exclusive factors of children and youth affected by poverty linked to the curriculum for basic education in your country?

a) The prescribed curriculum clearly does not pose any exclusion factors to children and youth affected by poverty. The exclusion factors will possibly include the following:

   i. Ignorance of the benefits of education as a solution to poverty
   ii. Long distance away from school and feeding problems
   iii. Children taking part in economic activities when school is in session e.g. market days.
   iv. Many teachers posted to the rural areas tend to prefer living in slightly larger villages and commute to their schools located ten to twenty kilometers away in the remote areas. Because of the travel distances involved, and the lack of frequent transportation to the remote areas, teachers of schools in some of the remote areas often tend to absent themselves from school.
   v. Both parents and children show disinterest in learning vocations they already know or practice in the community
b)
i. Teaching and learning becomes so academic that it does not satisfy the needs or interest of children or the community.
ii. Lack of adequate teaching and learning materials in the poverty endemic areas of the country
iii. Lack of employment opportunities in the rural areas to act as a catalyst for children and youth to remain in school till completion
iv. Lack of educated role models in the deprived areas of the country also to act as catalyst for children and youth to remain in school till completion.
EFA, CURRICULUM AND HIV& AIDS EDUCATION

INTRODUCTION

• HIV and AIDS Education has been an important part of the curriculum at the basic and secondary school levels in the country over the past ten years.


• In May 2002, the HIV/AIDS Secretariat was established at the Ministry to coordinate all HIV/AIDS activities within the sector, source funding for such activities and also conduct research.

• As part of the implementation strategy, HIV/AIDS issues have been integrated into the school curricula and manuals for teachers (Pre-school, Basic and Secondary Teachers) also developed.
A. HIV/AIDS IMPLEMENTATION AT PRIMARY LEVEL

1. MAIN ACHIEVEMENTS

a) HIV/AIDS issues have been integrated into the following subjects
   • English Language
   • Integrated Science
   • Environmental Studies
   • Ghanaian Language
HIV/AIDS IMPLEMENTATION AT JUNIOR SECONDARY LEVEL

2. MAIN ACHIEVEMENTS
   • a) HIV/AIDS issues have been integrated into the following subjects
   • English Language
   • Integrated Science
   • Environmental Studies
   • Ghanaian Language
   • Life Skills
   • Social Studies
   • Religious and Moral education
C PRODUCTION AND DISTRIBUTION OF MANUALS

- In 2005, DFID sponsored the printing and distribution of 23,430 HIV/AIDS Teaching Manuals for the training of JSS (Lower Secondary School) teachers in 4 Regions (Ashanti/Central/Eastern/ Greater Accra Regions) with the highest HIV/AIDS prevalence in the country.
- In 2006, UNICEF funded the printing and distribution of 21,000 copies of Manuals for Basic (Primary and Lower secondary school teachers) and Senior Secondary School Teachers in the 3 Northern regions (Upper East/Upper West and Northern region) at 6 Manuals per both public and private basic schools.
- 700 of the manuals were distributed to the 7 Teacher Training Colleges in the same Regions at 100 manuals per Teacher Training College.
- In 2007, GET fund is sponsoring the production of 104,000 manuals for the training of Primary/Junior Secondary /SSS Teachers in Brong Ahafo/Volta and Western regions and the 3 Northern regions.
- Out of this number for 2007, 4 will be distributed to each school in the first four regions to add up to 6 manuals per school (Basic and SSS).
- In 2005, all Basic and Senior Secondary schools in the first 4 regions received 2 copies per school.
D NUMBER OF TEACHERS TRAINED IN HIV/AIDS PREVENTIVE EDUCATION, 2005 TO DATE.

Primary level
40,574 teachers were trained in 4 regions (Ashanti/Central/Eastern/Greater Accra Region)
Percentage trained: 48.8%

JSS (Lower Secondary) level
32,980 teachers were trained in 7 regions (Ashanti, Central, Eastern, Greater Accra, Upper East, Upper West and Northern regions)
Percentage trained: 66.9%

SSS level
9,954 teachers were trained in 4 regions (Ashanti, Central, Eastern and Greater Accra region)
Percentage trained: 55.7%
Pre-service training of teachers in HIV/AIDS

HIV/AIDS is a course of study in all the 38 training colleges. A manual ‘Window of Hope’ which was developed with the support of World Education is used as the main source book for teaching HIV/AIDS

MAIN SHORTCOMINGS AND DIFFICULTIES FOR ALL THE LEVELS

• Inadequate funding for the training of teachers
• Manuals are not adequate – at the moment it is 2 manuals per school as against 6 per school
• Inadequate support materials (IEC)
INCLUSIVE EDUCATION AND THE CURRICULUM

(i) Sub-theme 1. Inclusive Education: Approaches, Scope and Content

• Ghana’s Inclusive Education focuses on children with special needs. However it was realized that certain groups of learners including girls have been marginalized and therefore some interventions have been put in place to include all categories of children in the school system:

• Gender Parity – Intervention to get all girls of school going age into school by providing bicycle, school uniform and meals to girls.

• Introduction of Capitation Grant – This is to take the burden of school fees off parents and to allow more children to go to school.

• Introduction of the School Feeding programme: for retention ie to make children stay in school and also to motivate parents to send their children to school

• Pedagogy – The Curriculum provides varied participatory teaching and learning methods to take care of the different needs of the categories of children in the classroom. Teachers are encouraged to use a mixed of approaches in teaching.

• Curriculum Development takes care of different cultures by giving examples of issues/cases from other regions.
(ii) Sub-theme 2. Inclusive Education: Public Policies

- FCUBE - Free Compulsory Universal Basic Education. This is to make sure that all children of school going age have Basic Education.
- Formalizing Kindergarten – All primary schools should have K.Gs attached to them. This is to make sure all children of school going age have access to education.
- Policy on girls who drop out of school due to pregnancy changed. They now return to school and complete.
- Policy for special education put in place
- Policy on the use of Ghanaian Language from K.G to Lower Primary - The child’s learns in mother tongue to facilitate learning
- Community participation – Communities are encouraged to provide schools with infrastructure
- Districts Assemblies are encouraged to give scholarship to teacher trainees to make sure their Districts get trained teachers.
- Government has provided each child with basic text books
(iii) Sub-theme 3. Inclusive Education: Systems, Links and Transitions
- Linkages – Curriculum has been reviewed to ensure linkages from K.G to Senior High School to ensure smooth transition from one level to the other.
- Knowledge, Skills, Competencies have been scoped and sequenced to ensure life long learning.
- Expansion of Secondary School - Model secondary schools in every District to make secondary education more accessible to majority of students.

(iv) Sub-theme 4. Inclusive Education: Learners and Teachers
- The Curriculum change has not adequately provided learning environment that can facilitate inclusion at the school and classroom levels in most rural schools.
- For the learning process to be activated with children of very different abilities there should be small class sizes of thirty-five (35) pupils to a class.
- Teachers have not been adequately equipped with the required competencies to attend to the growing diversity of learners’ expectations and needs.
- However Continuous Assessment which requires remediation is part of the teaching and learning process in schools.
Main sources of exclusion

1. Cultural inhibitions – Our culture prefers boys to be in school than girls. In some cultures, girls are married off at an early age.

2. Inadequate funding for education

3. Inadequate provision of teachers, infrastructure, teaching learning materials especially for the deprived schools.

4. Large class size mitigates against the use of participatory teaching and learning.

5. Inadequate trained teachers – sixty (60%) of teachers in the rural areas are untrained. This is partly due to trained teachers’ refusal to accept postings to rural and deprived areas. Trained teachers refuse postings to the rural areas due to the lack of social amenities (electricity, libraries, computer labs etc.) in the rural areas.

6. High premium placed on Examination – Exams focus on cognitive instead of attitude and practicals

7. Inflexible Time Table –
Way Forward
1. Expansion of school facilities
2. Provision of quality and adequate infrastructure and teaching learning materials
3. Adaptation of flexible Time Table to suit local conditions – especially those who walk long distances to school, and those who go to the farm to carry farm produce before going to school, and shepherd boys
4. Training more teachers for every school
5. Provide social amenities in the rural areas