

MINISTRY OF EDUCATION

**EDUCATION SECTOR PERFORMANCE
REPORT**

2015

GHANA

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List of acronyms

ABFA	Annual Budget Funding Amount
AfDB	African Development Bank
APW	Annual Programme of Work
BADEA	Arab Bank for Economic Development in Africa
BECE	Basic Education Certificate Examination
CBT	Competency Based Training
CENDLOS	Centre for National Distance Learning and Open Schooling
CIF	Children’s Investment Fund
CoE	College of Education
COTVET	Council for Technical and Vocational Education and Training
CSO	Civil Society Organisation
DANIDA	Danish Development Agency
DBC	District Bursary Committee
DEOC	District Education Oversight Committee
DfID	Department for International Development
DSIP	Development of Skills for Industry Project
EMIS	Education Management Information System
ESP	Education Strategic Plan
ESPR	Education Sector Performance Report
FGER	Female Gross Enrolment Ratio
FWSC	Fair Wages and Salaries Commission
GAR	Gross Admission Ratio
GBP	Great British Pounds (£)
GER	Gross Enrolment Ratio
GES	Ghana Education Service
GETFund	Ghana Education Trust Fund
GEU	Girls Education Unit
GHS	Ghana Cedis
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (German Development Corporation)
GoG	Government of Ghana
GPEF	Global Partnership for Education Fund
GPEG	Ghana Partnership for Education Grant
GPI	Gender Parity Index
GSDI	Ghana Skills Development Initiative
GSGDA	Ghana Shared Growth and Development Agenda
GSFP	Ghana School Feeding Programme
GSS	Ghana Statistical Service
GSTDTP	Ghana Skills and Technology Development Project
HIPC	Highly Indebted Poor Country
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICT	Information and communications technology
IE	Inclusive Education

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INSET	In-service education and training
ISE	Inclusive and Special Education
JHS	Junior High School
JICA	Japan International Cooperation Agency
KG	Kindergarten
KOICA	Korea International Cooperation Agency
MDRI	Multilateral Debt Relief Initiative
MGER	Male Gross Enrolment Ratio
MMDAs	Municipal, Metropolitan and District Assemblies
MOE	Ministry of Education
MoF	Ministry of Finance
MoFA	Ministry of Food and Agriculture
NAB	National Accreditation Board
NAP	National Apprenticeship Programme
NAR	Net Admission Ratio
NBC	National Bursary Committee
NCTE	National Council for Tertiary Education
NEA	National Education Assessment
NER	Net Enrolment Ratio
NESAR	National Education Sector Annual Review
NFED	Non-formal Education Division
NFLP	National Functional Literacy Programme
NGO	Non-governmental Organisation
NVTI	National Vocational Training Institute
ODeL	Open, Distance and Electronic Learning
OFID	OPEC Fund for International Development
PASS	Participatory Approach to Student Success
PHC	Population and Housing Census
PRINCOF	Principals of Colleges of Education
PTR	Pupil-teacher ratio
PTTR	Pupil-trained teacher ratio
SDF	Skills Development Fund
SHS	Senior High School
SLTF	Student Loan Trust Fund
SMC	School Management Committee
SPAM	School Performance Appraisal Meeting
SpED	Special Education Division
SPIP	School Performance Improvement Plan
SRC	School Report Card
SRIMPR	Statistics, Research, Information Management and Public Relations
SWG	Sector Working Group
TA	Trade Association
TLM	Teaching and learning material
TVI	Technical and Vocational Institute
UNESCO	United Nations Education, Science and Cultural Organisation

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UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
USD	United States Dollars (\$)
UTDBE	Untrained Teacher Diploma in Basic Education
VCD	Video Compact Disc
WAEC	West African Examinations Council
WASSCE	West Africa Senior School Certificate Examination
WFP	World Food Programme

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EXECUTIVE SUMMARY

This 2015 Education Sector Performance Report provides progress an overview of sector performance over the 2014/15 academic year via a review of sector activities – i.e. programme interventions and policies aimed at improving the performance indicators. The main source of the Sector performance review report is the report of the 2014/15 Annual School Census of the EMIS and the Annual School report of tertiary education delivery in Ghana from the Tertiary Education Information Management System. These are supported by annual reports of the various agencies, activity reports, project-specific reports among others.

The report is structured around the six focal areas of the Education Strategic Plan (ESP) 2010 – 2020: Basic, Second Cycle, Inclusive and Special Education, Non-formal Education, Tertiary Education and Education Management/Finance.

Under each focal area a number of recommendations were agreed upon at the National Education Sector Annual Review (NESAR) held in July, 2014. Summary on status of implementation of recommendations are presented in each chapter.

Significant progress made over the period of implementation include (i) training of 200 teachers for better delivery of Science and Math; (ii) enrolment of 55,000 learners in Complementary Basic Education; (iii) development of a research agenda to better target SHS subsidies; (iv) implementation of Phase Two of the Science Resource Centre Project to cover 100 schools; (v) training of 5000 apprentices complete under Phase II of the National Apprenticeship Program and ongoing training of an additional 8000 apprentices; (vi) expanding the Student Loan Trust Fund to include over 20,000 beneficiaries.

BASIC EDUCATION

Over the period of assessment in performance statistics from 2013/14 to 2014/15, national enrolment in basic education showed a marked increase in absolute enrolment numbers. Enrolment increased by 7.4%, 5.5% and 8.0% for KG, Primary and Junior High Schools respectively. A corresponding increase in gross enrolment rates (GER) was noted by 5.8, 3.1 and 3.4 percentage points for KG, primary and junior high schools respectively. Net enrolment rates (NER) for the basic level showed a reduction for KG and junior high schools. With reduction in NER and increases in GER, there is the clear indication that more children outside the KG statutory age that are out of school are accessing education. Primary level showed improvements in both GER and NER indicating that as more children get mainstreamed, the appropriate primary age pupils are also returning to school.

Private sector share of enrolment at the basic schools continues to take a significant proportion, with around 1 of every 4 to 5 pupils in basic schools enrolled in a private school. Development of new settlements around the Metropolitan and Municipals, especially in Greater Accra and Kumasi has not seen the establishment of public basic schools. This leaves the growing population the option of accessing the growing private schools.

The Complementary Basic Education programme, which provides nine-month tuition in literacy and numeracy using the mother tongue and targets 120,000 out of school children, has received a boost of an additional USD 14 million from USAID. This will go toward expanding the programme to include an additional 80,000 children bringing the targeted number to 200,000 by the end date of 2018.

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Currently, the over 24,000 children enrolled in the first cycle, which represented about 90 percent transitioning into the formal school system. In 2014/15, an additional 55,000 have been enrolled and are expected to graduate by the end of July 2015. The next cycle (third) is expected to commence in September with an enrolment of 45,000.

As part of efforts at improving the delivery of education especially in the deprived areas, government continues with the provision of permanent physical infrastructure to replace dilapidated ones under the schools under trees project.

Churning of trained teachers from the nations' Colleges of Education and the teaching universities have resulted in sustained increases in the percentage of trained teachers. There has been an increase in percentage of trained teachers across all levels of basic education compared to 2013/14 with a 14% increase in KG, 5.6% increase in Primary, and 4% increase in JHS. The percent of trained teachers at each level has also increased and now stands at 47% in KG, 56% in Primary, and 78% in JHS.

In the Basic Education Certificate Examination (BECE), of the 422,946 JHS3 students who sat the exam, more boys than girls achieved above average scores in all the core subjects except English.

The Ghana Partnership for Education Grant (GPEG) underwent a Mid Term Review in 2015. In 2014 an amount GHC 76,432,637.02 was spent, equivalent to 96.5% of the 2014 GPEG budget. At the end of the second year, all of the indicators in the Results Framework were on course and the first and second year targets were met, with only one exception where regions did not submit aggregated reports of district information.

The Girls Participatory Approach to Student Success (GPASS) programme has also expanded in 2014/15 to all the 75 deprived districts, covering 45,000 girls.

SECOND CYCLE EDUCATION

Enrolment in second cycle education has continued to increase resulting in an increase in the GER by almost two percentage points, reaching 45.6% in 2014/15. The NER has also increased from 2013/14, indicating that more children of the appropriate age are enrolled in SHS. Private participation has declined, indicating that a greater proportion of students are enrolling in public schools. Greater capacity for the increased enrolment is demonstrated through a corresponding increase in number of schools, with both the number of private and public schools having increased compared to 2013/14. The Ministry is also working to expand access through progressively free SHS, by subsidising the cost of education for day students starting in 2015/16. In addition, under the Secondary Education Improvement Project (SEIP), 10,400 scholarships will be rolled out over five years for SHS students in 125 low-performing schools. Total number of schools stands at 863 compared to 840 in 2013/14. In addition, the Community Day Senior High School Project (CSHSP) seeks to build 200 new SHS, 50 of which are already underway and funded by GoG, with an additional 23 being funded by SEIP.

Gender statistics have improved somewhat since 2013/14. The proportion of females enrolled has increased to 47.4% although the GPI has remained untouched at 0.91. Female completion rate has also improved and stood at 42% in the 2014/15 academic year.

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Quality outcomes are less clear. On the one hand, student to seating and student to desk ratios have improved almost approaching 1. The percentage of trained teachers has also improved. On the other hand, however, textbook to student ratios have declined for English, Mathematics and Science subjects. However, under SEIP, a range of quality initiatives are being put in place for 125 low-performing SHS from ICT packages in classrooms that provide an interactive way to engage with classroom materials, to training for Science and Math teachers in lesson delivery and content, to School Performance Partnerships which give out USD 120,000 to each school over five years to enable them to improve quality and access in their schools.

Over 270,000 students registered for WASSCE exams, with students performing better in English and Social Studies subjects out of the fore core subjects. Girls outperformed boys in English, while boys performed better in the remaining three core subjects. Brong Ahafo outperformed all other regions for Mathematics, Integrated Science, and Social Studies, with Greater Accra also performing highly across subjects.

INCLUSIVE AND SPECIAL EDUCATION

The Ministry of Education has demonstrated its commitment to inclusive and special education through a standard Inclusive Education policy that was presented to the Acting Director-General in April 2015. An implementation plan with costing to guide the implementation of the policy has also been finalised. A Technical Working Group has also developed standards and guidelines to ensure smooth delivery for inclusive and special education.

In addition, Heads and staff of schools have been trained in identifying students with special needs and disabilities. At the district level, Circuit Supervisors and Deputy Directors have also been trained. Appropriate special education materials have been distributed to schools. To be able to monitor the standards of inclusive education, a monitoring tool is being piloted.

NON-FORMAL EDUCATION

Non-formal education continues to be a focus for the Ministry of Education. In 2015 a Non-Formal Education Policy formulation and drafting workshop was held. This will be followed up with a workshop with stakeholders to incorporate comments and recommendations into the draft document and thereby formulate a comprehensive strategy around non-formal education in Ghana.

In addition, to highlight the commitment to distance learning several activities have been enacted. A national draft policy on the Open and Distance Learning (ODL) has been developed and audio-visual lessons have been distributed to schools. Development of an eLearning platform for an online classroom is also underway. The Open School System is being piloted with over 600 enrolees across JHS, SHS, and National and Vocational Training Institutes, ensuring increased access in education.

The National Functional Literacy Program has continued with the 19th batch of students currently enrolled. English language classes are also offered.

COTVET has made progress on improving the strategic plan through the development of an Action Plan Worksheet to track progress made in implementation of the plan. This tool serves as a monitoring and tracking system for the strategic plan. In addition, a comprehensive Gender Strategy document is being developed by COTVET and a workshop was held to orient Trade Associations and Heads of TVET institutions on gender concepts and how to increase female participation.

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The National Apprenticeship Program (NAP) also saw progress. A database of Master Craft Persons has been developed to better assign them apprentices and data collection initiatives have also begun to restructure the program. A skills competition was organised to promote the NAP and Master Craft Persons have been trained across various regions.

To allow skilled persons to acquire qualifications for their skills, the Recognition of Prior Learning Policy is being developed with a situational analysis completed and manuals being developed.

TERTIARY EDUCATION

The government made a number of commitments to expand access to tertiary education in 2014/15. MOE continues its commitment to transitioning CoEs to tertiary status by migrating staff from the GES payroll to the NCTE payroll. In addition, government has continued to improve infrastructure in existing COEs, and there has been increased access in applicants to the Student Loan Trust Fund from COEs. Private COEs are also being absorbed into the system. Progress has also been made on building 10 COEs – one for each region.

In 2013/14, the number of tertiary institutions increased to 128 from the 2012/13 total of 119. This increase came about through an increase in the number of private Colleges of Education and private tertiary institutions, thereby increasing capacity for access. A corresponding and substantial increase in tertiary enrolment was also recorded which stood at 313,846 in 2013/14. This increased enrolment came about through increases in enrollees at public universities and public CoEs, as well as an increase in enrolment in private institutions. Female participation in tertiary education has also increased and stands at 43.2% in 2012/13 for public COEs, 34.5% for polytechnics, and 35.2% for public universities.

The Government continues to make progress to achieve the targeted ratio of 60:40 enrolment in Science and Technical subjects compared to Humanities and Arts. Enrolment in the former stands at 40%, which is an improvement from the 2012/13 enrolment of 38.4%.

EDUCATION MANAGEMENT

The MOE's commitment to ensure smooth running of all its operations requires a range of activities to be undertaken. In terms of payroll, an audit was conducted for all Agencies and the main Ministry and reports were sent to the Internal Audit Agency. Monthly validation of the payroll has also been completed for January to May 2015.

To ensure media sensitisation on activities that MOE carries out, the Hon. Minister for Education met with the press to do a presentation on the sector performance in June 2015. In addition, a communication strategy has been produced and a documentary on sector activities has been aired by the media.

In terms of oversight, the National Inspectorate Board (NIB) has conducted 1000 school visits in basic schools and 100 school visits to SHS across all ten regions of Ghana. All 75 deprived districts have also been visited for monitoring.

A new draft Education Bill has been produced and the Technical University Bill has been finalised by the Attorney General's Department. In addition, the 26 COEs have been inaugurated as well as the Councils of the University of Health and Allied Sciences and the University of Professional Studies,

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Accra, the Councils of the 10 Polytechnics, and the Boards of the Agencies under the Ministry. Arrangements are in place to inaugurate Councils of other institutions whose tenure has expired.

The National Service Scheme has deployed nearly 80,000 people to various public and private institutions across the country for the 2014/2015 service year.

Mobile School Report Cards are being piloted in three districts with support from UNICEF, and 100 percent of public basic schools in the 75 deprived districts completed the paper-based School Report Cards for term one of the 2014/15 academic year.

The government has shown its commitment to reforming Science and Mathematics by forming a committee of eminent persons in Science and Mathematics education to discuss ways to reform education in these subjects in Ghana. At the same time, teachers are being trained in various regions across the country to improve delivery of Science and Mathematics. This training is planned for 51,000 teachers.

EDUCATION FINANCE

Total spending on education in 2014 was nearly GHS 6.6 billion, marking a substantial increase from 2013 of 15.2%. This can be accounted for through an increase in GoG expenditure which went up from GHS 4.5 billion in 2013 to GHS 5.2 billion in 2014. In addition, an increase in expenditure of 11.3% from Internally Generated Funds (IGF) was noted, as well as a 17.1% increase in Annual Budget Funding Amount (ABFA). Donor expenditure also increased in 2014 compared to 2013 by 19.7%.

In 2014, SHS accounted for the largest proportion of spending (22.4%), followed closely by Primary (22.0%). Tertiary and JHS accounted for 16.2% and 16.1% of spending respectively.

Of expenditure from all sources, the large majority went to compensation (77.9%). Goods and services accounted for 20.6%, of total spending, the largest source of which was Internally Generated Funds. Expenditure on assets was only 1.5% of total expenditure. Of the GoG budget, in 2014, 97.7% of education expenditure went to compensation – the only contributor to compensation of all sources. The execution rate against the allocated budget was 114.8%, a significant decline from 152% in 2013, thereby demonstrating Government's commitment to reducing the wage bill in the public sector.

1 INTRODUCTION

1.1 Structure of the Report

This report is organized along the six focal areas of Basic Education, Second Cycle Education, Inclusive and Special Education, Non-formal Education, Tertiary Education and Education Management and finance in accordance with the Education Strategic Plan 2010-2020.

The ESP sets out eight strategic objectives, which are simplified into five broad medium term objectives in the Ghana Shared Growth and Development Agenda II (GSGDA II) 2014-2017. These are set out in Table 1 Education Strategic Objectives below.

Table 1 Education Strategic Objectives

ESP 2010-2020 Strategic Objectives		GSGDA II 2014-17 Objectives	
1	Improve equitable access to and participation in quality education at all levels	1	Increasing Inclusive and Equitable Access to, and Participation in Quality Education at all Levels
2	Bridge gender gap in access to education		
3	Improve access to quality education for people with disability		
4	Strengthen links between tertiary education and industry		
5	Mainstream issues of population, family life, gender, health, HIV/AIDS/STIs in the curricular at all levels	2	Ensure the provision of life skills training and management for managing personal hygiene, fire safety, environment, sanitation and climate change
6	Improve quality of teaching and learning	3	Improving the Quality of Teaching and Learning
7	Promote Science and Technical education at all levels	4	Promote the Teaching and Learning of Science, Mathematics and Technology at all Levels
8	Improve management of education service delivery	5	Improving the Management of Education Service Delivery

Each chapter provides an overview of performance by policy objectives and thematic area over the 2014/15 academic year. Each chapter reviews status of indicators and specific outputs by policy objective relating to issues of access, gender and quality for Basic, Second Cycle, and Tertiary education. For Inclusive and Special, Non-formal Education and Management the chapters are based more around policy issues and activities.

1.2 Data and Reporting

The 2015 ESPR makes use of a number of key data sources, including:

- 2014/15 Education Management Information System (EMIS) school census
- 2014 West African Examination Council (WAEC) examination results
- Implementation monitoring reports from Agencies including GES, Non-Formal Education Division (NFED), Centre for National Distance Learning and Open Schooling (CENDLOS), Council for Technical and Vocational Education and Training (COTVET)
- Financial reporting for 2014 from Government and Donors.

Deprived Districts

The Ministry of Education (MOE) carried out an exercise in 2011/12 to categorise the districts based on education and poverty criteria. After ranking all the districts with this deprivation index, the bottom third were categorised as 'deprived'. At the time this was 57 districts; however, after the carving of new districts, the deprived districts have increased in number to 75 (out of 216 total) – in other words 18 newly created districts were carved out of the 57 original deprived districts.

1.3 Review of 2014 NESAR recommendations (Aide Memoire Activities)

At the end of the 2014 National Education Sector Annual Review (NESAR 2014), an Aide Memoire was prepared and signed by the Chief Director of the Ministry of Education, representing the Government of Ghana, and the Development Partner Lead (USAID) on behalf of the Development Partners. The Aide Memoire serves as the reference document to drive the commitments of Government and Development Partners as well as guide future policy implementations for the education sector. Also, the document serves as a reference point to identifying emerging priorities in education that would need support or assistance in the succeeding year.

The 2014 Aide Memoire contained a number of recommendations. The 2015 NESAR provides an opportunity to review progress against the 2014 recommendations. The status of all recommendations from the 2014 NESAR are given in Appendix 1, as well as some of the outstanding action items from the 2013 NESAR recommendations. A brief summary of the status of 2014 recommendations is given in each chapter, and significant actions over the past year include the following:

- In order to implement phased recommendations of the committee on Science and Math for primary and JHS, 200 teachers were provided with training to improve the delivery of Science and Math from the three Northern regions, Brong Ahafo, and Ashanti. In addition, another 150 teachers have been selected for training from Volta, Greater Accra, and Eastern regions, and another 51,000 teachers have been planned for training and upgrading skills.
- The Complementary Basic Education (CBE) Policy has been adopted and 55,000 learners have been enrolled. Almost 1.5 million readers in 11 local languages have been distributed, as well as nearly 7,000 writing books, and over 9,000 facilitators' teaching guides.
- To ensure better targeting of SHS subsidies so as to benefit needier students, a research agenda has been developed to support evidence-based research at the secondary level, which is housed under the Secondary Education Improvement Project (SEIP). In addition, a committee has been established to review all scholarships at the second cycle level and provide recommendations for targeting.
- To implement Phase Two of the Science Resource Centre Project to cover the 100 remaining schools, the award of the contract to implement Science and Math recommendations has been completed.
- Government has trained 5000 apprentices and an additional 8000 apprentices are undergoing training under Phase II of the National Apprenticeship Program (NAP). In addition, over 500 Master Crafts Persons (MCPs) have been trained in apprenticeship programs and an additional 250 are being trained.
- To expand equitable access to tertiary education, the Student Loan Trust Fund (SLTF) has expanded to include over 20,000 beneficiaries.
- A draft TOR for the Mid-Term review of the Education Strategic Plan (ESP) has been developed and circulated for next steps and discussion.

2 BASIC EDUCATION

Under the implementation of the 2010-2020 Sector strategic plan (ESP 2010-2020), the basic education sub sector is positioned to *provide equitable access to good-quality, child-friendly universal basic education, by improving opportunities for all children in the first cycle of education at kindergarten, primary and junior high school levels.*

The number of children accessing basic education in Ghana continues to rise with the 2014/15 statistics showing marked improvements over that of 2013/14. Gender parity, an indication of equitable access to school for both boys and girls has been achieved and sustained at the KG and Primary levels. At the Junior High School level, GPI increased from 0.95 to 0.96. In addition, completion rates have almost reached 100% at Primary school, and has increased substantially to 73.5% at JHS. Transition rates from P6 to JHS1 has also reached 99.1%.

2.1 Review of 2013 and 2014 NESAR recommendations (Aide Memoire Activities)

Significant progress has been made in addressing the recommendations for Basic Education in the 2013 Aide Memoire, as shown in Appendix 1. Some key activities include:

- To increase the proportion of schools that have held a PTA meeting, the NAB has conducted whole school inspection in 1000 basic schools and 100 SHSs.
- To make relevant Ghanaian language essential criteria, the national language policy is planned for a wider stakeholder consultation and revision to include the level of language proficiency necessary to deliver on the process of teaching and learning at the KG and lower primary levels.
- In order to implement phased recommendations of the committee on Science and Math for primary and JHS, 200 teachers were provided with training to improve the delivery of Science and Math from the three Northern regions, Brong Ahafo, and Ashanti. In addition, another 150 teachers have been selected for training from Volta, Greater Accra, and Eastern regions, and another 51,000 teachers have been planned for training and upgrading skills.
- The Complementary Basic Education (CBE) Policy has been adopted and 55,000 learners have been enrolled. Almost 1.5 million readers in 11 local languages have been distributed, as well as nearly 7,000 writing books, and over 9,000 facilitators' teaching guides. Over 2,200 facilitators have been recruited under the 2014/15 cycle. In addition, 11 cross-country pickups and 129 motorbikes have been provided for monitoring and supervision at the district level.

2.2 Access

General trends

Overall, at the basic level, an increase in enrolment was recorded between 2013/14 and 2014/15 for all levels of education from Kindergarten (KG), to Primary and Junior High School (JHS). Figure 1 Gross and Net Enrolment Ratios for Basic Schools demonstrates that the gross enrolment rate at all three levels has also continued its rising trend, with the steepest increase recorded for KG, then Primary, and finally JHS. While net enrolment rates increased for Primary, they declined slightly KG and remained relatively constant at JHS as compared to 2013/14. Both KG and Primary net enrolment rates are above 80%, while this figure is much lower for JHS, indicating that greater efforts need to be made in this area.

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Figure 1 Gross and Net Enrolment Ratios for Basic Schools

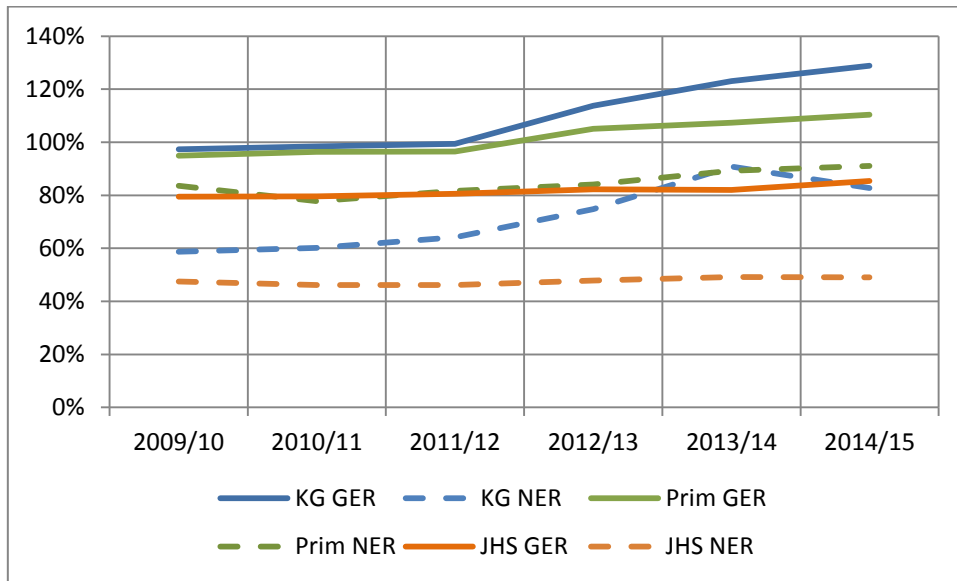
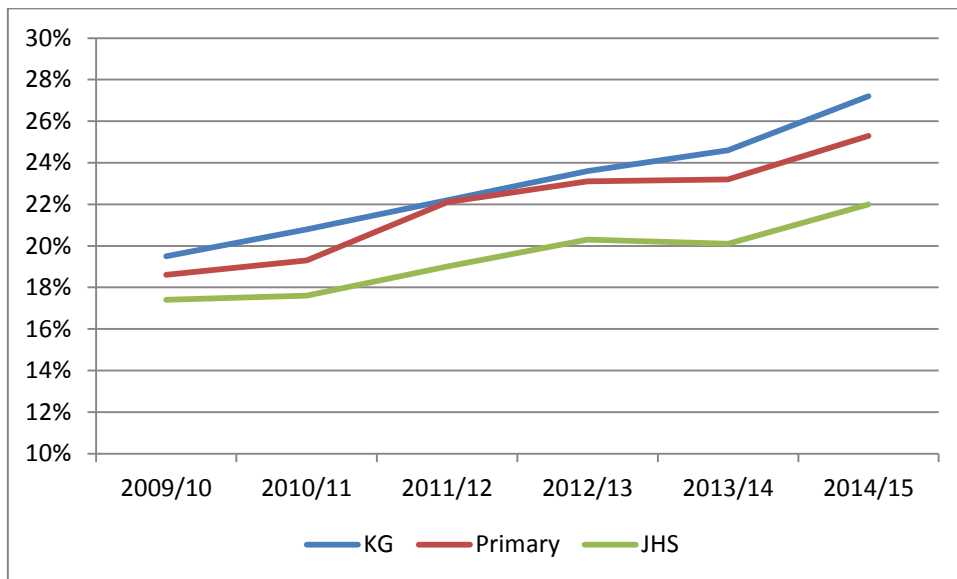


Figure 2 demonstrates the proportion of enrolment in private schools. It is clear that there has been an increasing trend, with steep rises recorded between 2013/14 and 2014/15. KG has the greatest proportion of students enrolled in private schools, followed by primary and JHS.

Figure 2 Proportion of enrolment in private schools



The following sections give greater detail of the enrolment figures, rates and school numbers for the three sub-levels.

Kindergarten

- The number of KG schools, increased from 20,100 to 20,960 over the last academic year as detailed in Table 2, with increases in both public and private schools contributing to this overall increase.
- Total enrolment in KG (Table 3 KG Enrolment Statistics) reached 1,766,715 in 2014/15. This marks a higher than average increase, with greater than 120,000 enrolled compared to 2013/14; in other years, this increase has been approximately 50,000.

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- The gross enrolment ratio (GER) recorded a 5.8 percentage point increase in 2014/15 relative to 2013/14 at 128.8%, despite an increase in the KG-age population.
- However the net enrolment ratio (NER) declined by more than 8 percentage points from 90.8% in 2013/14 to 82.7% in 2014/15. This widening disparity between the GER and NER in 2014/15 as compared to 2013/14 indicates that there has been an increase in the number of students enrolled in KG who are not of KG-age.
- Similar trends in the GER and NER are present in deprived districts, with the GER increasing in 2014/15 to 148.8% and the NER decreasing slightly to 97.1%. Both these rates are substantially higher than national averages.
- The share of enrolment in private schools has also increased to 27.2% from 24.6% in 2013/14. A much steeper rise is recorded for deprived districts from 10.9% to 16.5%.

Table 2 Number of Kindergarten Schools

Kindergarten	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Public	12,481	13,263	13,505	13,305	13,492	13,828
Private	4,990	5,538	5,410	5,972	6,608	7,132
Total	17,471	18,801	18,915	19,277	20,100	20,960

Table 3 KG Enrolment Statistics

	National						Deprived districts		
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
KG GER (%)	97.3	98.4	99.4	113.8	123.0	128.8	111.6	134.6	148.8
KG NER (%)	58.7	60.1	64.17	74.8	90.8	82.7	75.6	100.8	97.1
Enrol. KG	1,440,732	1,491,450	1,543,314	1,604,505	1,645,550	1,766,715	468,412	501,307	560,691
Enrol. KG (4-5 yr)	869,552	911,305	996,232	1,054,967	1,213,667	1,134,371	317,060	375,359	365,809
Population (4-5 yr)	1,480,355	1,516,090	1,552,484	1,409,527	1,337,350	1,371,850	419,658	372,469	376,799
% Private enrolment	19.5	20.8	22.2	23.6	24.6	27.2	9.7	10.9	16.5

Primary

- Table 4 Number of Primary Schools shows that the number of Primary schools has continued their rising trend, increasing from 20,502 schools in 2013/14 to 21,309 schools in 2014/15. An increase in both private and public schools have contributed to this overall increase, with the number of private schools rising by more.
- Enrolment in Primary schools has increased by almost 5.5% from 2013/14 and has reached 4,342,315 (Table 5 Primary Enrolment Statistics).
- Both the GER and the NER for Primary has increased from 2013/14 from 107.3% to 110.4% and from 89.3% to 91.0% respectively. This indicates that not only is a greater proportion of 6-11 year olds are enrolled in Primary as compared to previous years, and that a greater proportion of these students are within the appropriate age.
- Both the gross admission ratio (GAR) and net admission ratio (NAR) have increased to 115.3% and 79.6% respectively. However, the disparity between these numbers suggests that a large number of students entering P1 are not 6 years old.

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- Enrolment in private schools has increased in both deprived districts and nationally at 12.6% and 25.3% respectively. However, this figure is much lower for deprived districts, indicating that a greater proportion of students in deprived districts attend public school. The GER, NER, GAR, and NAR in deprived districts is higher than the national level.

Table 4 Number of Primary Schools

Primary	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Public	13,835	14,431	14,360	14,112	14,142	14,405
Private	4,722	5,292	5,473	5,742	6,360	6,904
Total	18,579	19,723	19,833	19,854	20,502	21,309

Table 5 Primary Enrolment Statistics

	National						Deprived districts		
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
Primary GER (%)	94.9	96.4	96.5	105.0	107.3	110.4	98.8	103.9	112.2
Primary NER (%)	83.6	77.8	81.7	84.1	89.3	91.0	81.1	88.5	93.5
Primary GAR (%)	101.3	99.6	97.8	107.8	112.9	115.3	107.7	124.0	128.3
Primary NAR (%)	71.1	71.0	71.0	79.3	76.8	79.6	79.3	89.5	91.2
Enrol. Primary	3,809,258	3,962,779	4,062,026	4,105,913	4,117,152	4,342,315	1,082,973	1,132,055	1,225,587
Enr. Prim. (6-11yr)	3,356,743	3,201,541	3,439,573	3,286,472	3,424,146	3,578,821	888,935	964,103	1,020,947
Population (6-11yr)	4,015,930	4,112,511	4,211,217	3,909,857	3,835,594	3,933,682	1,095,930	1,089,756	1,092,502
% Private enrolment	18.6	19.3	22.1	23.1	23.2	25.3	7.8	8.9	12.6

JHS

- The number of Junior High Schools (Table 6 Number of Junior High Schools) increased from 13,082 in 2013/14 to 13,840 in 2014/15 with an increase in both public and private schools contributing to this increase.
- Overall enrolment in JHS increased from 1.47 million last year, to 1.59 million in 2014/15. A corresponding increase in GER was recorded from 82.0% to 85.4%, whereas the NER decreased marginally from 49.2% to 49.0%. This indicates that there is a marginal decline in the appropriate age of JHS students who are in JHS (Table 7 JHS Enrolment Statistics).
- The GAR for JHS has increased marginally to 93.8% while the NAR has decreased marginally to 44.3% indicating that the proportion of appropriate age students in JHS1 has declined somewhat, even as there is increasing entry into JHS1.
- The transition rate from P6 to JHS1 increased to 99.1% from 92.7% which is the highest since 2009/10 and indicates that almost all students who complete P6 are entering JHS1.
- Deprived districts show lower outcomes than JHS national averages. While GER has increased in deprived districts relative to 2013/14 from 67.6% to 73.7%, the NER has remained relatively stable indicating that, while there are greater number of JHS pupils, there has been no improvement in the number of pupils of JHS appropriate age. The GAR and NAR for deprived districts have both

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increased, indicating a greater proportion of pupils in JHS1 and a greater proportion who are of the appropriate age. The transition rate in deprived districts has also demonstrated a notable increase from 86.8% in 91.7%. However, this level is lower than the national average.

- The proportion of private enrolment increased to 22.0% nationally from 20.1% last year. In deprived districts, a substantial increase was noted to 9.9% this year from 6.8% last year.

Table 6 Number of Junior High Schools

JHS	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Public	7,969	8,462	8,336	8,818	9,076	9,445
Private	2,799	3,247	3,231	3,618	4,006	4,395
Total	10,768	11,709	11,567	12,436	13,082	13,840

Table 7 JHS Enrolment Statistics

	National						Deprived Districts		
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
JHS GER (%)	79.5	79.6	80.6	82.2	82.0	85.4	68.9	67.6	73.7
JHS NER (%)	47.5	46.1	46.1	47.8	49.2	49.0	34.8	38.4	38.5
JHS GAR (%)	86.6	86.3	88.1	86.4	91.8	93.8	67.5	75.2	80.8
JHS NAR (%)	43.8	43.9	44.5	41.0	44.7	44.3	27.2	33.6	34.0
Transition to JH1 (%)	94.6	92.4	89.5	94.5	92.7	99.1	83.5	86.8	91.7
Enrol. JHS	1,301,940	1,335,400	1,385,367	1,452,585	1,473,921	1,591,279	301,870	324,171	361,865
Enrol. JHS (12-14yr)	778,855	772,979	792,491	844,835	883,463	913,255	152,606	184,071	188,872
Pop. (12-14yr)	1,638,690	1,678,222	1,718,507	1,766,416	1,796,478	1,863,745	437,994	479,378	490,837
% Private enrolment	17.4	17.6	19.0	20.3	20.1	22.0	6.7	6.8	9.9

Capitation Grants

In 2013/14 the Government released the capitation grant and paid subsidy for Basic Education Certificate Examination (BECE) for 423,000 final year pupils in JHS. In addition, government paid subsidies to cover a total of 444,100 registered students for the 2013/14 academic years and a total of 444,100 for the 2014 / 15 academic year, recording an increase of 21,100.

These interventions among others, contributed significantly towards Ghana's efforts at attaining the MDGs on Education. In the year under review, Government will continue to provide the capitation grant for pupils in all Public Basic Schools while schools in 75 deprived districts will receive additional grants through the Global Partnership for Education Grant (GPEG) to boost enrolment and retention. Government will also continue to subsidize the conduct of the BECE examination.

Complementary Basic Education

As part of efforts to improve equitable access and reduce the number of out-of-school children, the provision of Complementary Basic Education programme continues in the 2014/15 academic year with continued support from DfiD.

- A total of 2,189 classes have been established under cycle two in 1,798 communities with 54,377 (98.6%) learners enrolled out of the expected 55,150.
- The enrolment comprised of 28,593 (52.6%) boys and 25,784 (47.4%) girls and are expected to graduate in July and be mainstreamed into formal schools in September.
- The expected target of at least 50% girls enrolment could not be achieved
- The total facilitators were 2,235 made up of 1,831 (81.9%) males and 404 (18.1%) females, enabling the programme to exceed the targets of at least 15.5% female facilitators' recruitment and training.
- Four IPs (CARE, WEI, Action Aid and Plan Ghana) achieved between 16% and 25%, while Afrikids, Pronet and LCD achieved 47%, 34% and 32% respectively.
- School for Life (SfL), Ibis and GILLBT fell below the target with SfL and Ibis achieving 8% each and GILLBT achieving 14%.
- A major challenge some of the IPs encountered that contributed to their inability to meet the female facilitator target was the unavailability of qualified female facilitators in the communities. Most of the communities do not have females that meet the criteria as facilitators. The already low enrolment of females in some parts of northern Ghana could negatively impact on the ability of the programme to achieve female facilitator targets in such communities.
- CBE policy has been given Ministerial approval by the Honourable Minister for Education and a memorandum of understanding signed between the MoE and DfiD.
- USAID has provided additional funding under the project expanding the project to cover additional 80,000 increasing the target from 120,000 to 200,000.

Schools Under Trees

Provision of permanent physical structures to replace dilapidated and school buildings to eliminate operation of schools under trees located especially in the deprived areas has and continues to see progress over the years. This strategy is in support of the sector objective of increasing access to equitable quality basic education. A total of 481 are scheduled for completion by December 2015 and an additional 483 to be completed by end 2016. Table 8 Completion of Schools Under Trees Projects gives more details.

Table 8 Completion of Schools Under Trees Projects

Funding Source	No Initiated	No completed to date	No to be completed in 2015	No to be completed in 2016
GoG	432	155	138	139
GETFUND	2146	1459	343	344
Total	2578	1614	481	483

The remaining projects are at various stages of completion.

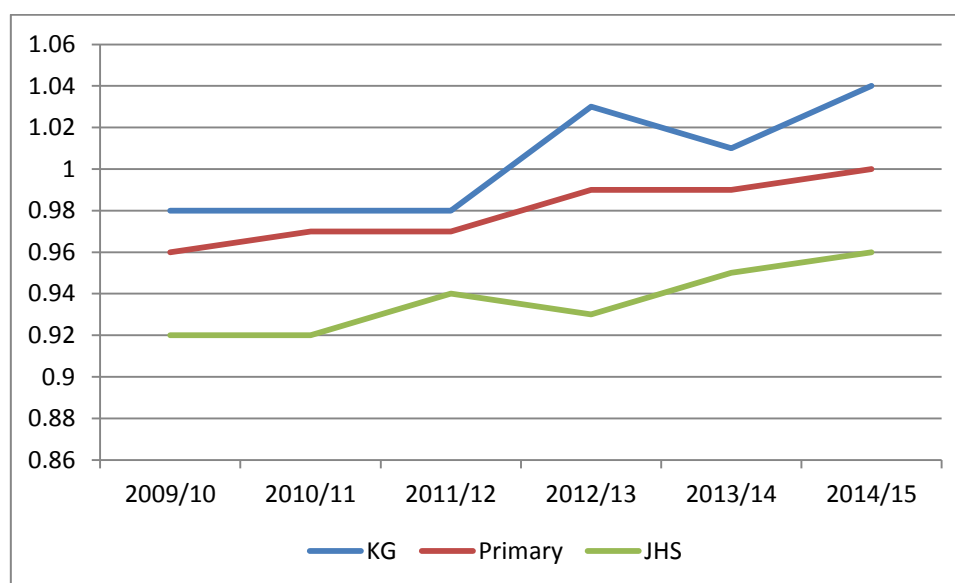
2.3 Gender

As a measure of ensuring equitable access to basic education for both males and females, the sector registered sustained increases in gender parity with parity achieved for Primary. In KG, the female GER is greater than the male GER, resulting in a GPI that is higher than 1. At the JHS level, though parity is yet to be achieved, 2014/15 recorded a favourable increase in the Gender Parity Index 0.95 to 0.96. In deprived districts, a similar trend was noticed. Although lagging behind national averages, there has been considerable improvement across all three levels with gender parity achieved at KG, at 0.96 in primary and 0.90 at JHS, an improvement from 2013/14. Table 9 Gender Parity Index, Basic Schools and Figure 3 Gender Parity Index, Basic Schools give more details.

Table 9 Gender Parity Index, Basic Schools

	National						Deprived Districts		
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
KG	0.98	0.98	0.98	1.03	1.01	1.04	1.02	0.99	1.00
Primary	0.96	0.97	0.97	0.99	0.99	1.00	0.97	0.94	0.96
JHS	0.92	0.92	0.94	0.93	0.95	0.96	0.91	0.88	0.90

Figure 3 Gender Parity Index, Basic Schools



Girls PASS Scholarship Programme

In addition to on-going initiatives aimed at attaining gender parity in school enrolment, the GES has developed the Girls Participatory Approaches to Students Success (PASS) with funding from DfID to hasten attainment of gender parity in schools. The overall objective of the Girls PASS Scholarship programme is to increase the enrolment, retention, completion and performance of girls at Junior High School (JHS) level in the 75 deprived districts of Ghana. PASS will achieve this by providing a full access, needs-based material support package comprising all the items necessary for a girl to attend JHS, paying BECE examination fees, raising awareness of and promoting girls education, and increasing the capacity of the Girls Education Unit (GEU) Head Office and District and Regional Officers. PASS addresses both the internal and external factors hindering girls from enrolling, staying in, completing and performing in school.

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The scholarship programme targets 55,000 needy girls in the 75 deprived districts, and runs from 2013-18. The four-year programme was implemented in 2013/14 with a one year pilot phase in 21 of the 75 deprived districts, spanning eight regions of Ghana. In 2014/15, the project expanded to cover the remaining deprived districts, and will run for an additional three years until 2016/17. In November 2014, 75 districts were trained to launch the full phase programme. Promotional materials and ICT equipment was handed out to the districts. A total of 55,000 girls have now been selected to receive the scholarship and procurement of the 45,000 full phase scholarship packages is underway. However, there have been significant programme delays leading to the late disbursement of scholarship packages to the girls.

There have now been 45,000 girls selected for the full phase programme. Key achievements include completing the Project Implementation Manual and School Based Facilitators manual, running the Full Phase training workshop with full attendance of 5 officers from each of the 75 districts. Another key achievement has been distributing 54 computer sets, along with ICT training to all the new Full Phase DGEO and the distribution of other promotional materials to all districts for sensitisation. The procurement across the 74 districts has now begun. The major challenge this period has been the delay in procuring and distributing scholarship packages. GEU will have to increase efforts to ensure next year the packages will be distributed in term 1.

2.4 Quality

In addition to assessment exercises, educational quality can be measured using indicators on quality-related inputs such as textbooks and teachers which are collected annually by EMIS. This section reports on these indicators.

Textbooks

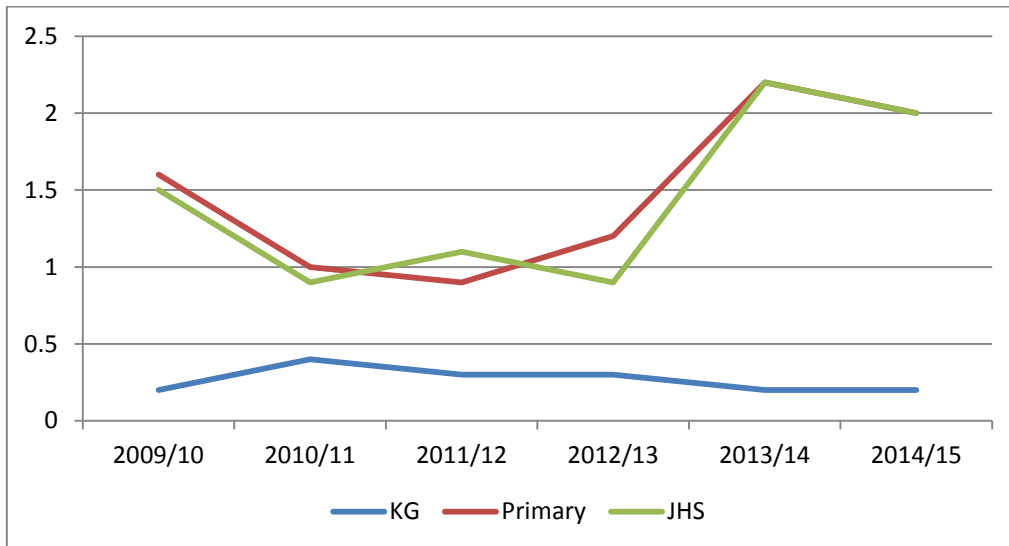
The core textbook to pupil ratio is given in Table 10 Core textbook to pupil ratio, public basic schools and Figure 4 Core textbook to pupil ratios in public basic schools. The core textbooks are textbooks for English, Mathematics and Science. While the core textbook to pupil ratio has remained unchanged for KG at the national level, it has decreased for all other levels of education both nationally and in deprived districts.

Table 10 Core textbook to pupil ratio, public basic schools

	National						Deprived Districts		
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
KG	0.2	0.4	0.3	0.3	0.2	0.2	0.3	0.3	0.25
Primary	1.6	1.0	0.9	1.2	2.2	2.0	1.1	2.1	1.90
JHS	1.5	0.9	1.1	0.9	2.2	2.0	0.9	2.1	1.84

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Figure 4 Core textbook to pupil ratios in public basic schools



Completion rates

Table 11 Completion rates in basic education shows completion rates for Primary and JHS. A substantial increase in completion rates was noted for JHS at the national level from 69.0% last year to 73.5% this year – this is the highest rate since 2009/10. At the Primary level, completion rates have almost reached 100%. While averages in deprived districts are lower than national averages, substantial improvements in completion rates were recorded at both the Primary and JHS levels with the former increasing by 8 percentage points and the latter increasing by 6.6 percentage points. This indicates that, in deprived districts, a large proportion of 7 year olds have completed Primary school (94.9%) and a growing number of 14 year olds have completed JHS at 63.7%.

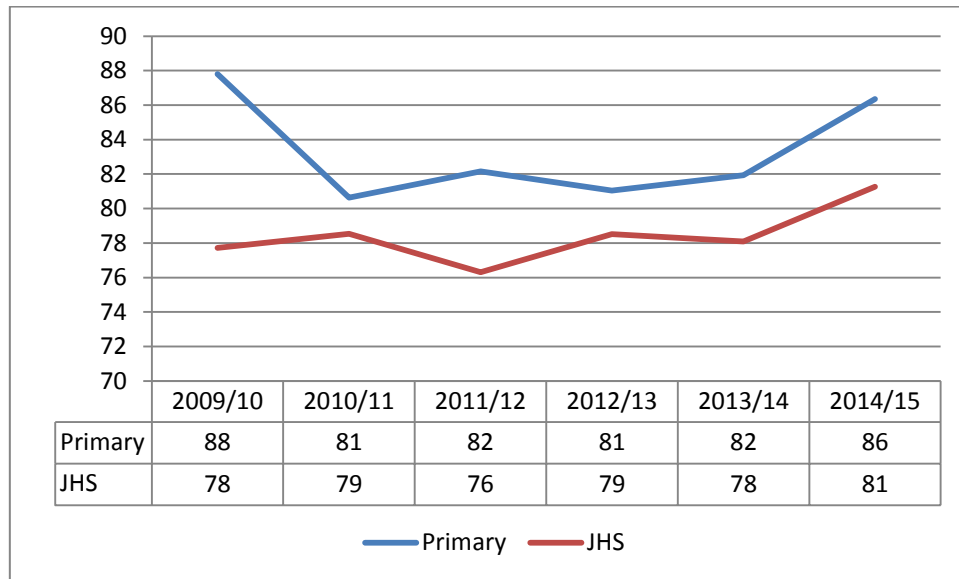
Table 11 Completion rates in basic education

% completion rate	National						Deprived districts		
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
Primary	87.1	91.6	93.7	112.4	97.5	99.6	114.2	86.9	94.9
JHS	66	66.9	66.8	70.1	69.0	73.5	59.9	57.1	63.7

Figure 5 shows the retention rates across time for Primary and Junior High School. It tracks the proportion of those students who start in a given school year complete in their final year (for Primary this is 6 years later, for JHS it is 3 years later). Thus, it tracks the flow of students through the system. A higher retention rate is encouraging as it signals lower dropout rates. It is clear from Figure 5 Retention rates in basic education that retention of Primary students has increased from 2013/14 from 82% to 86% this year. Meanwhile, retention rates for JHS have also increased from 78% last year to 81% this year, recording the highest retention rate since 2009/10 at this level.

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Figure 5 Retention rates in basic education



Teachers

The number of teachers in public basic schools is shown in Table 12 Number of teachers in public basic schools. It is encouraging to see that the number of untrained teachers have decreased substantially at all levels, while the number of trained teachers have increased at all levels, with the largest percentage increase recorded for KG with 14% more trained teachers compared to last year. A nearly identical corresponding decrease for untrained teachers was recorded. The overall number of teachers has remained relatively constant across all levels, with KG recording an increase in total teachers and Primary recording a decrease.

Table 12 Number of teachers in public basic schools

KG	2010/11	2011/12	2012/13	2013/14	2014/15	2013/14 to 2014/15 % change
Trained	12,260	14,198	17,070	20,118	22,934	14.0
Untrained	19,335	17,493	16,038	16,606	14,213	-14.4
Total	31,595	31,691	33,108	36,724	37,147	1.2
Primary	2010/11	2011/12	2012/13	2013/14	2014/15	% change
Trained	59,620	60,940	65,889	68,657	72,552	5.7
Untrained	35,307	31,033	29,016	29,082	24,163	-16.9
Total	94,927	91,973	94,905	97,739	96,715	-1.0
JHS	2010/11	2011/12	2012/13	2013/14	2014/15	% change
Trained	51,126	55,179	60,906	65,225	67,841	4.0
Untrained	14,060	11,355	11,871	11,993	9,398	-21.6
Total	65,186	66,534	72,777	77,218	77,239	0.0

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Table 13 throws further light on the statistics presented in Table 12. The ESP 2010-2020 sets targets for the PTR based on cost-efficiency. The targets at KG, Primary and JHS are 45, 45, and 35 respectively. At the KG level, while the pupil-teacher ratio (PTR) has increased to 35, the pupil-trained teacher ratio (PTTR) has fallen to 56. It is encouraging to note that there is some progress to meet the goal of PTR at KG of 45. At the Primary level, the PTR has increased by two to 34, while the PTTR has decreased by one to 45. The PTR and PTTR at JHS have remained relatively constant. In deprived districts, the PTR and PTTR are higher than national averages across all three levels of basic education. However, compared to last year, the PTTR has decreased across all three levels in deprived districts, with the percent of trained teachers having increased.

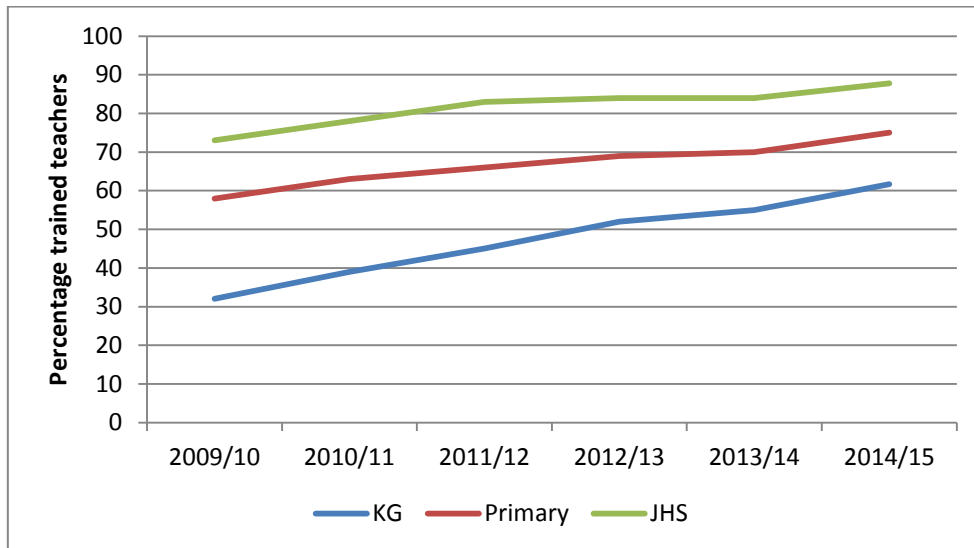
Table 13 Teacher indicators for public basic schools

	National						Deprived Districts		
KG	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
PTR	34	37	38	37	34	35	54	52	52
PTTR	105	96	85	72	62	56	159	138	112
% Trained Teachers	32	39	45	52	55	61.7	34	37	47
Primary	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
PTR	31	34	34	33	32	34	39	38	40
PTTR	53	54	52	48	46	45	78	77	72
% Trained Teachers	58	63	66	69	70	75	50	50	56
JHS	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
PTR	15	17	17	16	15	16	20	19	20
PTTR	20	22	20	19	18	18	27	27	26
% Trained Teachers	73	78	83	84	84	87.8	72	72	78

Figure 6 Trend in Percentage of trained teachers in public basic schools shows the trend in the percentage of trained teachers over time. Across all three levels, the percentage of trained teachers has increased substantially over time, and, although KG has the lowest proportion of trained teachers, the increase has been rapid over time from 32% in 2009/10 to 61.7% today. While there is still some time before the target of having 95% of teachers trained can be met, these figures demonstrate continued improvement to reaching this goal.

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Figure 6 Trend in Percentage of trained teachers in public basic schools



Part of this increase can be accounted for through the Untrained Teacher Diploma in Basic Education (UTDBE) programme under GPEG which is a four-year distance learning course for untrained teachers who are currently serving in public basic schools. This is being implemented in 75 districts and allows for teachers to continue teaching in schools while studying from home. As of June 2015, over 6000 teachers were being trained through UTDBE.

BECE 2014

In 2014, a total BECE candidate of 422,946 (with 47% female participation) registered for the Basic Education Certificate Examination (BECE). This exceeds the registered number of 2013 by 8.2 percent.

The BECE result provides a standardised grading from 1 to 9 with 1 being the best and the 9 representing the lowest performance, known as the “stanine” system. Thus the grading for any year is mutually exclusive and cannot be compared with that of the previous years. These grades are derived from the raw marks¹ and are distributed such that grades 4 to 6 represent average performance in the national cohort, then 1 to 3 are above the average and 7 to 9 are below the average.

BECE Re sit

In order to ensure increased access to second cycle education for all junior high school graduates, government among other interventions has introduced BECE resit to allow junior high school graduates to better their grades and pursue their choice courses at the senior high school. This intervention was introduced in 2014, and the first batch of 1,181 candidates registered and took the exams in March, 2015. The results of this batch will be processed together with 2015 June BECE candidates for placement and admission into SHSs in September, 2015.

BECE Exam Results Analysis

Figure 7 Proportion of students receiving Above Average grades, by gender and subject, 2014 shows the proportion of students achieving above-average (grades 1-3) BECE results by gender and subject and presents some interesting observations. It is clear that a greater proportion of boys score above average grades compared to girls in all subjects except for English. Looking within gender, the proportion of above

¹ The raw marks are composed of 70% weight to the external assessment and 30% weight to the continuous assessment.

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average performance for girls is highest in English, with the lowest for Social Studies. For boys, the highest is for Math and the lowest for English.

Figure 7 Proportion of students receiving Above Average grades, by gender and subject, 2014

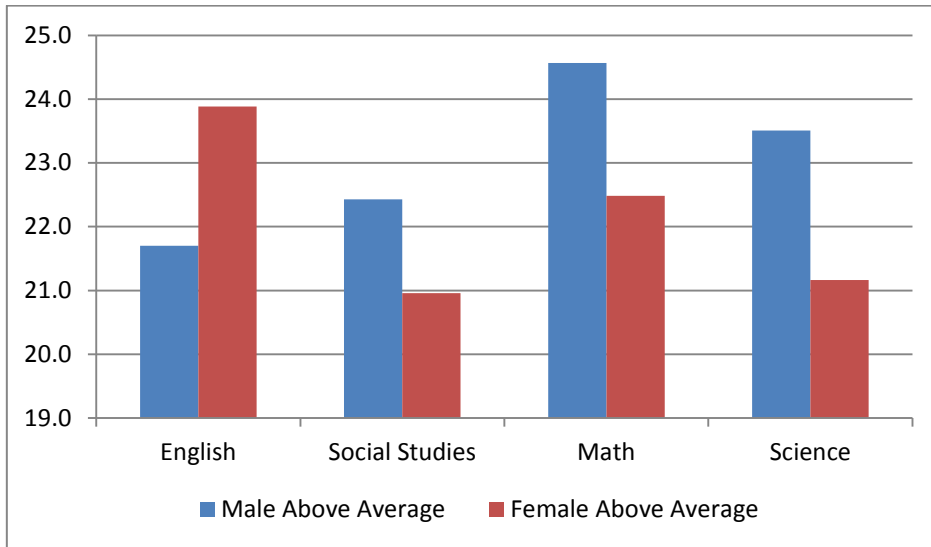


Figure 8 Distribution of English BECE results by region, 2014 shows the distribution of grades in English at the regional level. Other subjects show a similar trend. It is clear that Greater Accra outperforms all other regions with the largest proportion of students achieving above average grades (almost 50%) and the smallest proportion receiving below average grades (just above 10%). Ashanti and Greater Accra have the highest proportions of students receiving grades above average, and Upper East and Upper West have the greatest proportions of students below average.

Figure 8 Distribution of English BECE results by region, 2014

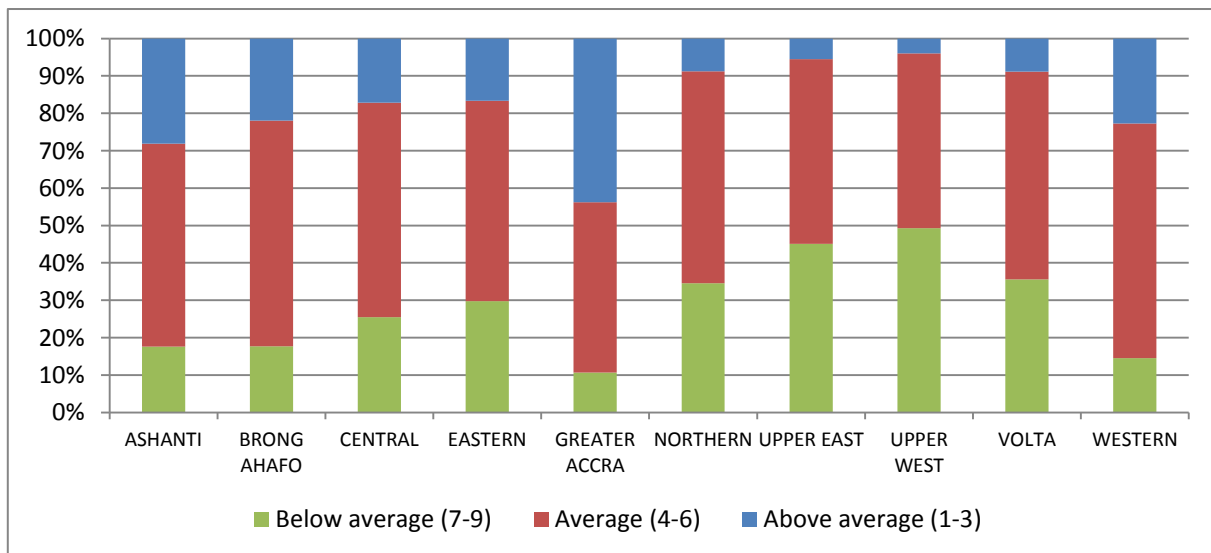


Figure 9 Proportion of students achieving above average grades in core BECE subjects by region, 2014 shows the distribution of students achieving above average grades in all four core BECE subjects across all ten regions in Ghana. Figure 9 mirrors Figure 8 in showing that the highest proportion of above average scorers is in Greater Accra, while the least is in Upper West followed by Upper East. What is more interesting to note, however, is the distribution of results across the four core subjects. Greater Accra is the only region where performance is highest for English. Similar to 2013, Ashanti, Western and Brong Ahafo

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regions also perform better than other regions, with Brong Ahafo performing particularly well in Math compared to other subjects. For the other regions, the performance is more or less the same across all subjects.

Figure 9 Proportion of students achieving above average grades in core BECE subjects by region, 2014

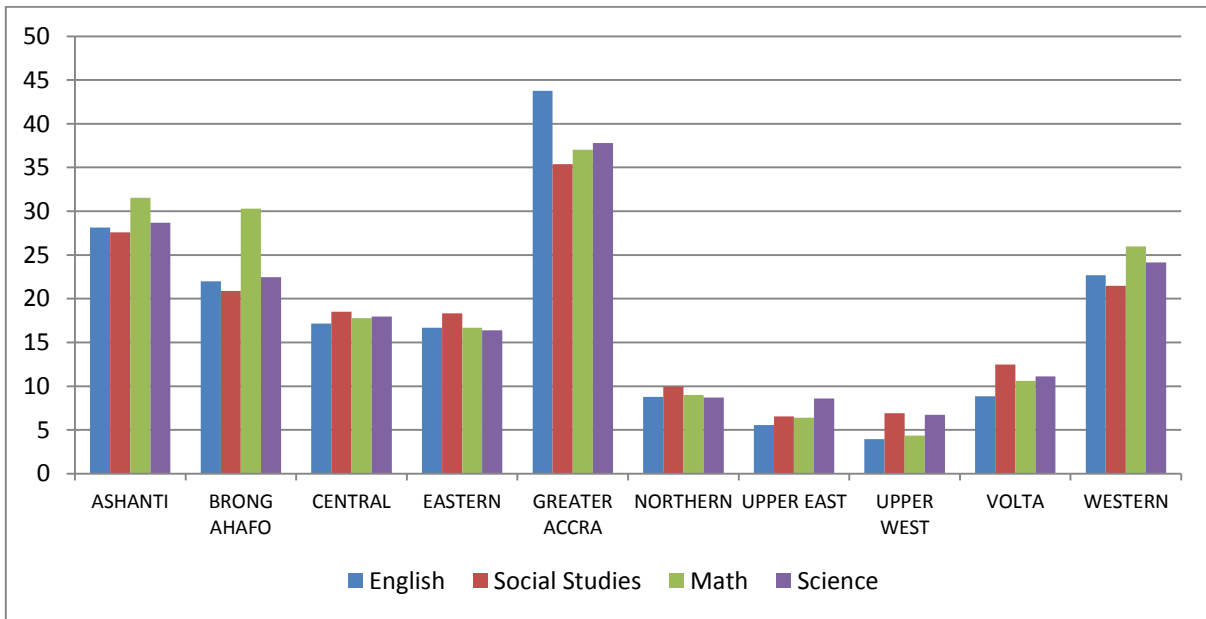
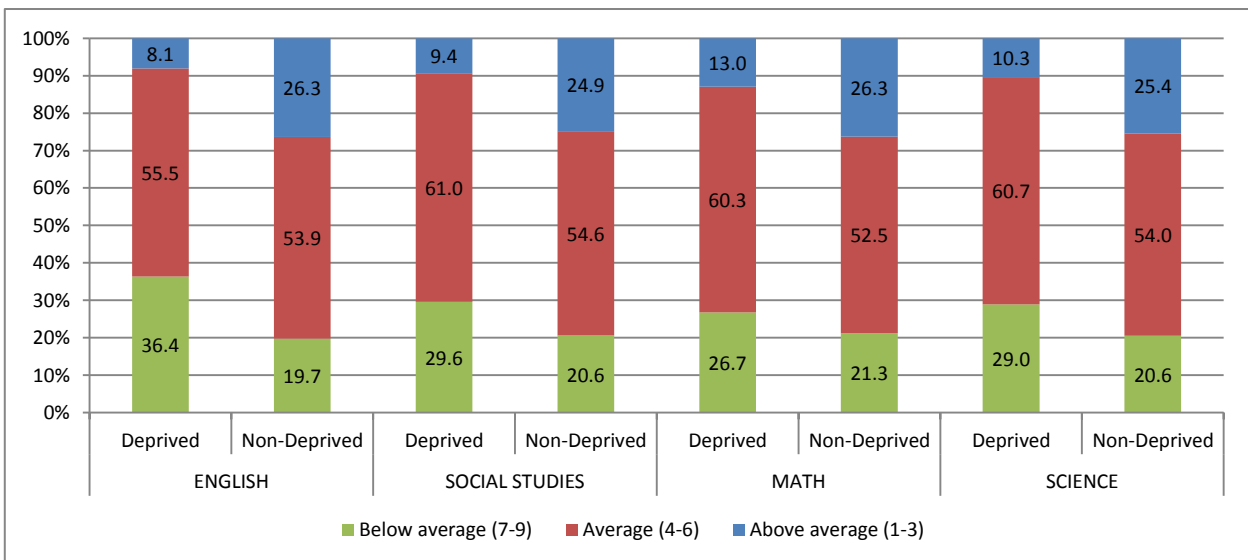


Figure 10 Distribution of BECE grades, deprived and non-deprived districts, 2014 shows the distribution of BECE grades for each of the core subjects in deprived and non-deprived districts. It is clear that, across the board, deprived districts perform more poorly than non-deprived districts. This difference seems to be most pronounced for English. Deprived districts performed highest in Math when looking at the proportion of students who scored above average. When looking at the proportion of students who scored below average, deprived districts performed most poorly in English. For non-deprived districts, Math and English both recorded that 26.4% of students performed above average, while the largest proportion of students also performed below average in Math as well. It is also interesting to note that the distribution of grades is similar across all deprived districts for the core subjects; a similar trend is observed for non-deprived districts.

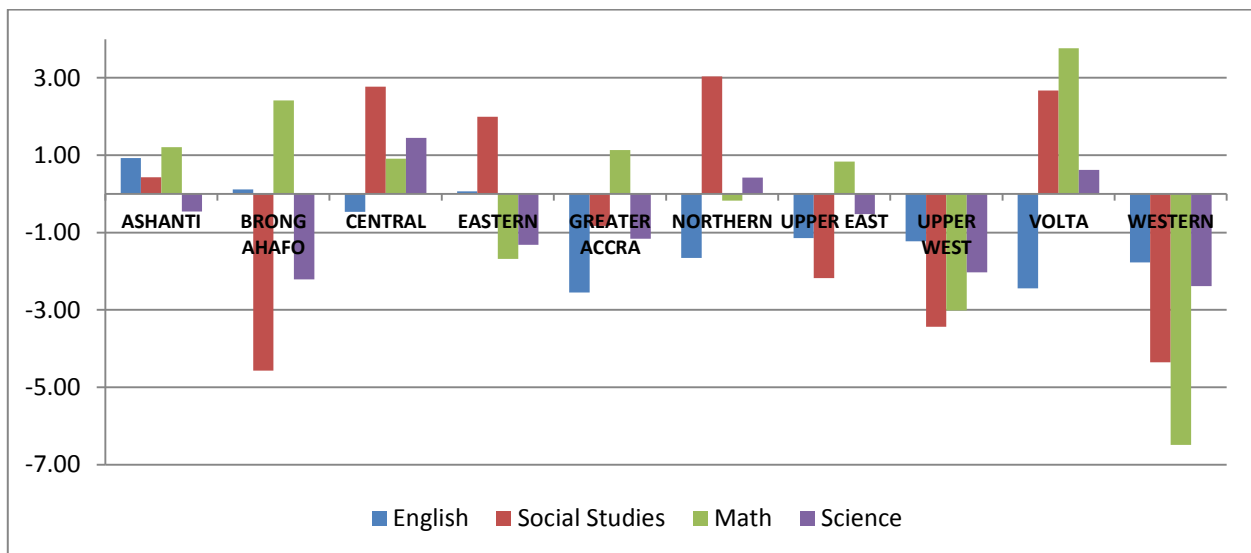
Figure 10 Distribution of BECE grades, deprived and non-deprived districts, 2014



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Compared to 2013, most regions seem to have a lower proportion of students who achieve above average grades (see Figure 11 Change in proportion of candidates achieving above average grades by region, 2013 to 2014). Ashanti and Central regions seem to be performing better than last year in this element with a higher proportion of students receiving above average grades in three out of four subjects, while Upper West and Western region are performing much worse, with a smaller proportion of students receiving above average grades in all four subjects. Within subjects, it seems as though students performed worse in English overall except for Ashanti and Brong Ahafo regions.

Figure 11 Change in proportion of candidates achieving above average grades by region, 2013 to 2014



Ghana Partnership for Education Grant

The Ghana Partnership for Education Grant (GPEG) is a US\$75.5 million grant to be dispersed over three years from the Global Partnership for Education Fund (GPEF) with the aim of supporting the decentralised mechanism for basic education expenditure. The grant is implemented by the Ghana Education Service (GES) in 75 deprived districts dispersed over 8 out of 10 regions in Ghana. The GPEG has a project development objective to improve the planning, monitoring and delivery of basic education services in the 75 most deprived districts in Ghana. There are three components to GPEG:

- (i) district-level grants to each of the 75 districts;
- (ii) school level grants to each basic school within the 75 districts;
- (iii) programme management, institutional strengthening and monitoring and evaluation of project activities.

GPEG is implemented by the GES and the World Bank is the Supervising Entity. USAID serves as the Coordinating Agency in their capacity as the lead of the Local Education Group. GPEG became effective on 15 February 2013 and has now been implemented for over two years. A Midterm Review of the project was carried out in February 2014. The following is an excerpt from the status report.

Grant Utilisation

There has been a total withdrawal of over sixty million dollars (\$60,475,652.10) up to date. This represents 80.1% of the total project sum of \$75.5 million. The withdrawal for 2014 was \$23,913,975.38 as shown in Table 14 GPEG 2014 Withdrawals.

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Table 14 GPEG 2014 Withdrawals

		USD \$
Budget 2014		23,815,833.94
Withdrawals	4	11,527,266.11
	5	6,244,511.29
	6	6,142,197.98
	Total	23,913,975.38
Balance		98,141.44

In 2014 an amount GHC 76,432,637.02 was spent, equivalent to 96.5% of the 2014 budget. The shortfall came mostly from HQ spending. There was overspending on district and UTDBE grants as a result of depreciation in the exchange rate. The breakdown of the budgets and expenditure is given in Table 15.

Table 15 GPEG 2014 Budget Execution

Component	Budget (USD)	Budget (GHS)	Releases (GHS)	Expenditure (GHS)	Budget Execution Rate
District	11,984,642.51	48,118,658.48	51,500,543.54	51,557,570.19	97.0%
UTDBE	2,400,442.86	5,040,910.00			
School	7,764,081.90	18,798,969.00	18,772,613.84	18,772,611.84	99.9%
Headquarters	1,666,666.67	7,247,500.00	6,102,454.99	6,102,454.99	84.2%
TOTAL	23,815,833.94	79,206,037.48	76,375,612.37	76,432,637.02	96.5%

*Note: This table reports on both the original and supplementary budgets.

Monitoring Results

A Mid Term Review of the project was conducted in February 2015. Prior to this, a data collection exercise was carried out, collecting data from all the schools and districts for the 2014 implementation period. This information was analysed and used to inform the status report and to provide feedback to the districts.

All of the indicators in the Results Framework are on course and the second year targets have been met, with the exception of regions sending in reports. The meeting of these indicators shows implementation is running successfully.

District Grants and UTDBE

At the inception of the intervention, the targeted districts were 57, however, due the re-delineations in the districts, the targeted districts increased to 75 as a result of splits in some of the original beneficiary districts. In May 2014, all 18 newly created deprived districts were visited to carry out a needs assessment. Orientation training was organised for the new districts, during which they prepared APWs for the second half of 2014. At a mid-year review, the 57 existing districts can review their APWs and make provisions for higher budgets in 2014.

In the first year and a half of the project, though government had then inaugurated all new districts, GPEG planning and execution were for the original 57 districts, but there was an arrangement for the "mother" districts to execute the funds on-behalf of the "orphan"/"split" district. From the second half of last year, we decided to align with government by planning for and transferring funds to all the 75 districts for project execution since they were all cost centres and government funding were being sent directly to all districts. It should be noted that this decision did not bring any additional cost burden to the project except

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the related overhead costs for the 18 new districts. Schools and teachers were only shared among the "mother" and "orphan/split" district. There were no additions or exclusions.

Based on the needs assessment analysis, the 18 additional districts were provided a start-up funding to facilitate education service delivery. The start-up package included a vehicle, computers, photo copiers, laptops, office furniture, etc. The total investment activities over the span of the project are given in Table 16 GPEG Investment Activities till end February, 2015.

Table 16 GPEG Investment Activities till end February, 2015

Activities	2013	2014	2015	TOTALS
Urinals	139	315	18	472
TLMs	40,073	135,244	2,224	177,541
Teacher Incentives	687	6,275	75	7,037
Rehabilitation	188	410	24	622
Recreational	118			118
Pupils Incentives	27,775	86,676		114,451
Toilets	66	574	6	646
Furniture	27,775	38,535	1,821	68,131
Sanitation		100		100
Vehicles	4	16	2	22
Office Equipment		750	290	1,040
First Aid		268,150	84,500	352,650

A total of 6,865 teachers trainees are supported from the 75 beneficiary districts under UTDBE. In 2014, the support was increased to incorporate exam fees which were identified as a prohibitive cost for teacher trainees. The support covers the trainee's tuition, administration and user fee charges, modules and assessment fees. The training is now half way through implementation and the students are now in their third year of the four year training program. An enrolment audit has also been conducted to update student database and also understand the flow of students and the reason for drop outs recorded.

The enrolment audit showed that a total of 6900 trainees enrolled on the GPEG sponsored UTDBE programme out of which 654 have dropped out for various reasons. The current enrolment on the programme stands at 6,246, which made up 4,003 males and 2,243 females. Reasons for drop-outs are predominantly poor performance resulting in withdrawal of students by College of Education and some incidences of financial difficulties of some students in meeting their part of the cost of training and 11 cases of student's death have also been recorded.

All the Districts visited have been organising Cluster-based support tutorials for students, at least twice during their Off-campus sessions. Almost all of them use resource persons from the Colleges of Education close by the district and Officers from the District for the tutorials. In addition, staff from the district and Circuit Supervisors (CS) is being used for the school-based support INSET. The C.S staff also helps them in reaching the 'hard-to-reach' communities. The Coordinators monitor most school-based support which head teachers and other trained teachers give to the students out of their own free will. Most Districts talked about their finances and the inability to pay resource persons for work done. In some schools head teachers and trained teachers as well as District Teacher Support Teams (DTSTs) help these UTDBE student teachers. However, there is no remuneration for these support staff.

School Grants

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The intervention is also piloting school grants to compliment government's capitation grant in all public basic school in the 75 deprived districts. The funds are released in two tranches, a base grant and a per capita grant. At the beginning of the next academic year 2015/16 the last payment of base grant under the intervention would be paid. The amount has again been increased overtime to restore the economic value of the grants as depicted in Table 17 GPEG School Grant, Base Grant Component (in GHS).

Table 17 GPEG School Grant, Base Grant Component (in GHS)

	Planned	Previous Increase	Proposed Increase
Kindergarten	650	800	1,000
Primary	1,000	1,200	1,500
JHS	800	1,000	1,200

Project Management

- The project has successfully applied and received approval for the extension of the project closing date by 10 months from October 31, 2015 to August 31, 2016. This request is critical for the effective completion of project activities; cover the final year of the UTDBE program and provide ample time to better document the project lessons through impact evaluation studies. This would also provide the opportunity for the project to accommodate the payment of fees for all the relevant consultancies for the studies and bring activities to effective completion.
- The project successfully conducted a mid-term review in February/March 2015 and concluded discussions for the restructuring of the project to take into account the extension of the project closing date, allocation of unallocated funds and also relocation of some excess funds in some categories.
- Impact Evaluation Studies
 - Associate for Change has been hired for the Lessons observation Survey of the training of the teachers under the UTDBE. The team has submitted inception report and baseline study report. The mid line studies have been completed and a report is expected end of June.
 - Centre for Continuing Education, University of Education is contracted to undertake the quality assurance of the UTDBE program and has so far submitted an inception report and a baseline study report. They have also completed and submitted a report on an enrolment and student progression audit to ascertain actual enrolment and the status of each trainee and reasons for drop out.
 - Edburgh Consultants have been contracted for the overall impact evaluation of the GPEG interventions to districts and schools and an inception report has been accepted and field study instruments also finalized.

Key factors affecting implementation

Challenges that cut across districts include: transportation, scattered communities making them 'hard-to-reach' areas. Due to the distance some students turn to be absent from tutorials or are late on those days. Financial support is an issue for the District with smaller populations. Transportation remains an issue for Circuit Supervisors and DTSTs. Cluster meetings should be brought to the door-step of participants.

It was noted that both District Directors and UTDBE Coordinators are very enthusiastic about the programme and very concerned about students' participation and welfare whilst on the programme.

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Students and their Coordinators seemed have a good relationship demonstrating coordination, cooperation and engagement.

3 SECOND CYCLE EDUCATION

The second cycle education sub sector provides opportunities for graduates from junior high schools to access further education in either grammar senior high schools, senior secondary technical schools, technical and or vocational institutions or access formal or informal apprenticeship programmes. Delivery of vocational and technical education in the second cycle institutions is done by a number of sector ministries including Ministry of Food and agriculture, ministry of employment and labour relations, etc. strategies for harnessing and ensuring a one spot repository for data collection and analysis especially for the secondary cycle education will improve management of education delivery especially towards realization of the full implementation of the

Therefore, the ESP 2010-2020 strategically positions this sub sector *to ensure Increased equitable access to high quality second cycle education that prepares young adults for the various options available within tertiary education and the workplace.*

Admission in to the first year of Senior High School (SHS) has increased over the last three years, as efforts have been made to expand the capacity of the public SHS sector. The Government is making further efforts to increase the access to quality SHS in the coming years.

3.1 Review of 2014 NESAR recommendations (Aide Memoire Activities)

The second cycle section of the 2014 NESAR recommendations (Aide Memoire) related to senior high schools as well as technical and vocational education and training – which have been covered in chapter 5 below. The activities to improve the management of education in SHS include:

- A draft TOR for conducting a public expenditure review of education financing has been developed and funding options through support from GPEG are being discussed.
- A Research Agenda has been developed under the Secondary Education Improvement Project (SEIP) to supporting evidence-based research at the second cycle level and will be used to research better ways to target SHS subsidies. In addition, a committee has been established by the Hon. Minister to review all forms of support and scholarship at the second cycle level and provide recommendations for better implementation.
- The Ministry and Local Government Authorities is meeting with DCEs and MCEs across the country to find ways of addressing equity issues and providing support for disadvantaged students in all districts. In addition, Girls PASS has been scaled to 55,000 girls to support disadvantaged students. Under the SEIP, 2,000 students have been awarded scholarships for SHS, and another 2,000 will be awarded scholarships for the 2015/16 academic year; the project is expected to benefit 10,000 students over its five-year span through scholarships.
- To implement Phase Two of the Science Resource Centre Project to cover the 100 remaining schools, the award of the contract to implement Science and Math recommendations has been completed.

3.2 Senior High Schools

3.2.1 Access

The 2014/15 annual school census recorded 562 public SHS indicating an increase of 6 from the last exercise (see Table 18 Number of Senior High Schools). The private SHS similarly recorded increase in the number of schools by 17 resulting in total increase in SHSs by 23.

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Table 18 Number of Senior High Schools

SHS	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Public	496	511	515	535	556	562
Private	201	209	242	293	284	301
Total	697	720	757	828	840	863

Table 19 shows the major enrolment statistics for SHS. Note that between 2010/11 and 2012/13 academic years, SHS was four years and the appropriate age was 15 to 18, while for all other years presented in the table, SHS was three years in total and the appropriate age is 15 to 17.

The GER and total enrolment increased from 2013/14 from 43.9% to 45.6%, continuing the upward trend (Figure 12 Gross and Net Enrolment Rates for SHS. The NER also increased from 21.8% to 22.5%, indicating that more students of appropriate age are attending SHS, reflected in the increase in enrolment of the correct age students. The disparity between the GER and NER reflects that approximately half of the students enrolled are not of the appropriate age.

The transition from JHS3 to SHS1 has been maintained from last year at 68%, while private participation has dropped substantially from 8.8% to 7.9% indicating that enrolment is growing in public schools. The completion rate has also increased from 40% to 44%, indicating that more students of appropriate age are completing SHS3.

Table 19 SHS Enrolment Statistics

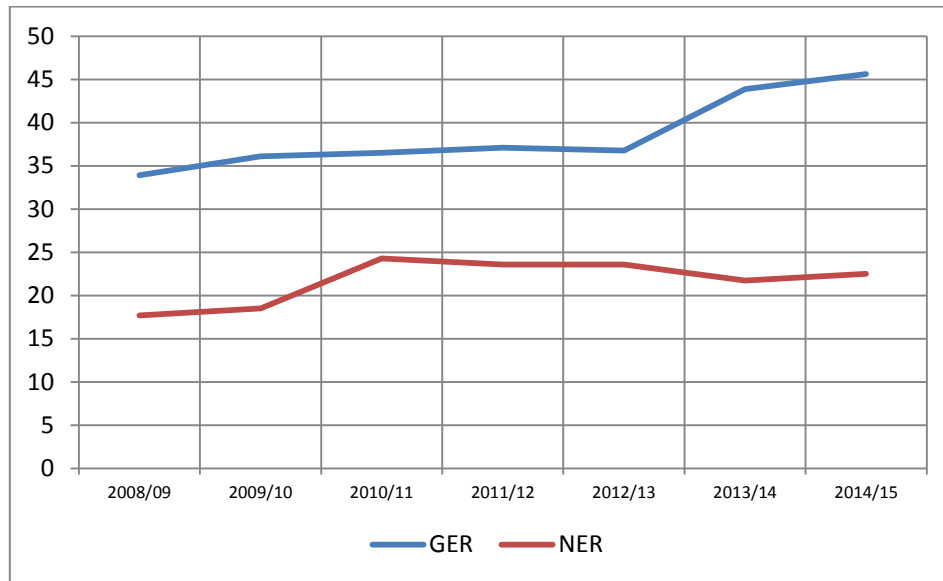
Indicators	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
GER (%)	36.1	36.5	37.1	36.8	43.9	45.6
NER (%)	18.5	24.3	23.6	23.6	21.8	22.5
Enrolment	537,332	728,076	758,468	842,587	750,706	804,974
Enrolment (correct age) ⁺	275,210 ¹	486,237 ²	483,161 ²	540,025 ²	372,226 ¹	397,604 ¹
Transition rate from JHS3 to SHS1	52	57	51	61	68	68
Completion rate (%)		33	34	31	40	44
Private participation (%)	10.8	8.9	8.8	8.5	8.8	7.9

⁺ ¹ Correct age = 15-17years

² Correct age = 15-18years

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Figure 12 Gross and Net Enrolment Rates for SHS



Placement into SHS

Placement into SHS is based on three factors: the availability of places on courses in each SHS, the preferences of the qualified candidates, and the raw BECE test scores of candidates. The raw scores are used to fill the available places based on preferences and merit. On this basis 363,662 students were placed into SHS1 for the year starting September 2013.

Expanding access and capacity at SHS

In order to ensure increase access to second cycle education, the Ministry of Education has undertaken a number of policies.

Progressively Free SHS Strategy

This Strategy seeks to realize the constitutional provision of implementing a progressively free SHS in Ghana to the extent that resources shall allow. Starting from September, 2015, MOE has plans to provide additional subsidies to all day students in the nation's public SHS schools. A progressively free SHS committee has been commissioned by the Hon. Minister under the implementation of the free SHS to review all forms of supports and scholarships at the second cycle level and provide concrete recommendations for enhancing the current targeting mechanisms in place. The Committee is due to finalize its work by end July, before the next academic year begins in September 2015.

Community Senior High Schools Project (CSHSP)

In order to ensure increased access to Secondary Education and also to decongest many of the schools, MOE will be constructing 200 community Senior High Schools. Construction of 100 new community day SHS with all ancillary facilities have been awarded and are at various levels of completion with funding support from GoG and GETFund. An additional 23 SHS will be constructed under the Secondary Education Improvement Project (SEIP), and construction for this has already begun. The SEIP is a World Bank funded project totaling USD \$156 million which aims to tackle access through:

- Construction of 23 new SHS
- Improving facilities in 50 existing, low-performing SHS in the areas of additional classroom blocks, rehabilitation of sanitary facilities, construction of libraries, and science laboratories
- Providing 10,000 scholarships for needy students

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3.2.2 Gender

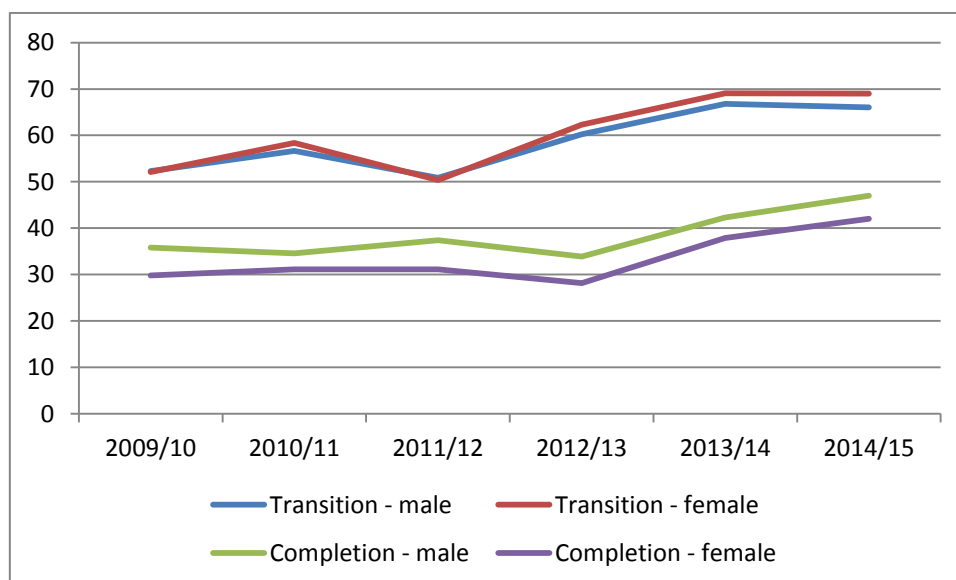
The data for 2014/15 (see Table 20 Gender Parity Statistics, SHS) indicates that the percentage of female enrolment has improved since 2013/14 and has reached 47.4%. Looking at the long-term trend, the percentage of female enrolment has steadily increased since 2009/10. The GPI also remained the same as last year at 0.91.

Table 20 Gender Parity Statistics, SHS

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
% female enrolment	44.7	45.4	45.3	45.9	46.9	47.4
GPI	0.85	0.87	0.87	0.86	0.91	0.91
Transition rate SHS1 (%)– Male	52	57	51	60	67	66
Transition rate SHS1 (%)– Female	52	58	50	62	69	69
Completion rate (%) – Male	36	35	37	34	42	47
Completion rate (%) – Female	30	31	31	28	38	42

Figure 13 Transition and Completion rates at SHS by gender further elucidates the level of equality among males and females by showing comparative indicators for transition and completion rates at SHS. It shows that the transition rate from SHS1 has remained more or less the same as last year, and this rate is lower for males than for females indicating that more females makes the transition from JHS3 to SHS1. Indeed, 66% of males transitioned to SHS1, in contrast to 69% of females. It is encouraging to see that the completion rate has increased for both males and females since last year and has reached 47% and 42% respectively. This indicates that more males and females of appropriate age are completing SHS3. The gap in completion rates has widened over the longer-term between males and females, while the gap in transition rates has stayed relatively constant.

Figure 13 Transition and Completion rates at SHS by gender



3.2.3 Quality

Inputs

Measures of inputs at SHS which are related to quality are shown in Table 21. Both the student to teacher ratio and the student to trained teacher ratio increased in 2014/15, and is now at 20 and 24 respectively.

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The percentage of teachers trained has also increased by one percentage point from 83% to 84%. However, the textbook per student ratio has decreased across all three subjects. The student to classroom ratio decreased from 39 to 37 which indicates that classrooms are less crowded. Meanwhile, the student to seating ratio has reached 1 indicating that there is one chair for every student, while the student to desk ratio increased to 1.4.

Table 21 Inputs for Quality at SHS

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Student to Teacher Ratio	21	27	24	23	19	20
Student to Trained Teacher Ratio	25	32	28	27	23	24
% Teachers trained	86	85	87	87	83	84
Textbook per student English	0.94	0.56	0.74	0.66	0.59	0.56
Textbook per student Maths	0.93	0.58	0.75	0.67	0.59	0.56
Textbook per student Science	0.72	0.48	0.68	0.63	0.55	0.50
Student to classroom ratio	46	53	50	56	39	37
Student to seating ratio	1.2	1.3	1.3	1.2	1.2	1.0
Student to desk ratio	1.4	1.3	1.3	1.2	1.2	1.4

WASSCE

In 2014, 242,157 candidates registered for the West African Senior School Certificate Examination (WASSCE). According to the West African Examinations Council (WAEC), grades between A1 and E8 are considered a pass. A 'credit' – the minimum qualification required to enter tertiary education – is defined as achieving a grade from A1 to C6. Throughout this analysis the term 'pass rate' is used to refer to achievement of a credit and are calculated only for those students who sat the exam and received a grade (i.e. excluding candidates whose results were cancelled or were absent). Figure 14 shows the national average of the pass rates for the four core subjects by gender.

Out of the four core subjects, Social Studies had the highest pass rate, with 71% of candidates passing. This was followed by English where 64% of candidates passed, then by Mathematics where 48% of students passed, and finally by Integrated Science where 46% of students passed. Male students seem to perform better than females in all subjects except English, with the largest disparity in Mathematics where the average pass rate for females was 44% compared to 51% for males.

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Figure 14 WASSCE pass rates at credit in core subjects, 2014

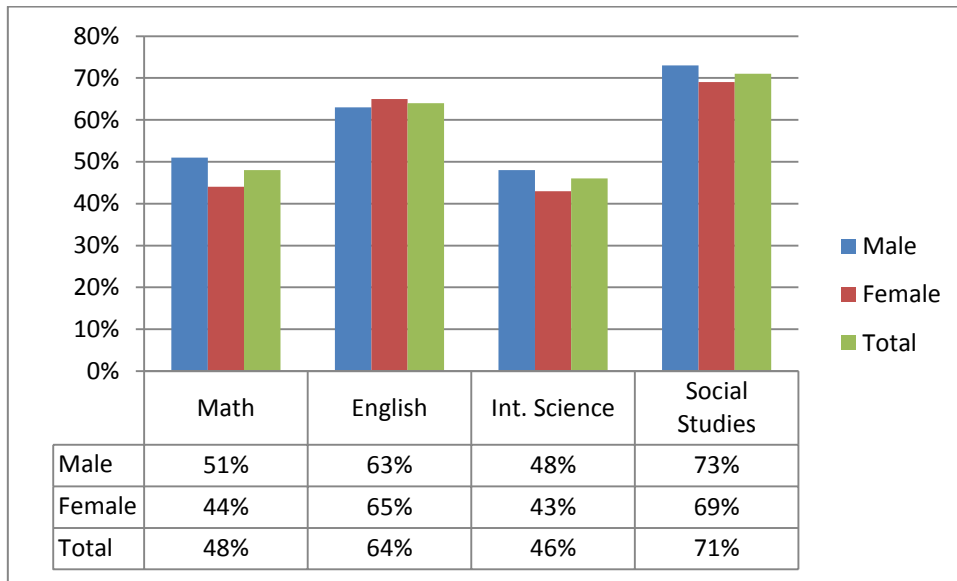


Figure 15 shows the pass rates of the core subjects from 2006 to 2014, excluding 2010 in which the WASSCE was not conducted.

Figure 15 WASSCE pass rates in core subjects, 2006 to 2014

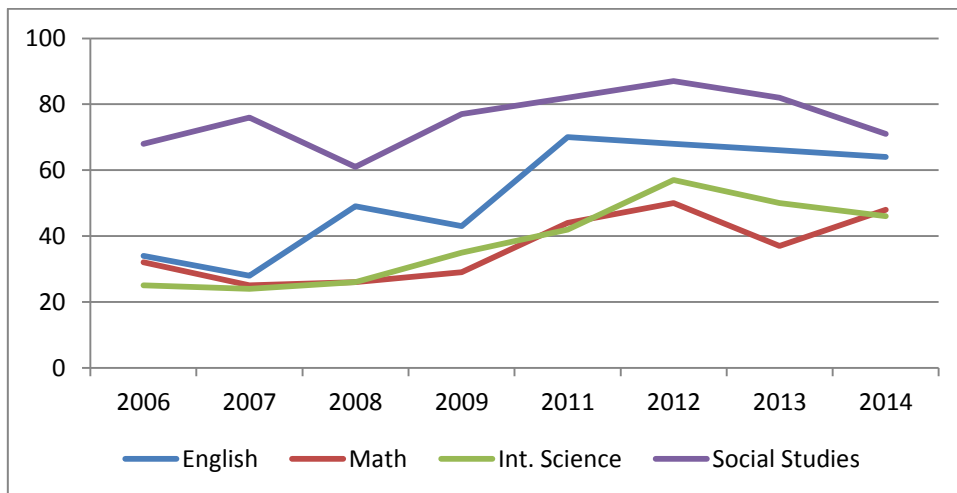


Figure 15 WASSCE pass rates in core subjects, 2006 to 2014 makes clear that there is a drop in pass rates in 2014 compared to 2013 for all subjects except Mathematics, which saw a steep rise in the pass rates. It is also clear that Mathematics and Integrated Science achieve significantly lower pass rates as compared to Social Studies and English. The government is taking serious measures to reverse this trend, most notably through the Secondary Education Improvement Project which, among other interventions, will provide training to teachers in instruction on challenging topics in Science and Mathematics in 125 existing SHS. In addition, to increase pass rates, each of these 125 schools will receive ICT packages in the four core subjects that will allow for innovation in instruction in these subjects.

Table 22 WASSCE Pass rates by region, 2014 gives a breakdown of pass rates by region, which provide some telling insights. In Mathematics, Integrated Science and Social Studies, Brong Ahafo has outperformed all other regions, scoring 76%, 65%, and 86% respectively, all far surpassing the national averages. In English, Brong Ahafo performed second best after Greater Accra with a score of 70%. Northern region, on the other hand, had the lowest performance across all four core subjects with 33% for English, 23% for Mathematics,

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21% for Integrated Science, and 52% for Social Studies. It is also of note that the greatest disparity in pass rates was for Mathematics with a 53 percentage point difference between the Northern region and Brong Ahafo.

Table 22 WASSCE Pass rates by region, 2014

Region	English	Mathematics	Integrated Science	Social Studies
Ashanti	69	59	55	72
Brong Ahafo	70	76	65	86
Central	59	36	36	68
Eastern	70	47	45	73
Greater Accra	75	45	46	74
Northern	33	23	21	52
Upper East	47	28	34	66
Upper West	59	28	42	80
Volta	61	33	36	65
Western	63	54	47	71
Grand total	64	48	46	71

Under the Secondary Education Improvement Project, a host of initiatives are taken to improve quality in SHS. One of the key outcomes of the project is to improve WASSCE results. Among the quality improvements under SEIP are:

- Training for SHS teachers in 125 existing, low-performing schools in teaching Science and Math subjects
- ICT packages for each of the 125 schools that include lessons for each of the core subjects
- School Performance Partnerships whereby each school receives USD \$120,000 over the five year span of the project to improve outcomes in their school
- Leadership and management training for leadership in the 125 schools

3.3 Technical and Vocational Institutes

The number of GES Technical and Vocational Institutes (TVIs) have remained constant since 2012/13 when there were 45. However, this has corresponded with an increase in enrolment to 32,230 in the current year, a change of 18.6%. While there have been two additional TVI institutions from other Ministries increasing the total number to 75, enrolment has decreased in these Ministries by nearly 20%. Private enrolment has also decreased substantially to 3,687 from 5,716 a decrease of 34.5%. See Table 23 Numbers of and enrolment in Technical and Vocational Institutes for more details.

Table 23 Numbers of and enrolment in Technical and Vocational Institutes

		2011/12	2012/13	2013/14	2014/15	2013/14 to 2014/15 % change
Public institutions	<i>GES</i>		45	45	45	0
	<i>Other</i>		62	73	75	2.7
	Total	141	107	118	120	1.7
Private institutions		111	74	68	65	-4.4
Total institutions		252	181	186	185	-0.5

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Public Enrolment	<i>GES</i>		36,830	27,166	32,230	18.6
	<i>Other</i>		12,015	8,183	6,596	-19.4
	Total	46,694	48,845	35,349	38,826	9.8
Private Enrolment		15,609	12,651	5,716	3,687	-34.5
Total Enrolment		62,303	61,496	41,065	42,513	3.5

The proportion of enrolment in GES TVIs which was female decreased both overall in public TVIs and in each of its subcomponents (GES and other Ministries). Meanwhile, the share of enrolment to females increased marginally for private TVIs. Overall, however, there was a substantial decrease in the share of enrolment who are female from 29.1% to 24.8%. Table 24 Percentage female enrolment in TVIs (all figures %) provides more details.

Table 24 Percentage female enrolment in TVIs (all figures %)

		2011/12	2012/13	2013/14	2014/15
Public TVIs	<i>GES</i>		16.5	18.3	17.1
	<i>Other</i>		52.0	43.6	42.8
	Total	19.7	25.2	24.2	21.5
Private TVIs		61.4	55.4	59.6	60.0
Total TVIs		30.2	31.4	29.1	24.8

Table 25 Teacher indicators for TVIs indicates that between 2013/14 and 2014/15, there was an increase in the PTR for GES TVIs by 2.3 bringing the PTR to 14.4. A corresponding marginal increase in the PTR for the all public TVIs was recorded. However, the PTR reduced substantially for other public institutions from 9.9 to 6.5 and for private TVIs from 8.6 to 5.9. Overall, the percent of trained teachers increased for both public and private TVIs bringing these percentages to 71.1 and 48.6 respectively; however, there was a marginal decrease in the percent of trained teachers under GES TVIs. The data for the percent of teachers with technical qualifications is encouraging, which increased across the board and by quite a substantial amount for public TVIs overall from 45.2% to 53.8%.

Table 25 Teacher indicators for TVIs

		2011/12	2012/13	2013/14	2014/15
<i>GES</i>	<i>PTR</i>		17.4	12.1	14.4
	<i>% trained teachers</i>		80.9	82.9	82.0
	<i>% teachers with technical qualification</i>		94.8	50.2	59.8
<i>Other public</i>	<i>PTR</i>		18.6	9.9	6.5
	<i>% trained teachers</i>		47.7	37.5	47.2
	<i>% teachers with technical qualification</i>		81.1	31.8	40.6
Total	<i>PTR</i>	21.1	17.7	11.5	11.9

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public	% trained teachers	78.0	73.2	70.7	71.1
	% teachers with technical qualification	95.8	91.6	45.2	53.8
Private	PTR	20.8	19.3	8.6	5.9
	% trained teachers	54.7	39.0	46.5	48.6
	% teachers with technical qualification	86.0	91.0	37.5	39.3

4 INCLUSIVE AND SPECIAL EDUCATION

The Education Strategic Plan has a strategic goal to *provide education for excluded children ... by including them, wherever possible, within the mainstream formal system or, only when considered necessary, within special units or schools*. This is highly informed by three guiding principles:

- The right to education
- The right to equality of educational opportunities
- The right and obligation to be included in and participate fully in the affairs of society

An Inclusive and Special Education Policy has been developed through the collaborative efforts of the Special Education Division (SpED) of the GES, The Ghana Blind Union Association, STAR-Ghana, Ghana National Education Campaign Coalition (GNECC) and other relevant stakeholders to streamline issues and improve quality of Inclusive and Special Education service delivery. This was officially presented to the Acting Director General on April 20 for onward transmission to the Honourable Minister of Education.

4.1 Review of 2014 NESAR recommendations (Aide Memoire Activities)

The following actions have been taken to respond to the recommendation for inclusive and special education:

- The Inclusive Education Policy has been finalised and costed to be rolled out over five years.

4.2 Special Education Schools and Units

Children with severe and profound disabilities are enrolled in schools or units which specialise in providing education which caters to their needs. Data collected by SpED in Table 28 Classes and Learners enrolled in the Local Language National Functional Literacy Programme shows the enrolment trend for special schools. In 2014/15 there were 6,853 pupils enrolled in special schools, an increase from 6,385 the previous year. Looking at the long-term trend, it is clear that since 2012/13, there has been a steady increase in students enrolled in special schools.

Table 26 Enrolment in Special Schools and Units

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Enrolment in Special Schools	6,900	5,504	6,432	6,180	6,385	6,853

Table 27 Numbers of Special Schools and Enrolment shows the total number of institutions under each category of special schools, the number who reported data, and the total number of students enrolled for 2012/13 to 2014/15. In 2014/15, there were 38 special schools of which five catered for more than one type of disability/need. The total number of schools decreased from previous years and this is due to a decrease in the number of integrated senior high schools. However, enrolment in special schools has increased across every type of special school resulting in an increase in overall enrolment in special schools (despite the fact that fewer special schools reported this year compared to last year).

Table 27 Numbers of Special Schools and Enrolment

Type of special school	2012/13			2013/14			2014/15		
	Total Schools	of which reported	Enrolment	Total Schools	of which reported	Enrolment	Total Schools	of which reported	Enrolment
Education for the hearing impaired	14	14	4,069	14	14	4,143	14	13	4,252

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Education for the visually impaired	6	6	660	6	6	720	7	7	750
Education for the intellectually disabled	15	11	831	14	13	1,019	14	13	1,262
Integrated senior high schools	10	10	620	10	9	503	8	7	589
Total (excluding duplicates)	40	36	6,180	39	37	6,385	38	35	6,853
<i>Schools in more than one category</i>	5	5		5	5		5	5	

4.3 Inclusive Education

In recent years the Government's focus has been shifting towards inclusive education, with support from NGOs and Development Partners.

To date over 2000 schools are practicing IE in 48 districts across all ten regions of Ghana. Since 2012 UNICEF has supported the Special Education Division to implement and expand IE concept and practice in 14 districts. Progress has been made in the following areas outlined below:

- All 998 schools in these districts are implementing IE
- To date, all Heads and staff of schools have been trained in IE and Basic screening techniques to be able to identify children with disabilities, special educational needs (SENS)
- All circuit supervisors and Deputy Directors in charge of Supervision have been trained
- Basic screening materials for vision, hearing and intellectuals screening have been allocated to all District/Circuits/Schools implementing IE.
- Wheel chairs have been distributed to needy (physical challenged) pupils.
- A standard Inclusive Education policy, with initial support from the Ghana Blind Union (GBU) and UNICEF has been developed, financial and officially presented to the Ag. Director- General (20th April) for onward transmission to the Honourable minister of Education for approval and adoption.
- A costal implementation plan together with strategies, activities/actions, output etc that with guide the IE implementation, has also been developed and finalized.
- Since 2014 sensitization and dissemination workshops and programmes have been on-going to raise awareness on importance of IE and the dangers of exclusion to keep stakeholders including the media, opinion leaders, NGOs, Parents.
- In May 2014 a technical working group was constituted under the watch Mr. Stephen Adu Ag. Deputy Director-General (M.S) formerly in charge of special Education Division, to study, discuss, review and develop the IE policy and related materials.
- In May, 2015 the TWG developed standards and guidelines to assure quality and smooth IE delivery. The TWG should be mandated and empowered to play the role of a steering committee for IE
- In June, 2015 monitoring was conducted to assess the impact of the use of a standard Inclusive Education monitoring tool (IEMT) in five (5) old Districts with International consultant in five districts
- Distribution of basic screening materials and wheel chair to district and pupils is on-going

The following challenges were noted:

- Negative public perception towards disability and persons with Disability (PWDs). This calls for more awareness raising in all communities.

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- Unfriendly nature of schools and facilities – not making schools and facilities-classrooms, toilets and urinals etc more accessible. This situation needs concerted efforts of Government, District Assemblies, School communities, NGOs etc.
- Negative or bad attitudes of teachers e.g. use of corporal punishments; insults, teasing absenteeism etc. in Inclusive classroom setting. There is the need to train and retrain teachers even in how to conduct themselves.
- Lack of assistive devices and inadequate teaching-learning materials hinder learning and inhibit active participation and performance of pupils.
- Lack of supervision, school visits and inspection or infrequent/inadequate monitoring activities in school due to lack of vehicles and fuel coupons or non refund of T&T to officers is a big problem.
- More motor bikes and fuel must be provided in all the districts to do more supervision, inspection etc
- High and unrealistic pupil-teacher ration at times one teacher to 60-100 pupils, more classrooms (schools must be built to reduce the large numbers
- Lack of incentive packages to teachers or lack of motivation on the part of teachers makes teaching a hell. At least those in the difficult or hard to reach areas and teachers handling large classes and those with disability/special educational needs must be adequately rewarded.

The next steps for IE are the following:

- Second (2ND) Quarterly meeting of the TWG to review and finalize the development of standards and Guidelines.
- Third (3rd) Quarterly meeting of the TWG to discuss and develop stakeholder-specific standards and Guidelines (July-September)
- Printing and distribution of IE policy document to relevant stakeholders after the Honourable ministers approval and adoption of it (July-September, 2015.)
- Printing and distribution of standards and Guidelines 1 & 2 documents to stakeholders. (July-September, 2015)
- Dissemination workshops in all regions for way forward for 5 old districts implementing IE in the use of the Inclusive Education Monitoring Tool (IEMT)
- Dissemination workshops on monitoring Assessment and the way forward for 5 old districts implementing IE in the use of the Inclusive education Monitoring Tool (IEMT)
- Monitoring visits to all special schools to look at and discuss staffing, facilities, academic and social life in the school, teacher presence and time on-task, materials resources etc. June –July, 2015.
- Training workshops for Heads and Staff in all schools for Deaf. July-September

5 NON-FORMAL EDUCATION

The ESP 2010-2020 strategic goal for non-formal education is to *provide opportunities for those outside the formal education system to have free access to meaningful high-quality user-friendly education and training, whether through inclusive or complementary provision, approved or informal apprenticeships, distance education or technical and vocational skills development initiatives*. This chapter therefore covers activities to increase adult literacy and skills, provision of distance education, and the technical and vocational skills development overseen by the Council for Technical and Vocational Education and Training.

5.1 Review of 2013 NESAR recommendations (Aide Memoire Activities)

There were a number of recommendations in the Aide Memoire relating to the quality and promotion of technical and vocational education and training and the management of non-formal education delivery. Key activities undertaken include:

- 1120 National Service Personnel (NSP) have been posted to NFED and the total number of classes has increased from 1,500 to 2,820. Enrolment in these classes is 58,895.
- A Draft Act of Establishment for NFED has been completed and forwarded to the Ministry of Education and an exercise on mapping of other stakeholders has been completed.
- In order to strengthen the link between TVET and industry, a ten-year Strategic Plan for the operationalization of TVET in Ghana is in development and a programme on partnership between TVET and institutions and industry has commenced.
- To expand government intervention in training TVET apprentices and Master Crafts Persons, 5000 apprentices have been trained and an additional 8000 are undergoing training under Phase II of the NAP. In addition, 535 Master Crafts Persons (MCPs) have been trained and an additional 250 are being trained. The Role Model Program is being implemented to encourage greater female participation and attract youth, and COTVET is leading “Female in Electronics”.
- Official letters have been sent to relevant stakeholders to communicate the plan to change TVET institutions to Colleges of Technology and stakeholder meetings have commenced to design programmes to achieve this plan.
- A Zero Draft TVET guide has been developed and a National Consultative Workshop has been planned.
- Under the National Bursary Scheme, 2500 apprentices in the informal sector and 1550 students in technical institutions and polytechnics are being supported.

5.2 Non-Formal Education Division

The Non-Formal Education Division (NFED), since its establishment in 1987, has continued to respond to its mandate of providing functional literacy programmes to reduce the illiteracy rate especially among the adult population. The Division continues to operate under the vision of *“empowering people through non-formal education and training”*,

The National Functional Literacy Programme (NFLP), run by the NFED, is a 21 month cycle that has been running since 1992. As at June 2015, a total of 880 Batch 18 and 19 local language classes are on the ground and engaging in functional literacy activities. A total number of 17,600 learners have enrolled and are participating in the activities of these classes. Of the total number of learners, 66% are female, which accounts for the highest female participation since the programme began (see Table 28 Classes and Learners enrolled in the Local Language National Functional Literacy Programme).

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Table 28 Classes and Learners enrolled in the Local Language National Functional Literacy Programme

Batch	Year	Classes/ facilitators	Enrolled			% Female
			Male	female	total	
13	2006/ 08	8,500	12,164	19,204	31,368	61%
14	2007/ 09	1,600	11,573	19,612	31,185	63%
15	2008/ 10	1,600	14,813	24,041	38,854	62%
16	2009/ 11	1,600	17,224	24,796	42,020	59%
17	2010/ 12	2,000	18,904	31,777	50,681	63%
18 and 19	2012/ 14 and 2014/ 16	880	5973	11627	17,600	66%

Reduction of the Literacy Cycle

Feedback from the field through monitoring, district regional reports and reports from collaborating agencies makes it necessary for a decision by management to reduce the 21-month Basic English literacy cycle to 9 months. Programme implementers cited the long duration of the literacy cycle of almost two years as one of the main reasons for fatigue and subsequent drop-out among Learners.

The curriculum has been revised and contents of a Facilitator's Manual and two Primers (1 & 2) have been developed in line with the new 9-month cycle. The Division is about to engage the services of a graphic designer who will design, format, lay out and finalise Primers 1 & 2 and a Facilitator's Manual in full colour. Sample copies of each of the materials will be ready for field-testing with targets to ensure relevancy and appropriateness. The field-tested materials will be corrected by staff of the Division and the graphic designer for finalisation to camera-ready. The materials will then be printed through the procurement of print services by November 2015.

Work on the materials can be estimated at 35% complete. Upon completion, the instructional materials for the Basic English component in the National Functional Literacy Programme (NFLP) would be upgraded towards meeting the learning and developmental needs of the participants and expanding the scope of English literacy provision in a 9-month literacy cycle.

Occupational Literacy

To increase the effectiveness of apprentices in the field of dressmaking and hairdressing, their national associations and individual craft men and women approached the Division for assistance in the area of learning English related to the vocations of their members as part of their training programmes. This they expected would increase performance, reduce work related accidents and risks and make it possible for majority of the apprentices to confidently participate in and pass the NVTI Examination. Based on the assessed learning and development needs of prospective learners, curricula and instructional materials for the two occupations have been developed for an 18-month literacy cycle. Two Primers and a Facilitator's Manual each have been developed for Hairdressers and Dressmakers. Final corrections of these materials are being made.

English instruction

Since inception, learners have clamoured for literacy in English. However, as the local language NFLP progressed, it became clear that there is still high preference and demand to learn English in addition to the local language by non-literates. In the absence of a very adequate literate environment for the local languages, the targets found the language of major function, English, more functional. To this end, the

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NFED increased the number of classes in the English language from 1,500 to 2,820 as of June 2015. Not meeting this need would have resulted in reduced enrolment. Enrolment in the English language classes currently stands at 42,300 (Table 29 English Instruction). The total learner population (English and local language) stands at 59,900, out of which 39,082 are female. This adds up to about 65% female participation in the NFLP.

Table 29 English Instruction

Batch	Year	Classes	Enrolled		
			Male	Female	Total
1	2003/05	433	4,625	6,590	11,215
2	2004/06	1,392	15,035	19,504	34,539
3	2006/08	1,412	14,439	19,153	33,592
4	2014/16	2,820	14,845	27,455	42,300

In order to meet the increased demand for English literacy and the unavailability of volunteer facilitators, 1700 staff facilitators (Assistant Programme Officers and Programme Assistants) were deployed as literacy facilitators and augmented with National Service Personnel to conduct the classes.

A major challenge to the posting of the National Service Persons to the Division was the inability of all the 4000 National Service Persons posted to the Division who did not report. Regions that suffered most under this were: Upper West, Upper East, Northern and Brong Ahafo regions. The Division has renewed its commitment to the National Service Scheme by requesting for 2,500 new postings this year.

Non-Formal Education Policy for Ghana

The need for non-formal education policy in Ghana is relevant as providing an alternative route for more than 500,000 out-of-school children in Ghana as well as youth and adults who need basic education and opportunities for lifelong learning. This will enable this otherwise marginalised population an opportunity to contribute meaningfully to national development. The recent statistics from the 2010 Population and Housing Census demonstrate that about 12 million of the total population of approximately 25 million live in rural areas; approximately 4.6 million are considered poor. Only 45.8% Ghanaians, 11 years and older are literate in English and a Ghanaian language and only 20.1% of 11 years and older population is literate in English (GSS, 2013: 120). There are still about 25.9% (4,500,068) of Ghanaians aged 11 years and above, who are not literate in any language in the country (GSS, 2013). Furthermore, those who are literate in a local language desire to have English and other literacies and lifelong learning opportunities (NFED, 2012).

As a result, a Non-Formal Education Policy was recommended for Ghana. The NFE Policy formulation and drafting workshop by technical personnel from UNESCO-UIL and other stakeholders was completed in May 2015. The draft is being worked on by Non-Formal Education Consultant from UNESCO/UIL as a final draft to be considered by the Ministry. The following actions are planned for taking forward the draft policy:

- Finalization of the draft policy: 5th June, 2015
- Review of ACT and others: 30th June, 2015
- Consultation with MOE
 - Management Meeting: 6th July, 2015
 - Sector Working Group: 15th July, 2015
 - Development Partners Meeting
- Internal sensitization: 16th July, 2015 should be continues

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- National Education Sector Annual Review: 21st -25th July, 2015
- Building advocacy team
- Stakeholders' Consultation: 15th September, 2015

The Draft Policy development workshop is expected to be followed by a Stakeholders' Consultation Forum to elicit views of other players in NFE and incorporate these in the draft document.

5.3 Distance Learning and Open Schooling

The Centre for National Distance Learning and Open Schooling (CENDLOS) oversees open and distance learning, giving opportunities for students to further their education outside of the mainstream schooling route. A national draft policy on the Open and Distance Learning (ODL) has been developed.

A large area of CENDLOS's activity is the production and distribution of audio-visual lessons for use as teaching and learning materials in schools. As part of this, in 2013, 4,776 folders of audio-visual lessons on video compact discs (VCDs) were distributed to 535 Senior High Schools, and 355,500 VCDs have been dubbed and are ready for testing and packaging into 7,677 folders for distribution to schools. Procurement processes have now begun for the following lessons to be produced in audio-visual mode for JHS1: 70 lessons of Social Studies, 70 lessons of Integrated Science, and 120 lessons of Basic Design and Technology.

Further developing open resources for teachers and students in mainstream schools, CENDLOS developed a prototype *eLearning* platform for an online classroom, and also trained 17 TVET writers in e-content development.

The Pilot Open School System saw 632 learners enrolled in 13 study centres in 2013, offering programmes in JHS, SHS and National Vocational Training Institutes (NVTIs). Fifty-two of these learners (specifically comprising prison inmates and out-of-school youth) either sat or registered for BECE, WASSCE and NVTI examinations. In 2014 there are 514 learners enrolled.

5.4 Technical and Vocational Training and Skills

The Council for Technical and Vocational Education and Training (COTVET) coordinates and oversees all aspects of TVET in the country. This includes formulation of policy on skills development.

The period under review saw the Council step its policy coordination function through a number of activities. Many of these were sector wide activities and led to the development of education and skills in general whilst others focused on the Ministry of Education. Attention was given to managing COTVET's Strategic Plan, developing policy initiatives for the Ministry of Education, the development of guidelines for accessing the "Institutional of Production Units" (IPU) support scheme, its application forms. Other specific activities included; development of the terms of reference for engaging a consultant for the piloting "the Student's Entrepreneurship Business Model" (SEBM) and the budget narrative on the policy initiatives for the Council under the SPSD II of DANIDA and aligning the mismatches in the demand and supply of skills in industry, the implementation of WEL policy, formulation of Recognition of Prior Learning Policy (RPL).

COTVET's Strategic Plan

The Council devised means of improving on management of its Strategic Plan. An Action Plan Worksheet (APW) was designed purposely to track progress made in the implementation of COTVET's Corporate Strategic Plan (2012-2016). The APW provided means for collating information from the various departments of the Council to complete the tracking matrix. This template aided Management decision making and institutionalization of a routine monitoring tool for the future. The system so developed has been fed into MIS system being developed with the assistance of a consultant for country-wide use. So far,

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the tool developed has been useful in tracking the performance against the Council's corporate strategic goals listed below:

- Build the capacity of COTVET and TVET providers
- Develop and harmonize legal, institutional and regulatory framework for TVET/Skills development
- Enhance the perception of the TVET system for national development
- Improve quality and access to TVET and Skills development programs
- Achieve sustainable financing system for COTVET and TVET programs and
- Build the capacity of the informal TVET systems

Gender and Special Needs

The Council made a significant breakthrough in developing a comprehensive Gender Strategy document with the full participation of all key stakeholder organizations and groups both in the formal and informal sectors. The document was developed with funding from the GSDI and it is now serving as a blue print for various interventions across the TVET landscape. As a sequel to this, a Gender orientation workshop was organized for the heads of selected Trade Associations and Heads of TVET institutions. The workshop sought to orient stakeholders on basic gender concepts and sensitize them on how to implement strategies in drawing females to male-dominated trades and vice-versa. Participants support was also solicited for the implementation of the Gender Strategy. Topics treated included; basic gender concept, essence of mainstreaming gender in TVET and the role of TAs and TIs in implementing COTVET Gender Strategy.

During the year under review, the gender desk of the Council launched an Employee Well Being Program with collaboration of GIZ. The event took place in March, 2014 in Tamale in the Northern Region. Activities for the launch included:

- Sharing of the baseline survey which was conducted prior to the event in the Northern region.
- Health screening program for students and community members was also conducted.
- Follow up training for 25 members from five selected Trade Association and Training Providers as well as the Regional Population Council, the Ghana AIDS Commission, among others.

In 2014, various media engagements were done to create awareness on gender matters in TVET and promote women's full participation in the TVET. Media engagement activities included and information materials produced and disseminated include:

- A 5-minute video has been developed and uploaded on the Council's website. It features females in male dominated vocations who will serve as role models, female students in such trades and their prospects etc. The objective of the video is to educate as many people as possible in a cost effective way and provide information for potential TVET students especially in the informal sector.
- Information cards and posters with pictures of women in male dominated areas.
- Roll-up banners for adorning COTVET premises and events.

The National Apprenticeship Programme (NAP)

The National Apprenticeship Programme (NAP) was set up by the Government to give one year apprenticeship training to provide employable skills to the increasing number of Junior High School (JHS) graduates who could not access secondary education. The programme is under the supervision of COTVET.

The objectives of NAP are to give employable skills to the youth, provide an alternative pathway leading to self-employment, link informal sector apprenticeships to the formal TVET Institutions.

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A data base of Master Craft Persons (MCPs) has been developed with 600 MCPs. Work on mapping of apprentices and assigning them to master craft person continued. In addition, data collection for purposes of restructuring the entire program was initiated. Two thousand (2,000) apprentices were recruited and matched to master craft persons. This represents 50% of the set target for 2014.

The Council worked through DSIP to coordinate the National Bursary Scheme, under which 2,500 apprentices from the informal sector and 1,500 students from 10 Technical schools and 2 Polytechnics have been earmarked for financial assistance to assess quality TVET programs. Various activities carried out involved coordination of stakeholders in selected District Education Offices and District Assemblies and facilitation of National Bursary Committee meetings for the purposes of screening of applicants. Modalities for selecting the qualified apprentices from 28 MMDAs across the country to benefit for the scheme were also set. As at end of the year (2014), 830 apprentices who were undergoing training with their master craft persons had been selected from batches I & II to benefit from the bursary scheme.

As a way of promoting the NAP and its related programs targeted at the informal sector, a mini skills competition was organized in two episodes for over 200 hundred MCPs in the Cosmetology, Garment making, Auto mechanics and Electronics in Brong Ahafo region with the objective of promoting skills acquisition and development through healthy competition and also to showcase the talents of the MCPs.

A number of initiatives have also been taken to train MCPs. Trainer of Trainers' (ToT) workshops were organized for 25 facilitators in Competency Based Training (CBT) delivery in the following trade areas: Cosmetology, Auto mechanics, Welding, Garment making and Consumer Electronics who in turn trained 600 MCPs in Greater Accra, Ashanti and Brong Ahafo Regions. These regional TOT workshops translated into registration of 80 MCPs and other informal sector institutions that are currently undergoing accreditation by COTVET. The master Craft Persons are working with various apprentices in the number of trade areas using the CBT mode.

Ghana Skills and Technology Development Project (GSTDP) and the Skills Development Fund (SDF)

The Ghana Skills and Technology Development Project (GSTDP) is designed to stimulate skills and technology based development in key economic sectors through demand-driven improvements in the quality of formal and informal training and development and adoption of new technologies. The project is funded with an IDA facility of US\$50 Million from the World Bank and a US\$10 Million Grant from DANIDA in support of the Skills Development Fund, a component of the GSTDP. The five year project (2011-2016) is being implemented by the Council for Technical and Vocational Education and Training (COTVET) in partnership with the Ministry of Environment, Science, Technology and Innovation (MESTI). The project has four Components:

Achievements over the four years of implementing the GSTDP has affected the output and quality of production and productivity improvements through skills and technology innovations and capacity enhancements of businesses, trade associations and farmer based groups, science, technology and research institutions.

Institutional Strengthening of Skills Development was a major focus of GSTDP in 2014. The following achievements were made:

- Institutional systems were developed to strengthen COTVET's capacity to coordinate TVET delivery in Ghana.
- Development and adoption of Competency Based Training (CBT) curriculum
- 23 quality assurance, guidelines and guides to certification were developed and approved for use by TVET institutions.

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- Development of market led innovative technologies by the five GSTDP science and technology institutional grantees with a total of US\$ 2.5 Million Grant to improve productivity of the private sector.
- Under the Skills Development Fund, 307 Proposals worth US\$ 30 Million were approved to pave way for the financing and implementation of various innovative skills and technology development projects aimed at increasing productivity and promoting competitiveness in the private sector.

Recognition of Prior Learning (RPL) Policy

Recognition of Prior Learning (RPL) is a process to help people get formal recognition for what they learnt through their experiences and for what they can do, know and understand. The RPL process enables a person to gain qualifications and credits. RPL is an assessment process that takes place against nationally registered Unit standards and qualifications outcomes. The contexts within which RPL are practiced are as varied as the learners seeking credits for learning achieved. RPL can be used across the formal and informal sector as well as from pre-tertiary, workplace-based education to tertiary levels. It is an important strategy to address access to technical and vocational education and training for those previously excluded. Within the period under review, the Council initiated RPL policy development. As at end of the year, a situational analysis on the RPL had been done. A Manual on RPL has been developed. This has been adopted for some activities that are to be carried out by CADENA.

Skills Mismatch in Supply and Demand

The Council believes that a strong link between training and industry can be anchored with a well-functioning Work-place Experience Learning (WEL) Policy. Thus the Council emphasized this strongly at the conference on bridging the gap between education/training and industry organized by the Ministry of Education in July 2014. This same position was strongly echoed on other platforms and to other relevant institutions. In line with this, the Council has developed guidelines for Industries and Training Providers (TP's) on the effective participation in the implementation of the WEL Policy and also generate standards (Unit Specification) for WEL and include Quality Assurance (QA) mechanism for the programs. So far, all institution undergoing accreditation have been supported to adopt the WELP.

In building efforts made in the previous years, the Council continued with its skills needs of industry survey and was involved in processing the information gathered from the field for this exercise. Data collected from the field was processed and a draft report prepared. Following this, a team from COTVET carried out follow up visits to clarify some aspects of the information gathered initially towards the development of partnerships between training providers and industry. As at close of the year several templates including a standardized Terms of Reference (TOR) for fostering partnerships between Training Providers and industry were prepared and were being rolled out to various institutions. It is expected that this initiative will strengthen the linkage of Training Institutions and industry and bring the needed change in skills development.

6 TERTIARY EDUCATION

The management, supervision and delivery of tertiary education in Ghana is under the joint coordination of the National Council for Tertiary Education sector is geared towards improving equitable access, quality, management efficiency, strengthening links between tertiary education and industry and promoting science and technical education.

The Tertiary Sector provides administrative support to the Ministry on tertiary issues and comprises of Universities both Public and Private, Private University Colleges, Polytechnics, Colleges of Education (both Public), Tutorial Colleges, Distance Learning Institutions, as well as other institutions of tertiary nature. The tertiary sector also includes specialized agencies of the Ministry such as the National Council for Tertiary Education (NCTE), National Accreditation Board (NAB), National Board for Professional and Technician Examinations (NABPTEx), Ghana Academy of Arts and Sciences (GAAS), the National Service Scheme and the Students Loan Trust Fund (SLTF).

The objective of the SLTF is to enable eligible students to have access to financial assistance for tertiary education. The SLTF as an Agency of the MoE through its combined activities and exists to fulfil the mandate of administering financial resources in a fair and efficient manner to eligible Ghanaian students in accredited tertiary institutions. Therefore, the SLTF contributes to increasing the opportunities for Ghanaian students to gain access to tertiary education.

Presently, there are about 313,846 students at the tertiary level made up of Public Universities – 138,416; Polytechnics – 54,897; Colleges of Education (Public – 33,526); Private Institutions – 75,272; Professional Tertiary Institutions – 11,735. Enrolment into Tertiary Institutions increased substantially from the 2014/15 academic year.

The new University ranking compiled by Thompson Reuters has ranked the University of Ghana, Legon as the 10th Tertiary Institution on the African Continent. The report looked specifically at University reputation which reflects a University ability to recruit high-quality staff and students, establish valuable international partnerships, and connect with greater funding prospects. Africa's leading Universities was determined over a five-year period (2010-2014) by survey respondents specifically living in Africa.

6.1 Review of 2013 NESAR recommendations (Aide Memoire Activities)

A significant number of activities have been carried out in the year under review in the Tertiary sector. A full review is given in Appendix 1 and further details are given in this chapter. Key activities included:

- To support equitable access to tertiary education, a computerised needs-based system of applying for student loans under the SLTF has over 20,000 loan beneficiaries which includes over 8000 first-time applicants.
- To establish better collaboration between universities for distance learning programmes, the National Accreditation Board (NAB) has been made the governing body for supervision and assessment of programmes at tertiary institutions including those running distance learning programmes.

6.2 Access

During the 2013/14 academic year, the National Council for Tertiary Education recorded 131 tertiary institutions, an increase from 2012/13 of 119 (see Table 30 Number of Tertiary institutions). The increase can be accounted for through increases in private tertiary institutions and private Colleges of Education.

Table 30 Number of Tertiary institutions

Institution	2010/11	2011/12	2012/13	2013/14
Public Universities/university colleges	7	6	9	9
Public Specialized/Professional Colleges	7	9	8	8
Chartered Private Tertiary Institutions	3	3		
Private Tertiary Institutions	51	55	51	60
Polytechnics	10	10	10	10
Public Colleges of Education	38	38	38	38
Private Colleges of Education	3	3	3	3
Total	119	124	119	128

Table 31 shows substantial increases in total tertiary enrolment from 283,506 in 2012/13 to 313,846 in 2013/14. This can be accounted for through increases in enrolment at public universities and public CoEs. In addition, due to the increase in the number of private institutions, a corresponding increase in enrolment in private institutions was noted.

Table 31 Enrolment in tertiary institutions

Details	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14
Public Institutions						
Public Universities	102,548	107,058	115,452	109,278	128,326	138,416
Polytechnics	38,656	46,079	43,113	47,294	53,078	54,897
Colleges of Education (Public)	27,589	26,861	26,703	27,580	27,906	33,526
Specialized/Professional Institutions				14,951	7,715	11,735
Total Public Institutions	168,793	179,998	185,268	202,063	221,632	238,574
Private Institutions						
Total Private Institutions*			32,275	59,899	61,874	75,272
Total tertiary enrolment			217,543	261,962	283,506	313,846
<i>*includes: private universities and private Colleges of Education</i>						

During the 2013/14 academic year, the Government made the following efforts to expand access to public tertiary education:

- Transitioning polytechnics into technical universities (see more below)
- Absorbing private COEs and constructing additional COEs (see more below)
- Two newest universities: The University of Health and Allied Sciences in the Volta Region the University of Energy and Natural Resources in the Brong Ahafo
 - Progress is also being made with the two latest public universities. The University of Health and Allied Sciences in the Volta Region has increased its intake from 155 students at its inception three years ago to 535. Additionally, the University of Energy and Natural

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Resources in the Brong Ahafo Region has also increased its intake from 150 founding students to 716 students currently. Plans are also afoot to establish satellite campuses in Dorma Ahenkro, and Nsoatre. Construction work for offices, lecture theatres, laboratories, and other learning facilities as well as accommodations are on-going.

- Government provided special support to five Polytechnics and five Universities for the completion of lecture halls which have reached advanced stages of completion. The rationale is to enable the institutions to increase intake in the 2013/2014 academic year
- especially in the public Polytechnics and Universities.
- Establishment of University of Environment and Sustainable Development
 - A Presidential Task Force was commissioned to develop a roadmap for establishing a University of Environment and Sustainable Development in the Eastern Region. Parliament passed the Bill for the establishment of the university in June, 2015 and lands have been secured at Donkorkrom and Somanya. Samsung (Construction and Trading) has had discussions with MOE for possible financing of the first phase.
- Establishment of a committee set up by NCTE to ensure proper siting of tertiary institutions
 - This committee was established in May 2015 and is in the process of finalising a report and recommendations for the Honourable Minister's attention.

6.3 Colleges of Education

In 2013/14, total enrolment in public Colleges of Education was 33,526 and 6,326 in private COEs, giving a total of 39,852. Proportion female of total enrolment stands at 43.7%

Ten new Colleges of Education

Government has decided to establish ten new Colleges of Education – one in each region – to increase teacher supply. Criteria have been developed for siting new proposed colleges of education. An evaluation exercise has been conducted for five private COEs for absorption. The five COEs recommended for absorption include: St. Ambrose, Al Farouk, Gambaga, St. Vincent, and Bia Lamplighter. Procurement procedures for upgrading facilities at these COEs have been initiated as they will require further support in terms of infrastructure and staffing.

The remaining nine COEs to be established have been looking into a financing facility. Land for Central and Greater Accra regions for the establishment of COEs has been advertised.

Transition of Colleges of Education to Tertiary Status

NCTE has been working with the Fair Wages and Salary Commission to put together a committee to migrate the staff of COEs from the GES payroll to the NCTE payroll under the Colleges of Education Single Spine Pay Structure. The committee is working to submit a report to MOE on this progress. All governing councils of COEs have been inaugurated.

The government has also continued to improve existing infrastructure in COEs. In particular, the Minister has commissioned a Library block at the Holy Child COE in Western region, while an auditorium has been commissioned at Ola COE in the Central region.

The number of students who are accessing the Student Loan Trust Fund (SLTF) from Colleges of Education have also increased. Of the 8,899 fresh applicants who accessed the SLTF, 4,100 beneficiaries were from COEs, making up nearly half.

6.4 Distance Education

Enrolment in distance education programmes at the public universities increased from 2012/13 from 59,539 to 66,653, an increase of 11 percent. Table 32 shows the breakdown of enrolment at the four universities offering distance programmes. Enrolment decreased for the University of Ghana and UEW, and increased for KNUST and UCC.

Table 32 Enrolment in Distance Education Programmes

INSTITUTION	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
U.G	2,562	4,816	7,210	8,331	9,175	6,954
KNUST	1,041	2,186	3,165	4,787	6,453	10,981
UCC	17,096	13,586	19,007	29,914	28,348	35,462
UEW	11,295	17,001	23,607	20,264	15,563	13,256
TOTAL	31,994	37,589	52,989	63,296	59,539	66,653
Annual increase	40%	17%	41%	19%	-6%	11%

Establishment of Open University

The NCTE in collaboration with the Ministry of Education and Open University, UK has had consultations with key stakeholders of the sector in line with the establishment of an open university in Ghana. This is to propose a road map aimed at developing a sustainable and scalable response to current challenges. The road map will lead to a step change in access to high quality tertiary education based on Open, Distance and Electronic Learning (ODEL).

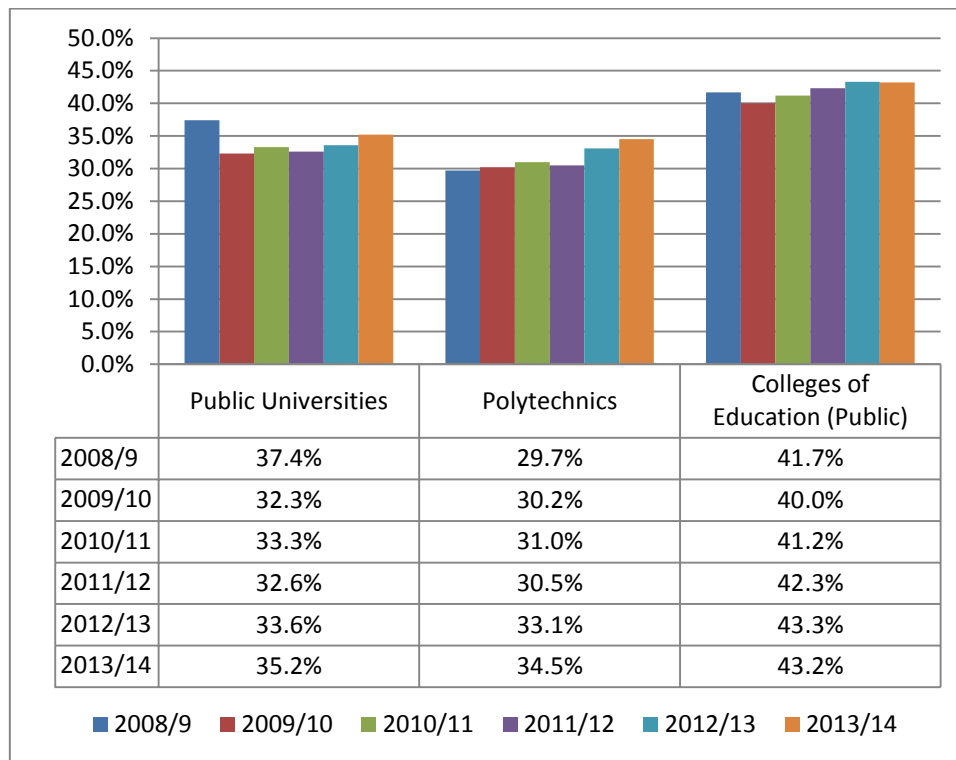
A criteria has been set and finalised for polytechnics who will qualify as this requires sufficient resources in terms of staff and facilities. The NCTE has set up a task force to do an assessment based on this criteria.

6.5 Gender

The percentage of enrolment in public institutions which is female is shown in Figure 16, and has been rising in recent years. In 2013/14, 35.2% of students in public universities were female and 34.5% in polytechnics were female. Both these figures are an increase from 2012/13. In public Colleges of Education, the figure has remained mostly untouched with 43.2% female participation.

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Figure 16 Percentage of female enrolment in public tertiary institutions



6.6 Science and Technical courses

The Government has a target of promoting 60% and 40% enrolment at tertiary level in Science/Technical subjects and Humanities/Arts respectively. 2013/14 showed a step forward in achieving this goal with overall 40.0% of students enrolled in Science and Technical disciplines compared to 38.4% in 2012/13. This overall increase is reflected in an increase of enrolment in these disciplines for both public universities and polytechnics as compared to 2012/13. Table 33 details the trends.

Table 33 Percentage of Enrolment in Science and Technical Disciplines

Institution	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14
Public Universities			34.0	41.4	39.1	40.2
Polytechnics			22.8	33.8	36.7	39.4
Total (Public universities and polytechnics)	36.9	34.6	30.7	39.1	38.4	40.0

Plans to convert ten Polytechnics into Technical Universities are on course. The following activities have been implemented to reach this goal:

- The Bill on conversion has been finalized with the Attorney General's Department.
- Criteria for selection have been finalized.
- National Council for Tertiary Education has put a taskforce together to begin assessment of polytechnics who will be converted at the takeoff date in September 2016.

6.7 National Research Fund

In view of the current inadequate funding for research, government has decided to set up the National Research Fund. This is intended to make the Book and Research Allowances for Universities, Polytechnics

and Analogous Institutions more productive. A technical committee was put in place to work out modalities for establishing the fund, guidelines and modalities, and eligibility criteria as well as other sources of populating the fund, and a dissemination workshop was held with relevant stakeholders. In addition, the NCTE Research Fund account has opened with seed funding of GHC 12 million for the 2014/15 academic year. Funds can only be accessed by academic staff of universities and polytechnics. A tertiary education research fund Bill was submitted and reviewed by the Attorney General, and processes are in place for this to go on to Cabinet and Parliament for approval.

6.8 Sustainable Funding for Tertiary Education

The following initiatives were taken for sustainable funding for tertiary education:

- A document with recommendations on sustainable funding of tertiary education has been prepared by NCTE and has been submitted to the Ministry for comments. The Ministry of Education will take the next steps toward implementation of the actions and recommendations contained in the document.
- A policy brief has been prepared for the differentiation and diversification of tertiary in Ghana that has been submitted to MOE for further action.
- NCTE and NDPC have prepared a policy document of the vision of tertiary education in Ghana. This document is currently being finetuned by NDPC to ensure it is in line with the ESP.

6.9 Bridging the gap between education and industry

After the conference held in 2014 that engaged various stakeholders, polytechnics have taken it upon themselves to find ways to work with industry to bridge the gap between education and industry. Each polytechnic is coming up with their own strategy and beginning to implement initiatives. For instance, Kumasi Polytechnic has started working with 30 local industries to provide collaboration and a platform for knowledge, technology, and idea exchange.

6.10 African Centres of Excellence

The African Centres of Excellence, a World Bank project, consists of two components:

- Component 1 is aimed at strengthening the capacity of selected institutions to deliver regional, demanded and high quality training and applied research in partnerships with regional and international academic institutions industry.
- Component 2 consists of regional activities to build capacity, facilitate regional project implementation, and evaluation, as well as scale-up the regional benefit of the established Centres of Excellence under component 1 through demand-driven support to priority countries without Centres of Excellence.

Seven proposals were submitted from Ghana, and three centres were selected, each of which is entitled to receive US\$ 8 million:

- West African Centre for Cell Biology of Infectious Pathogens (WACCBIP), University of Ghana, Legon;
- West Africa Centre for Crop Improvement (WACCI) into an African Centre of Excellence for training plant breeders, seed scientists and seed technologists, University of Ghana, Legon; and

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- Regional Centre of Excellence for Water and Environmental Sanitation, Kwame Nkrumah University of Science and Technology, Kumasi.

Among the key activities to be supported by the financing are:

- Updating curricula of existing programmes to meet international benchmarks for quality education
- Faculty development and staff training
- Minor rehabilitation works or extension of existing facilities
- Support through scholarship and post-doctoral studies, amongst others
- Enhancing governance and management of the Africa Centres of Excellence and the participating universities to improve transparency.

The Executive Secretary of NCTE on behalf of the Ministry of Education (MOE) will be responsible for coordination while the participating universities will be implementing the programmed activities.

The following action steps have been taken:

- Cabinet approved of the financing on August 21, 2014
- Parliament approved of the financing on March 26, 2015
- The Financing Agreement was signed between the Republic of Ghana and the International Development Association (IDA) on April 10, 2015

The next steps include:

- Finalisation of the signing of the Performance and Funding Contracts of the three Centres with government
- When the above approvals/endorsements are finalized, Government through Minister of Justice and Attorney General will issue Legal Opinion on all the approval processes to indicate their conformity to the laws of Ghana.
- Upon the receipt of the Legal Opinion by the IDA the project will be declared effective.

7 EDUCATION MANAGEMENT

Education management is a broad focal area and is relevant to all the preceding areas of Basic, Second Cycle, Inclusive and Special, Non-Formal and Tertiary Education. This chapter focuses on these overarching areas of education management. The ESP 2010-2020 strategic goal for management is to *improve planning and management in the delivery of education by devolving resource management and decision-making to regions, districts and institutions, while retaining central responsibility for establishing norms, guidelines and system accountability.*

7.1 Review of 2014 NESAR Recommendations (Aide Memoire Activities)

The following progress has been made against the 2014 NESAR recommendations:

- The Ministry, in collaboration with Local Government Authority, has met with all DCEs and MCEs to find a way to address targeted sponsorships for teachers.
- A Mid-Term Review Committee for the planning of the ESP Review has been constituted by the Education Sector Working Group under the Chairmanship of the Chief Director. A draft TOR has been developed and circulated to review the Education Strategic Plan.

7.2 Actions and programmes undertaken and completed

- The Consolidated Sector Work Plan produced and copy sent to all Agencies.
- Monitoring reports undertaken during the first half of the year and recommendations compiled to address challenges
- Communication strategy produced and a communication Work Plan completed. Report on all events undertaking in the half year prepared.
- Documentary on sector activities, programmes and interventions aired on the media- GTV.
- The Hon. Minister for Education met with the Press and did a presentation on sector performance as a required under social accountability. This activity was held on the 16th of June, 2015.
- Monthly validation of payroll completed for January to May, 2015 for all Agencies and main ministry
- Payroll audit conducted for all Agencies and the main Ministry. Reports have been sent to Internal Audit Agency.
- 2015 National School Census report produced covering District, Regional and National indicators for the 2014-15 academic year.

National Inspectorate Board (NIB)

- NIB conducted whole school visit in 1000 basic schools and 100 SHSs across the ten regions.
- Monitoring visits conducted in selected schools and districts within the 75 deprived districts.
- The National Labour Commission directed the formation of a Working Group under the auspices of the Ministry of Finance to come out with a roadmap to effectively address the labour issues.
- Incremental credits for January to May 2013 had been paid. Validation of data for affected staff in the 10 regions completed by the Audit Service
- Draft Bills of the various Agencies are ready for onward submission to the Attorney General's Department. The Agencies include NAB, GBDC, & NCTE
- A new (consolidation of Act 506 and Act 778) draft Education Bill has being produced. This is the result of the Ministry's Working Group on Education Decentralization in conjunction with the Inter-Ministerial Coordinating Committee and by extension the Legal and Reforms Taskforce.

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- Technical University Bill has been finalized by the Attorney-General's Department for onward submission to Cabinet.
- The Ministry has duly inaugurated the Councils of 26 Colleges of Education (CoE). The Councils of the University of Health and Allied Sciences, the University of Professional Studies, Accra have been inaugurated.
- The Councils of the 10 Polytechnics have also been inaugurated as well as Boards of the Agencies under the Ministry. Arrangements are in place to inaugurate Councils of other institutions whose tenure has expired.
- Meetings organized from January to June for 5 Board/Council. Orientation for new Councils Members conducted for 8 of the Councils.

Ghana Library Authority

- 29 Communities in 7 Regions benefitted from the mobile library services with support from GIFEC, Book Trust and District Assemblies.

National Teaching Council (NTC)

- As part of efforts at improving the management, registration and licencing of teachers under the implementation of the Pre-tertiary Teacher professional development and Management Policy, a manual has been developed to assist teachers to comply with the appraisal tool produced by the Public Service Commission. Software for teacher registration and licencing developed and data on new teachers from three pilot districts compiled and inputted into software.
- Expected Teacher minimum Standards have been developed.
- Teacher competencies established through a stakeholder consultation.

National Service Scheme

- The Secretariat deployed 79,993 personnel to various public and private institutions across the country for the 2014/2015 service year.

Council for Technical Vocational Education and Training (COTVET)

- Ten Technical Institutes are being given support for the upgrade of one production Unit in their institutions. Entrepreneurial training is currently taking place for these institutions to enable them to market themselves upon full completion of the upgrade of the production unit. This will allow them to sell themselves to the general public, create market and increase revenue base to sustain the production units.
- Six additional new curriculum for Mechanical Engineering Craft Practice I&II, Welding and fabrication and Electronics for National Certificate developed.
- CBT programmes have been developed in Citrus and Pineapple production at National Certificate 1 and 2 levels on the NTVETQF. CBT programmes are being developed for Road Maintenance and Labour-based Dam Construction. This is being done in collaboration with the Ministry of Roads and Transport.

7.3 School Report Cards

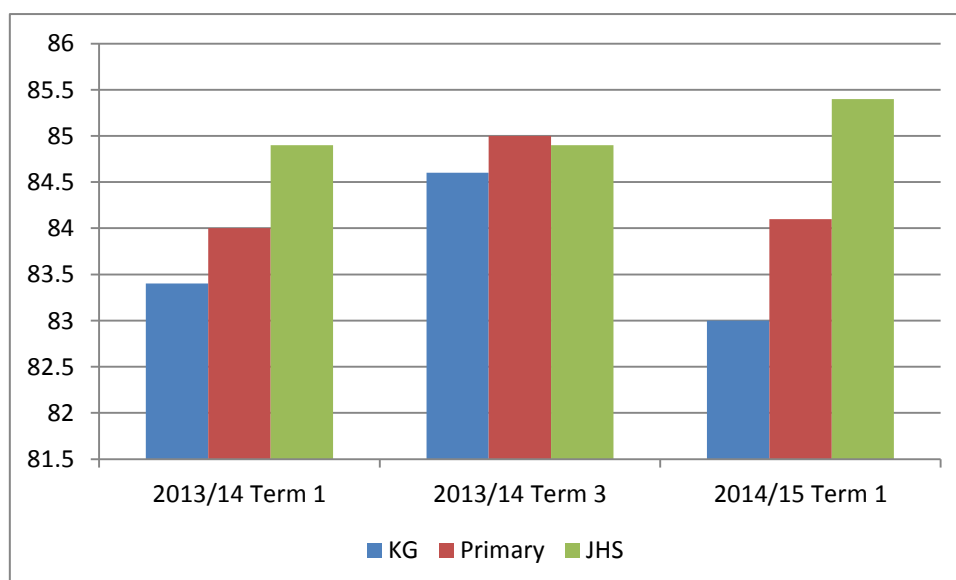
The School Report Card (SRC) system provides a process for collecting specific information concerning pupils, teachers and management at the school level. This information is compiled by the school and submitted to the District Education Office to provide a database for analysing the current situation at the school and across schools in the District. The information is then analysed and fed back to the school by the District Education Office (DEO) and shared with the community through a School Performance Appraisal Meeting (SPAM) to identify areas of accomplishment and challenges, resulting ultimately in the prioritisation of interventions to improve the overall performance of the school.

The mobile school report card (SRC) is currently being piloted in three districts and is supported by UNICEF. 100 percent of public basic schools in deprived districts have filled the paper-based SRC for term one, data collated and published on notice boards of basic schools and at district education offices. Collation is on-going for third term of 2014-15 academic year.

SRCs are generated twice a year – in the first and third term. Data has been analysed for first and third term of 2013/14 and first term of 2014/15 for the 75 deprived districts. All districts submitted the required information in the first term of 2014/15.

The SRCs collect information on a number of characteristics, one of which is teacher attendance. Figure 17 gives a comparison between the average attendance rates recorded across all three terms. It is clear that as of the first term of 2014/15, the highest attendance is reported for JHS (85.4%), followed by Primary (84.1%) and then KG (83.0%). Looking at the trend over time, JHS has shown an increase in the teacher attendance rate across all three terms, which is encouraging; however, both Primary and KG have increased teacher attendance only to have had it decrease in the first term of 2014/15. For Primary, the new level reached is a marginal improvement of teacher attendance from the first term of 2013/14 with an increase of 0.1% (from 84.0% to 84.1%), while for KG, the teacher attendance rate in the first term of 2014/15 has fallen below the level in the two preceding terms.

Figure 17 Overall teacher attendance in terms 1 and 3 of 2013/14 and term 3 of 2014/15 (deprived districts)

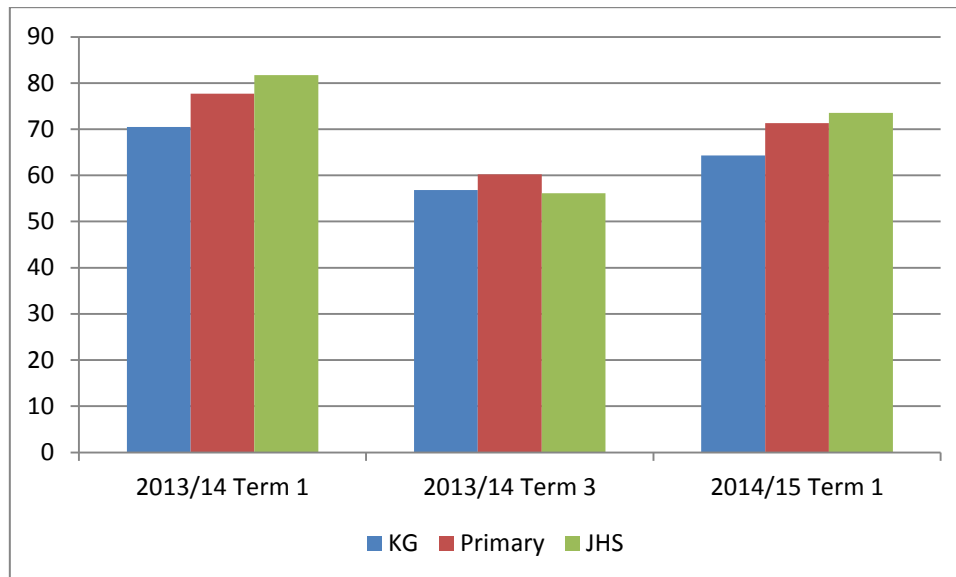


The SRCs also provide information into pupil attendance, depicted in Figure 18 Overall pupil attendance in terms 1 and 3 of 2013/14 and term 3 of 2014/15 (deprived districts). It is clear that pupil attendance has

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fell in the third term of 2013/14, only to rise again in the first term of 2014/15. As of the most recent data collection, attendance rates are highest in JHS (73.5%), followed by Primary (71.3%) and then KG (64.3%). However, none of these levels have reached the same level they were in the first term of 2013/14. When looking at the data by gender (not depicted), there is almost no difference in attendance rates between boys and girls across all three levels.

Figure 18 Overall pupil attendance in terms 1 and 3 of 2013/14 and term 3 of 2014/15 (deprived districts)



7.4 Science and Mathematics Reforms

The importance of education in Science and Mathematics cannot be over-emphasised, especially as results in these areas have been poorer than in others. In response, the Ministry constituted a 21 member committee of eminent persons in Science and Mathematics education in 2014 to deliberate on ways and means to reform Mathematics and Science education in the country. Areas identified for special focus included: institutional framework, curriculum review, preparation of teachers, pedagogy, teaching/learning materials, and private participation. In addition, a roadmap was to be developed to guide the implementation of recommendations of the committee. The committee also solicited ideas from other professionals and the general public.

Other initiatives pursued by the Ministry include training teachers to improve delivery of Science and Mathematics in the three Northern Regions, Brong Ahafo, and Ashanti. 200 teachers have been selected for this training, and another 150 will also be trained from Volta, Greater Accra, and eastern regions. In total, about 51,000 teachers have been planned for training and upgrading of skills in teaching and learning. In addition, under the SEIP, teachers in the 125 SHS selected under the project are scheduled to attend training in content and delivery for challenging topics. ICT packages for the four core subjects implemented in these schools will complement this approach.

8 EDUCATION FINANCE

Total spending on education from public and donor sources was nearly GHS 6.6 billion in 2014, an increase from 2013 of 15.2%.² GoG expenditure increased significantly from GHS 4.5 billion to GHS 5.2 billion in 2014, a noteworthy increase of 16.3%. An 11.3% increase was also noted in expenditure from Internally Generated Funds (IGF) and a 17.1% increase in Annual Budget Funding Amount (ABFA). Donor expenditure also increased compared to 2013 by 19.7%.

In 2014, SHS education took the largest proportion of spending at 22.4%, followed closely by Primary at 22.0% and then Tertiary and JHS at 16.2% and 16.1% respectively. Of total expenditure (from all sources) 77.9% went to compensation, which came entirely from the Government budget. Goods and services received 20.6%, of which the largest source was IGF. Investment in assets received 1.5% of total expenditure, with the highest contributions from the GETFund.

In 2014, 97.7% of education expenditure from the Government's consolidated budget went to compensation, an increase from 95.5% in 2013. The total execution rate against the allocated budget was 114.8%, a significant decline from 152% in 2013, when overspending came from compensation. This demonstrates Government's commitment to reducing the wage bill in the public sector.

8.1 Trends in Education Expenditure

The total expenditure on education broken down by source is given in Table 34. Total education expenditure increased by 15.2% from GHS 5.7 billion to GHS 6.6 billion. This was largely attributed to increases in the GoG budget of 16.3% from GHS 4.5 billion to GHS 5.2 billion. An 11.3% increase was also noted in IGF which increased from GHS 718 million to GHS 800 million, as well as a 17.1% increase was also noted in the ABFA amount from GHS 9.1 million to GHS 10.7 million. Donor funding also increased by 19.7% from GHS 267 million to GHS 322 million.

GDP and total government expenditure increased from 2013 in nominal terms, so it is not surprising to see that the education budget has also increased. GDP has grown by 21.4% from last year, while GoG spending on education has grown by less than a corresponding amount of 16.3%. Unsurprisingly, then, the share of education expenditure as a percent of GDP has decreased from 2013 from 6.1% to 5.5%. Similarly, education expenditure as a percent of GoG expenditure also decreased from 20.7% to 19.7%.

Table 34 Education Expenditure Trends by Source and as a proportion of GDP and total Government Expenditure (all figures GHS unless stated otherwise)

Source	2011	2012	2013	2014
GoG	2,563,391,576	4,587,183,213	4,503,777,590	5,235,932,539
Donor	127,255,813	114,311,680	268,872,043	321,804,307
IGF	354,288,649	630,674,197	718,265,642	799,538,356
GETFund	518,486,027	361,279,228	196,649,413	196,649,413
HIPC/MDRI	2,288,506	0	0	0
Annual Budget Funding Amount (ABFA)	0	10,571,282	9,113,628	10,667,891
Total Education Expenditure	3,565,710,571	5,704,019,600	5,696,678,316	6,564,592,507
GDP	57,013,000,000	71,847,000,000	93,461,000,000	113,436,000,000
Total Government Expenditure	13,837,325,330	20,944,723,341	27,463,039,403	31,962,206,271
Educ. Exp. as a % of GDP	6.3%	7.9%	6.1%	5.8%
Educ. Exp. as a % of GoG Exp.	25.8%	27.2%	20.7%	20.5%

² Note that due to a delay in receiving GETFund figures, this chapter uses last year's GETFund's figures.

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Total expenditure by sub-sector level of education is shown in Table 35. In 2014, SHS education accounted for the largest proportion of education expenditure at 22.4% followed closely by Primary at 22.0%. A large proportion of education expenditure was also noted for Tertiary and JHS which accounted for 16.2% and 16.1% of expenditure respectively.

Compared to 2013, the proportion of the budget spent on different education levels varied only slightly. A decrease was noted for Primary education from 24.4% to 22.0%; in absolute terms, however, an increase in the amount spent was noted. The proportion of the budget spent on SHS increased from 20.2% in 2013 to 22.4% in 2014, with absolute spending amount increasing from GHS 1.15 billion to GHS 1.47 billion. Tertiary spending and proportion of budget allocated decreased significantly from 19.4% to 16.2%, while pre-school spending noted an increase in proportion of budget spent (from 6.4% to 7.6%). Spending on management and other agencies marked an increase in proportion of budget spent from 9.7% to 11.0%, bringing it back to the same level as 2012.

Table 35 Trends in education expenditure by level

Level	2011		2012		2013		2014	
	Exp. (GHS)	%	Exp. (GHS)	%	Exp. (GHS)	%	Exp. (GHS)	%
Pre-school	103,391,337	2.9	435,502,334	7.6	363,499,436	6.4	501,912,110	7.6
Primary	1,234,146,460	34.6	1,302,972,161	22.8	1,388,792,576	24.4	1,445,683,240	22.0
JHS	411,648,553	11.5	969,147,257	17	965,117,148	16.9	1,054,711,276	16.1
SHS	526,809,606	14.8	1,057,413,465	18.5	1,152,064,995	20.2	1,467,511,148	22.4
TVET	126,982,366	3.6	163,681,164	2.9	103,039,432	1.8	243,962,422	3.7
SPED	19,149,996	0.5	21,717,157	0.4	28,064,385	0.5	29,266,775	0.4
NFED	15,154,167	0.4	40,538,896	0.7	39,952,006	0.7	32,271,191	0.5
Teacher Education	-	-	-	-	-	-	-	-
Tertiary	639,230,889	17.9	1,081,971,635	19	1,106,283,329	19.4	1,063,958,851	16.2
HIV-AIDS	1,387,335	0.04	-	-	-	-	-	0.0
Management & Agencies	487,809,862	13.7	631,075,530	11.1	549,865,010	9.7	725,315,494	11.0
Total	3,565,710,571	100	5,704,019,599	100	5,696,678,317	100	6,564,592,507	100.0

8.2 Total Expenditure in 2014

More detail on the breakdown of 2013 education expenditure is shown in Table 36 and Table 37. Of total expenditure, 77.9% was spent on compensation coming entirely from the GoG budget. Goods and services accounted for 20.6% of overall spending, with the IGF contributing the most to this amount. Assets accounted for only 1.5% of government spending, most of which came from the GETFund. Of all sources, GoG accounted for the largest share of total spending at 79.8% of the total budget, followed by IGF at 12.2%.

Table 36 Education Expenditure by Source and Type, 2014

Sources	Compensation	Goods & Services	Assets	Total	%
GoG	5,114,256,299	121,516,459	159,781	5,235,932,539	79.8%
Donor	-	321,166,618	637,689	321,804,307	4.9%
IGF	-	799,309,305	229,051	799,538,356	12.2%
GETfund	-	108,590,733	88,058,680	196,649,413	3.0%
Annual Budget Funding Amount (ABFA)	-	-	10,667,891	10,667,891	0.2%
Total	5,114,256,299	1,350,583,115	99,753,093	6,564,592,507	100.0%
%	77.9%	20.6%	1.5%	100%	

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In terms of allocation of spending to levels of education, Primary receives the highest compensation followed by JHS, Tertiary, and SHS. For Goods and Services, Primary again accounts for the highest compensation, followed by SHS and Tertiary. For Assets, Tertiary accounts for the highest proportion, followed by Management & Agencies, and then SHS.

Table 37 Education Expenditure by Level and Type, 2014

Level	Compensation	Goods & Services	Assets	Total	%
Pre-school	450,188,902	50,732,127	991,081	501,912,110	7.6%
Primary	1,291,880,665	145,823,162	7,979,414	1,445,683,240	22.0%
JHS	990,179,266	63,329,269	1,202,741	1,054,711,276	16.1%
SHS	731,015,401	724,061,117	12,434,631	1,467,511,148	22.4%
TVET	157,546,423	86,132,359	283,641	243,962,422	3.7%
SPED	22,450,365	2,963,803	3,852,607	29,266,775	0.4%
NFED	31,810,119	461,072	-	32,271,191	0.5%
Tertiary	788,115,936	216,045,131	59,797,785	1,063,958,851	16.2%
Management & Agencies	651,069,223	61,035,077	13,211,194	725,315,494	11.0%
Total	5,114,256,299	1,350,583,115	99,753,093	6,564,592,507	100%

8.3 GoG expenditure 2014

In 2014, 97.7% of education expenditure from the Government's consolidated budget went to compensation, as shown in Table 38, while goods and services received 2.3% of government spending and assets received an almost negligible amount.

Table 38 GoG Education Expenditure by level and type, 2014

SUB-SECTOR	Compensation	Goods & Services	Assets	TOTAL	% distribution
PRE-SCHOOL	450,188,902	3,886,530	-	454,075,432	8.7%
PRIMARY	1,291,880,665	10,069,645	-	1,301,950,310	24.9%
JSS	990,179,266	18,108,572	-	1,008,287,838	19.3%
SSS	731,015,401	62,585,855	112,632	793,713,887	15.2%
TVET	157,546,423	4,710,763	8,478	162,265,664	3.1%
SPED	22,450,365	2,863,903	-	25,314,268	0.5%
NFED	31,810,119	273,942	-	32,084,061	0.6%
TERTIARY	788,115,936	15,771,579	-	803,887,515	15.4%
Magt. & Subv. Agencies	651,069,223	3,245,671	38,671	654,353,565	12.5%
TOTAL	5,114,256,299	121,516,459	159,781	5,235,932,539	
% of Total	97.7%	2.3%	0.0%	100.0%	

Table 39 Execution Rates against the GoG Budget, 2014 shows that in 2014, spending against the allocated budget was 114.8%, a significant decrease from last year's 152%, showing government's commitment to ensure spending is in line with budget. The overspending comes from compensation As in previous years, the over expenditure comes from compensation; however, the proportion of over expenditure has

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decreased substantially from 159% in 2013 to 116.6% in 2014, and an even more significant improvement over 2012 when the execution rate for compensation was 263%. The execution rate for goods and services was 73.2%, while for assets it was 2.1%.

Table 39 Execution Rates against the GoG Budget, 2014

Item	Budget Head	Ministry	GES	Tertiary	Total
Compensation	Allocation	405,682,115	3,058,006,340	923,374,018	4,387,062,473
	Expenditure	390,063,546	3,936,076,817	788,115,936	5,114,256,299
	% Execution	96.2%	128.7%	85.4%	116.6%
Goods and Services	Allocation	15,757,905	138,338,936	12,000,000	166,096,841
	Expenditure	3,049,678	102,695,202	15,771,579	121,516,459
	% Execution	19.4%	74.2%	131.4%	73.2%
Asset	Allocation	2,911,201	2,986,865	1,770,000	7,668,066
	Expenditure	-	159,781	-	159,781
	% Execution	0.0%	5.3%	0.0%	2.1%
Total	Allocation	424,351,221	3,199,332,141	937,144,018	4,560,827,380
	Expenditure	393,113,225	4,038,931,799	803,887,515	5,235,932,539
	% Execution	92.6%	126.2%	85.8%	114.8%

8.4 Expenditure from other sources 2014

Table 40 shows the spending by level of education from the sources other than the consolidated Government budget in 2014. The Annually Budgeted Funding Amount (ABFA) was spread across Pre-school, Primary, JHS, SHS, TVET, and Management and Agencies with 24% spent on Primary and 22% on SHS. JHS and Pre-school received approximately equal allocations of 9%. However, the greatest proportion of ABFA was spent on Management and Agencies at 35%. GETFund expenditure was spread across all levels with the highest proportion spent on Tertiary. 75% of IGF went toward SHS, with another 20% going into Tertiary. The remaining 5% was spread across TVET and Management and Agencies. The plurality of donor spending went to Primary (34%), followed by TVET (17%) and SHS (16%).

Table 40 Education Expenditure by level and source, 2014

Level	ABFA		GETFund		IGF		Donor	
	Exp. GH¢	%	Exp. GH¢	%	Exp. GH¢	%	Exp. GH¢	%
Pre-school	968,300	9%	3,697,072	2%	-	0%	43,171,307	13%
Primary	2,508,777	24%	32,605,514	17%	-	0%	108,618,639	34%
JHS	924,286	9%	5,802,317	3%	-	0%	39,696,835	12%
SHS	2,312,472	22%	22,369,462	11%	596,584,495	75%	52,530,832	16%
TVET	174,057	2%	751,629	0%	24,857,687	3%	55,913,385	17%
SPED	-	0%	3,952,507	2%	-	0%	-	0%
NFED	-	0%	187,130	0%	-	0%	-	0%
Tertiary	-	0%	99,594,475	51%	160,476,861	20%	-	0%
Management & Agencies	3,780,000	35%	27,689,307	14%	17,619,312	2%	21,873,309	7%
Total	10,667,891	100%	196,649,413	100%	799,538,356	100%	321,804,307	100%

8.5 Donor spending

In 2014 the total spending by donors on education in Ghana was GHS 321 million. The breakdown of spending across donors is given in Table 41 Donor spending by type, 2014. Of the total, almost the entire allocation – 99.8% - went to goods and services with only 0.2% spent on asset investment. Almost all donors spent exclusively on goods and services; only OPEC Fund for International Development (OFID) and USAID also spent on assets.

DFID was the biggest contributor with spending at GHS 79.7 million, followed closely by USAID and the Global Partnership for Education with spending at GHS 77.6 million and GHS 76.4 million respectively. The African Development Bank (AfDB) also contributed significantly with spending at GHS 71 million.

Table 41 Donor spending by type, 2014

Donor	Recurrent	Capital	Total	%
AfDB	71,018,721.35		71,018,721.35	22.1%
DANIDA			-	0.0%
DFID	79,663,033.14		79,663,033.14	24.8%
UNESCO	2,590,490.00	-	2,590,490.00	
OFID	195,500.00	534,136.92	729,636.92	0.2%
German Development Corporation			-	0.0%
GPEG	76,432,637.02	-	76,432,637.02	23.8%
IDA			-	0.0%
Japan	2,690,000.00	-	2,690,000.00	0.8%
KOICA			-	0.0%
UNICEF	11,068,518.69	-	11,068,518.69	3.4%
USAID	77,507,718.24	103,552.02	77,611,270.26	24.1%
WFP			-	0.0%
Total	321,166,618.44	637,688.94	321,804,307.38	100.0%

8.6 Unit cost analysis

The unit costs of education are shown in Table 42. These are calculated using the total enrolment in public education institutions. Two types of unit cost are shown – the total cost, which takes the total expenditure for that sub-sector in the given year – and the recurrent cost, which uses only compensation and goods and services, i.e. the running costs of education and factors out assets. Given that in 2014, only 1.5% of the budget was spent on assets, unit costs and recurrent costs across all levels of education are almost the same.

At the Pre-primary level, total and recurrent costs increased substantially from 2013, despite enrolment increasing; thus this can be accounted for through an increase in Pre-primary expenditure. Total costs at the Primary level have remained almost exactly the same as 2013 as both enrolment and expenditure on Primary education has increased by almost proportionate amounts in 2014. Recurrent and total costs at Primary have increased from 2013. JHS saw an increase in both total and recurrent costs, which can be accounted for through a substantial increase in spending for JHS, with a less than proportional increase in enrolment.

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The unit costs for SHS have increased which is largely due to the increased expenditure in SHS. The most substantial increase is observed for TVET between 2012 and 2014. This can be accounted for because not only has enrolment decreased in TVET between 2012 and 2014, but expenditure on TVET has also increased. Tertiary unit costs have decreased from 2012.

Table 42 Unit costs for public education

Level	Unit cost (GHS)	2009	2010	2011	2012	2013	2014
Pre-Primary (KG + crèche)	Total cost per pupil		60	84	347	288	386
	Recurrent Cost		57	80	343	286	385
Primary	Total cost per pupil	192	224	390	413	440	446
	Recurrent Cost	181	214	372	400	409	443
JHS	Total cost per pupil	277	336	367	837	819	850
	Unit Cost	260	320	340	818	792	849
SHS	Total cost per pupil	704	603	761	1,372	1,685	1,980
	Recurrent Cost	636	397	516	1,227	1,579	1,964
TVET	Total cost per pupil	885	1,030	2,481	3,351		7,569
	Recurrent Cost	650	775	1,143	2,971		7,561
Tertiary	Total cost per pupil	2,620	2,763	3,144	4,992	-	4,460
	Recurrent Cost	2,034	1,932	2,693	4,674	-	4,209

9 References

Ministry of Education (2014) *Education Sector Performance Report 2014*, August 2014.

RTI International (2013a) *Ghana 2013 National Education Assessment: Summary of Results*. January 2014

RTI International (2013b) *Ghana 2013 National Education Assessment: Technical Report*. May 2014 (Final version)

RTI International (2013c) *Ghana 2013 Early Grade Reading Assessment and Early Grade Mathematics Assessment: Report of Findings*. May 2014 (Final version)

Appendix 1. Review of Aide Memoire Activities

Target	Progress
BASIC EDUCATION	
Review and communicate policy on leave,	<ul style="list-style-type: none"> The Policy on leave within the GES has been revised and circulars sent to all members of staff Rating: Good Progress
Explore use of District sponsorship scheme for Teachers (DONE)	<ul style="list-style-type: none"> Ministry in collaboration with Local Government Authority met with all DCEs/MCEs and use the platform to sensitize on finding ways of addressing issues on targeted sponsorships for teachers. Rating: Satisfactory
Conduct mid-term review of the ESP.	<ul style="list-style-type: none"> Draft TOR for the Mid-term review developed and circulated for discussions Mid term review process integrated with the Education 2030 National Action Plan. Need for alignment of education strategic plan with national action plan for 2016-2030. Rating: Good Progress
Develop a standard monitoring tool for Circuit Supervisors	<ul style="list-style-type: none"> A standard template for use by Circuit Supervisors developed and in use in all public basic schools. Especially the 75 deprived Districts Rating: Good Progress
Increase the proportion of schools to have held a PTA meeting from 72% to 80% and SPAM from 26% to 50%.	<ul style="list-style-type: none"> The NIB has conducted whole school inspection in selected basic and SHSs. Report will be released in August. Rating: Satisfactory
Develop an instrument to measure teachers' time on task	<ul style="list-style-type: none"> NIB has developed a draft template to measure Time on task. Pre-testing of the tool planned. Rating: Slow Progress.
Re-register private basic schools	<ul style="list-style-type: none"> Process of re-registration of private schools has started. Letters have been written to all District Directors of Education with a draft template for data collection. A stakeholder meeting with all private proprietors is planned for September 2015 to discuss among others census questionnaire. Rating: Slow Progress
Make relevant-Ghanaian language essential criteria in the recruitment system (effective from September 2016).	<ul style="list-style-type: none"> National language policy is planned for a review. Learning project to support implementation. Rating: Slow Progress

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<p>Initiate and use NFE structures and NSS personnel in the implementation and management of CBE.</p>	<ul style="list-style-type: none"> • Discussions between NFED and NSS have been finalised • NSS personnel have been posted to NFED to as facilitators of NFE/CBE • Lessons learned to inform training of Service Personnel to more effect CBE work to ensure sustainability • Rating: Good Progress
<p>Implement phased recommendations of the Committee on Mathematics and Science for Primary and JHS</p>	<ul style="list-style-type: none"> • 350 selected Teachers have been provided additional trained in Science and Mathematics from the three Northern Regions, Brong Ahafo and Ashanti, Volta, Greater Accra and Eastern. • About 51,000 teachers have been planned for training and upgrade of skills in teaching and learning of mathematics and science. • PPA given approval for basic maths and science to start. • Contract signed • Rating: Good Progress
<p>Finalise, adopt and implement the Inclusive Education policy.</p>	<ul style="list-style-type: none"> • The Inclusive Education Policy has been finalized. • A costed implementation plan over 5years has been developed and submitted to the Ag. Director General GES for inclusion in the 2016 budget. • Rating: Good Progress.
<p>Adopt CBE policy and expand CBE programme to cover additional 50,00 out-of-school children through NFED and GES collaboration</p>	<ul style="list-style-type: none"> • CBE Policy adopted and Ministerial Approval obtained. • MoU signed with DfID to expand and extend programme. • Pilot with 10 districts to start during next cycle • Rating: Good Progress
<p>SECONDARY EDUCATION</p>	
<p>Conduct a public expenditure review of education financing</p>	<ul style="list-style-type: none"> • Draft TOR for the exercise has been developed. • Expenditure review to be integrated into activities for subsequent years • Rating: Slow Progress
<p>Reinforce regulations that mandates District Assemblies to support education of disadvantaged students as per the constitution.</p>	<ul style="list-style-type: none"> • Ministry in collaboration with Local Government Authority met with all DCEs/MCEs and used the platform to sensitize them to find ways of supporting disadvantage students within their district and municipal administration jurisdictions. • Rating: Slow Progress
<p>Conduct a sample survey of SHS students to understand socio-economic circumstances and impact of subsidy; and explore targeting of subsidies to benefit</p>	<ul style="list-style-type: none"> • Under the SEIP Research Agenda and a committee has been constituted to support evidence based research at the second cycle level. • Progressively Free Committee working with EMIS to develop questionnaire and pilot some schools for collection of data and analysis and subsequent scale up.

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needier students.	<ul style="list-style-type: none"> • Rating: Slow Progress
Implement Phase Two of the Science Resource Centre Project to cover the remaining 100 Schools	<ul style="list-style-type: none"> • Award process of contract for the implementation of recommendations on Mathematics and Science for primary and JHS has been completed. • Award letter signed and delivered to IKTECH to commence implementation process. • Rating: Good Progress
Review current admission /school placement schedule for SHS to increase time on task	<ul style="list-style-type: none"> • Admission schedules have been reviewed by CSSPS and GES in consultation with WAEC. • Rating: Good Progress
Explore the use of National Service Personnel as NFLP facilitators and increase the number of NFLP classes from 2000 to 3000	<ul style="list-style-type: none"> • 1,120 National Service Personnel (NSP) posted to NFED. Total number of classes increased from 1500 to 2,820. • The NSP have been trained and have established classes. • Current status of all NFLP classes is 58,895 • Rating: Good Progress
Finalize the agency status for NFED	<ul style="list-style-type: none"> • Final meeting on Scheme of Service held with PSC, MOE and NFED. • National wide stakeholder consultation completed • Draft Act of Establishment forwarded to Ministry of Education being reviewed with AG's Department. • Rating: Satisfactory
Link the NFLP Training to the national TVET qualification framework.	<ul style="list-style-type: none"> • Preparation of maiden meeting is advanced. • Rating: Unsatisfactory
Technical and Vocational Education and Training	
Strengthen the link between TVET and Industry through implementation of the recommendation from the fora on education and industry linkages	<ul style="list-style-type: none"> • Development of 10 year Strategic Plan for the operationalization of TVET in Ghana • Programme on facilitating Partnership between TVET institutions and industry has commenced. • All TVET institutions are being supported to develop Institution specific Development Plan and partnership with industry. • Rating: Good Progress
Expand Government intervention to reach 400,000 informal TVET apprentices through training of additional 5,000 master craftspeople in	<ul style="list-style-type: none"> • 5000 Apprentices have been trained • Additional 8000 Apprentices are undergoing training under the phase II of the NAP. • 535 Master Craft persons have been trained to continue to provide training in apprenticeship

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2015.	<p>programmes and an additional 250 is being trained. to support skills delivery in the traditional apprentice program.</p> <ul style="list-style-type: none"> • Role Model Program has been implemented in selected regions and communities to encourage females and attract the youth to enrol in TVET institutions and participate in its programmes • COTVET is leading the “Females in Electronics” Project being carried out in three TVET institutions. • Rating: Good Progress
Change the names of TVET institutions to Colleges of Technology, and review other aspects of the public perception (names of courses, instructors).	<ul style="list-style-type: none"> • Official letters sent to the relevant stakeholders communicating the plan of government to convert TVET institutions into Colleges of Technology. • Stakeholder meeting to commence discussions and design a programme for achieving this plan. • Rating: Slow Progress
Complete the TVET Guide	<ul style="list-style-type: none"> • Zero Draft TVET guide has been developed. National Consultative Workshop is slated for August 2015. • Rating: Satisfactory
TERTIARY EDUCATION	
Implement policy on sustainable financing, differentiation and diversification of tertiary education	<ul style="list-style-type: none"> • A document on sustainable funding of tertiary education has been developed by NCTE • A policy brief has been prepared for the differentiation and diversification of tertiary in Ghana • NCTE and NDPC have prepared a draft policy document of the vision of tertiary education in Ghana. • Rating: Slow Progress
Develop policy to support equitable access to tertiary education (provision of special dispensation for students from low income families, girls and students with disabilities).	<ul style="list-style-type: none"> • Through a computerized need-based system of applying for students’ loan, the SLTF as at June, 2015, has total loan beneficiaries of 20,576 students from accredited tertiary institutions. The number includes 12,524 continuing students and 8,052 first-time applicants had been paid for the 2014/15 academic year. • The total beneficiaries include 5009 students from the Colleges of Education. • Rating: Good progress
Establish collaboration between the universities for distance learning programmes.	<ul style="list-style-type: none"> • NCTE in collaboration with Open University preparing business case for funding. • Funding for preparation of business case released by GETFund. • NCTE and Open university working common

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	<p>platform for collaboration.</p> <ul style="list-style-type: none"> • Open university to partner with NAB to develop capacity for quality assurance of distance learning. • Rating: Good Progress
<p>Tertiary institutions to organize remedial programmes for students with weak grades in science to enhance enrolment in science and technology courses.</p>	<ul style="list-style-type: none"> • Access courses conducted for those with weak grades in Maths and Science and English. • Certificate two exams for all students from TVET institutions in maths and science has been conducted and results have been released. • Rating: Good Progress