

MINISTRY OF EDUCATION, SCIENCE AND SPORTS  
GOVERNMENT OF GHANA

**Report on the  
Education Sector Annual  
Review (ESAR) 2006**

June 2006

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**Acronyms Used**

<b>A&amp;F</b>	Administration and Finance Division ( MOESS)
<b>AS</b>	AIDS Secretariat ( MOESS)
<b>BED</b>	Basic Education Division (GES)
<b>CD</b>	Chief Director
<b>CRDD</b>	Curriculum Research and Development Division (GES)
<b>DA</b>	District Assembly
<b>DDEs</b>	District Directors of Education
<b>DG</b>	Director General GES
<b>EFA</b>	Education for All
<b>EMIS</b>	Education Management Information System
<b>ESAR</b>	Education Sector Annual Review
<b>ESTAC</b>	Education Sector Technical Advisory Committee
<b>F&amp;A</b>	Finance and Administration Division (GES)
<b>GER</b>	Gross Enrolment Rate
<b>GETfund</b>	Ghana Education Trust Fund
<b>GLB</b>	Ghana Library Board
<b>HIV/AIDS</b>	Human Immuno Deficiency Virus/ Acquired Immune Deficiency Syndrome
<b>HRD</b>	Human Resource Division ( MOESS)
<b>HRMD</b>	Human Resource Management Division (GES)
<b>IAD</b>	Internal Audit Division
<b>ICTEU</b>	Information Communication Technology Education Unit ( MOESS)
<b>ID</b>	Inspectorate Division
<b>IEC</b>	Information Education Communication
<b>INSET</b>	In-Service Education of Teachers
<b>JSS</b>	Junior Secondary School
<b>KG</b>	Kindergarten
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MDA</b>	Ministries, Departments and Agencies
<b>MDG</b>	Millennium Development Goal
<b>MNS</b>	Minimum National Standards
<b>MOESS</b>	Ministry of Education & Sports
<b>NACVET</b>	National Coordinating Council for Vocational Education and Training
<b>NCTE</b>	National Council for Tertiary Education
<b>NFED</b>	Non Formal Education Division
<b>NGO</b>	Non-Governmental Organisation
<b>ODL</b>	Open Distance Learning
<b>PBME</b>	Planning Budgeting Monitoring and Evaluation Division ( MOESS)
<b>PTR</b>	Pupil: Teacher Ratio
<b>SED</b>	Secondary Education Division (GES)
<b>SEN</b>	Special Education Needs
<b>SEU</b>	Science Education Unit (GES)

<b>SHEP</b>	School Health Education Programme
<b>SL</b>	Supply and Logistics Division (GES)
<b>SMC</b>	School Management Committee
<b>SpED</b>	Special Education Division (GES)
<b>SPIP</b>	School Performance Improvement Plan
	Statistics, Research, Information Management and Public Relations
<b>SRIMPR</b>	Division
<b>SSS</b>	Senior Secondary School
<b>SWAp</b>	Sector Wide Approach
<b>TED</b>	Teacher Education Division (GES)
<b>TOT</b>	Trainers of Trainers
<b>TVED</b>	Technical Vocational Education Division (GES)
<b>TVIs</b>	Technical Vocational Institutions
<b>UPC</b>	Universal Primary Completion

## **1.0 Introduction**

### ***1.1 Background to the ESAR***

The Ministry of Education, Science and Sports is implementing an Education Strategic Plan as the main policy document of the Ministry with respect to education delivery. The Education Strategic Plan (ESP) 2003-2015 guides education sector development.

As a long-term plan the ESP is concurrent with and in support of the Growth and Poverty Reduction Strategy of the government of Ghana. It serves as the framework by which Ghana meets its commitment to achieve the Millennium Development Goals and other International development goals on education.

Building on the ESP indicators and targets the Education reform proposals identify new areas of focus and targets, which will further facilitate the achievement of the education sector goals. The new Education reform focuses on Universal Basic Completion (UBC) rate by 2015 instead of just Universal Primary Completion (UPC). Consequently the 100% completion rate for Primary education which was to be achieved in 2015 has to be achieved 3 years earlier (2012) to have the desired impact on JSS enrolment so that the UBC could be attained by 2015. By 2020, all JSS graduates will be exposed to Senior Second Cycle Education or training

These arrangements will far exceed the standards required under various International Conventions on peoples' rights to which Ghana has subscribed, such as the Millennium Development Goals

The Education Sector Financing Model in September 2005, provided an estimated cost of the Government White Paper on Education reform to be ₵15.68 trillion in 2015, with a funding gap of ₵3,433 billion (\$390 Million). Over the 10 year period, 2006 to 2015, the total funding requirement for the Education sector was estimated to be ₵124,843 trillion. The total requirement under the reform as at September 2005 worked up to ₵12.03 trillion annually with a financing gap of ₵2.6 trillion annually

Taking into consideration the emerging trends and challenges such as the implementation of the capitation grant, the Ministry in May 15, 2006 prepared a 10- Year work plan for the education sector. This was estimated to cost ₵138.4 trillion (\$15.043 billion), an average of ₵13.8 trillion annually (\$1.5 billion). The Basic Education component was 56.6% of the total estimates for the sector

The MOESS receives a substantial amount of funding from sources other than GoG – Donor, GETFund, HIPC and DACF. In 2005, it was estimated that 35% of funding for the MOESS will be sourced from outside the GoG. The Ministry could source 34% in 2005 and 39% in 2006.

The Education Sector Annual Review (ESAR) therefore provides an opportunity to assess the situation of education in Ghana, by providing an open and participatory forum for a joint review of education sector performance and for raising key issues to find out the extent to which policy and strategic objectives set out in the ESP and the GPRS are being achieved and the progress made in the implementation of the annual AESOP programme. The review is an important milestone in the Ministry's annual planning and evaluation process

### ***1.2 Purpose of the ESAR Process***

The ESAR fulfils a number of functions. Firstly, it serves as a joint review of sector performance involving all stakeholders in the education sector. Through this it enables an assessment of the progress made in achieving annual targets and in implementing the annual programme of work, as presented in the Annual Education Sector Operational Plan (AESOP).

Secondly, through the involvement of all stakeholders in the review, the ESAR enhances accountability and transparency within the sector; a key to the successful implementation of the ESP, where all stakeholders in the sector work together under the overall lead of the MOESS.

A third function of the ESAR is to inform the preparation of the next AESOP, in the case of ESAR 2006, to inform the preparation of AESOP 2007-2009. It does this through a review of the current programme of work (AESOP 2006-2008), an assessment of the progress made in its implementation, and through this, raise policy issues and identify new strategies and activities that will assist the MOESS in implementing the ESP and achieving the targets set.

The establishment of the Education Sector Annual Review has led to tremendous improvement in education delivery in the country. This is a collaborative approach to ensure the pooling together of resources and the harmonisation of programmes and activities for the realisation of goals and objectives of the Education sector

### ***1.3 Layout of this report***

This report provides an account of the Education Sector Annual Review Plenary 2006. Section 2 provides information on the ESAR review process as a whole, whilst section 3 provides keynote speech and statements on the review process. Section 4 is presentations, plenary discussions and comments made during the assembly. Solution framework for the 2006 ESAR process is provided in section 5. Analytical perspective of the questionnaire and responses supported with quantitative analysis is found in section 6. Section 7 provides objective and qualitative analysis of the content of the 2006 report and conclusions and closing remarks drawn in section 8

## **2.0 The ESAR Review Process**

Following consultation with Development Partners and MOESS management during the early part of this year, it was decided that the 2006 Annual ESAR Review should be held in June. The timing of the review was to enable stakeholders provide meaningful input of recommendations into the AESOP 2007-2009 process. In addition, it was expected that recommendations from the review would also feed into the budget (2007-2009) preparation process.

### ***2.1 Preliminary Education Sector Performance Report***

The process for preparing the report has been coordinated by the PBME division and was initiated in March 2006, with the issuing of activity report questionnaires to all agencies and divisions of the MOESS at central level. The Education Management Information System provided 2005-06 statistics, which were used to analyse performance and trends against sectoral indicators. The divisions – SED, NFED, TVET, SPED, TED, and NCTE, provided additional vital information. Activity reports were also submitted by the education sector development partners and NGOs to receive their inputs into the review process.

The enthusiastic and helpful participation of all in the 2006 report is gratefully acknowledged. In 2006, it was also decided to conduct impact assessment of key policy interventions especially on poverty alleviation budgets such as the capitation grant to support the reports from the districts. A summary of key activities and sequencing is as follows

- Issuing of guidelines to all heads of divisions/agencies, development partners and NGOs with respect to preparation of the Activity Progress Monitoring report 2006-08
- Collation and review of activity reports
- Conducting structured meetings with senior leadership, divisional directors and departmental heads, development partners and NGOs
- Impact assessment of key policy interventions especially on poverty alleviation budgets such as the capitation grant to support reports from the districts.
- Strategic analysis of the quantitative and qualitative information and data from all sources
- Random sample surveys to monitor EMIS data validity and reliability at the districts to further improve the quality of the report
- Preparation of the Preliminary Education Sector Review Report 2006
- Dissemination of report to all participants in advance of the ESAR 2006
- A two day pre-review technical meetings to conduct a technical review of progress in the key thematic areas
- Plenary Session and Presentations for feedback, comments and suggestions from the floor

## **2.2 Report objectives and scope**

The Preliminary Education Sector Review Report 2006 formed the basis for a participatory appraisal process during the ESAR 2006. The report provided the basis for the appraisal of performance within the education sector and will serve as a single point of reference for all issues concerning education service delivery and performance. It will also provide a medium for annually assessing education service delivery options and evaluate the extent to which annual and medium term performance and implementation targets are being met.

The report structure was designed to facilitate and support the review process, with chapters on each of the four thematic areas of the ESP, a chapter on partnership with all relevant stakeholders and a chapter on financial sector performance and finally on expenditures and outcome briefs with identification of key issues contributing to, or hampering, progress in achieving ESP goals and targets. Compared with the 2005 reports and based on the ESP targets there were additional inputs factored in the 2006 report with in-depth analysis and discussion in the following areas:

- Equity and development in education
- Movements of Pupils from private to public schools and vice versa
- Transitional patterns in education delivery
- Mainstreaming education, out of the school youth and children
- Comparison of the ESP Targets and the Government White Paper proposal on Education Reform
- The use of poverty indices for poverty analysis in schools
- Scientific and Technological development in schools
- Education and employability
- ESP / EFA FTI Targets
- Cost implication of the reform and its implementation
- A 10-Year Work plan for the Education sector

There are some significant differences in the production of this year's education statistics. This year's annual Census was the first time that different levels of schools are linked with their physical location and head teacher. In previous census years, each level – pre-primary, primary and junior secondary - were treated as separate schools even though they were located on the same premise and managed by the same head teacher. This tended to lend itself to an over-count of facilities and teachers.

## **2.3 Pre-Review Workshop**

Prior to the review the Ministry decided to hold a two day pre-review technical meetings to conduct a technical review of progress in the following key thematic areas:

- Equitable Access to Education
- Quality of Education



- Education Planning and Management
- Science Technology and TVET
- Education Sector Financing

A smaller number of participants were invited to the pre-review technical meetings in order that the work undertaken could be more focussed and technical. The Development Partners and NGOs elected the representatives they wished to attend the workshops. In this way it was ensured that participants at the pre-review came from across the spectrum of education sector stakeholders.

The objective of the pre-review workshop was that each group would perform a joint assessment and review of the Preliminary Education Sector Performance Report 2006 with respect to their identified thematic area, and agree on key strategic issues, comments and recommendations. In particular, each group discussed the following and reached consensus on a set of recommendations for their thematic area that were presented to the wider ESAR forum:

- Education Sector Performance Report 2006
- Recommendations for ESAR 2006
- Inputs for AESOP 2007-2009
- Inputs for Budget 2007-2009

#### ***2.4 Plenary Session***

At the ESAR Plenary session 2006, there were keynote speech from the Honourable Minister of Education Science and Sports, Statements from Development Partners and NGOs and presentations by the thematic teams from the pre-review workshop. Following each presentation a plenary session was held, which allowed for feedback, comments and suggestions from the floor.

#### ***2.5 Feedback***

At the pre-review technical meetings participants made an objective assessment of the content of the report and submitted as part of their presentation and recommendations. To further enhance the ESAR process in the education sector, some members in the technical groups chose to make comparative analysis of the 2005 and 2006 ESAR process.

### **3.0 Keynote Speech and Statements on the Review process**

#### **3.1 Keynote Speech**

The Honourable Minister for Education, Science and Sports, Papa Owusu Ankomah delivered the key note address. The following is the full text of the key note Speech.

It gives me great pleasure to welcome you to the third annual Education Sector Review. Once again we have gathered here to participate in this important process of evaluating and assessing the education sector's performance and progress towards achieving the targets of the Education Strategic Plan 2003-2015.

I wish to pay tribute to all of you; our valuable partners and stakeholders for your enormous contributions and support over the past year which have contributed immensely to the progress we have made. I am proud to say that this partnership which was evident in the preparation of the Education Strategic Plan and the establishment of the Education Sector Annual Review has led to tremendous improvement in education delivery.

This collaborative approval to education development which relies on the sector-wide approval ensures the pooling together of resources and the harmonisation of programmes and activities for the realisation of goals and objectives.

#### **Educational Reforms**

This partnership and collaboration becomes even crucial as we move into the implementation of the educational reforms. The Ministry on its part will continue to provide the necessary leadership and motivation to move the process forward.

The Government is very much committed to the attainment of the goals and objectives of the reforms which are essentially to equip Ghanaians with the skills and training that will enable them to contribute to the creation of wealth and the improvement in the quality of life of all Ghanaians.

2006 is the preparation year for ensuring the roll out of the reforms in 2007/08. An Inter Ministerial Oversight Committee, a National Education Reform Implementation Committee together with relevant sub-committees has been formed to oversee and implement the changes that are required in order to ensure a smooth and successful transition to the new system.

As you are already aware many of the targets and indications of the Education Strategic Plan have been changed to take account of the White Paper proposals. Our highest priority must be to ensure hundred percent primary one access by 2006-2007 academic year since all other basic education targets depend upon this. Targets will however not be met unless pupils/student retention and progression rates improve.

More equitable teacher development and deployment will strongly assist in improving these rates. A major review of current teacher management, development and practice must be undertaken to facilitate the development of attractive terms and conditions that will attract teachers to the remotest areas where they are mostly needed.

A combination of measures is being implemented to attract teachers to remote areas. Incentive packages that include bicycles and radios, access to training and accelerated promotion will continue to be provided. In addition, the District Sponsorship Scheme for Teachers will be vigorously pursued.

The availability of an adequate supply of professionally trained and suitably motivated teachers is the cornerstone of the entire programme of educational reform. The transformation of teacher training colleges has already begun. The upgrading of all the 38 colleges is underway.

Infrastructures in all the Training Colleges are being improved. Science laboratories, classrooms and libraries are to be provided in all Teacher Training Colleges. Training in Change Management is being provided to enhance the management capacities of Principals in the Teacher Training Colleges. In addition Principals are receiving training in Course Credit System as obtains in the University of Cape Coast. Tutors are also receiving training in the new TTC Curriculum.

An aspect of this upgrading is the conversion of 15 teacher training colleges to specialise in the teaching of mathematics and science.

Under the reforms it is envisaged that all teachers will be trained by 2015. The on-going programme of training teachers through distance education will result in an increased proportion of trained teachers in basic schools.

### **Second Cycle Level**

At second cycle level there is a lot of work to be done to ensure that a comprehensive system of education is made available to the majority of JSS graduates, from the 2007/08 academic year. There will be a significant expansion of the number of institutions offering second cycle courses and senior secondary school and Technical and Vocational Education and Training Institutions will have to adapt in order to offer comprehensive education as outlined in the proposals. For the apprenticeship system, practical and theoretical programme within a structured system will be developed.

The Ministry will pursue this agenda by recognising and engaging Faith Based organisations and the Private Sector as a whole in the provision of technical and vocational education and training as well as the Apprenticeship programme.

We are aware of the numerous institutions and schools that are available within the private sector and which could be used to facilitate and accelerate the provision of skills training that will make the numerous graduates who leave JSS employable.

## **Tertiary Education**

At the tertiary level there will be continued expansion and the creation of an enabling environment for more private sector participation to ensure quality control. The National Accreditation Board is to be strengthened. It will be necessary however to undertake research, for example tracer studies of graduates to identify linkages between courses provided and skills demanded by employers, in order to best fit our graduates for the workplace.

In order to improve quality and also ensure expansion in access to tertiary education, the Ministry in collaboration with stakeholders is preparing a tertiary sector financing strategy. The strategy will be disseminated for further discussion and adoption for implementation.

## **Decentralisation**

The Ministry will continue to strengthen education management to ensure the cost-effective and efficient delivery of education services. In this regard the Ministry will vigorously pursue the programme of decentralisation of the education service. The decentralisation of the management of education service delivery to school level is fundamental to improving service efficiency. The decentralisation programme will be supported and enabled by strengthening the planning and monitoring and evaluation systems.

As part of measures to enhance the review process and build capacity it is planned that from the beginning of next year the regions will have Regional Reviews that will feed into the National Review.

The 2006 Review is taking place against the background of marked improvements in our education outcomes and indicators.

Overall, there have been marked improvements in education outcomes and indicators. Primary Gross Enrolment Rates increased from 87.5% to 92.1% whilst JSS Gross Enrolment Rates increased from 72.8% to 74.7% with Gender Parity index increasing from 0.93 to 0.95 and 0.88 to 0.93 at the primary and JSS respectively. Much of the increase in enrolment at the basic level is attributed to the introduction of the capitation grant. In order to ensure that the quality of education is not adversely affected by these increases, there is a need to urgently provide extra classrooms and teachers to meet student demand.

Senior Secondary School enrolment increased from 333,002 in 2004/05 to 384,455 in 2005/06. At the tertiary level, enrolment of university students increased from 73,410 in 2004/05 to 84,078 in 2005/06.

Enrolment at both the second cycle and tertiary levels continues to grow and there are indeed positive trends. However, the proportion of students enrolling in science courses at both levels continues to fall.

Textbooks at basic level were delivered to public basic schools in the first term of 2005/06 academic year. Approximately 90% were delivered by end of year, and each pupils/student now has textbooks for all subjects. In addition a Basic Education Comprehensive Assessment System has been developed. This will monitor individuals and school performance in literacy and numeracy at primary level and should improve the quality of teaching outcomes as students can be assessed and then go through the system rather than end at the JSS cycle.

At tertiary level, the Teaching and Learning Innovation Fund (TALIF) is assisting institutions in carrying out initiatives and innovations in teaching, research, learning and management.

At TVET institutions, it is now possible to study academic subjects (eg. Maths, English, Science etc). Students can therefore qualify to sit for WAEC examinations and progress to tertiary education.

The Ministry is committed to the deployment and use of ICT to facilitate teaching and learning at all levels within the education system as well as improving its administrative and managerial operations and activities.

The Ministry will also commit itself to developing policy initiatives that will address the issues of low enrolment in science courses in our institutions. It is the commitment of my Ministry to build upon the achievements made to date and accelerate our progress over the next few years. I am confident that we can continue to count on your maximum support and understanding in the years ahead.

I am encouraged by the presence of you all, our valued stakeholders at this Review and that indeed gives me a renewed sense of commitment to this great enterprise of providing quality education to the people of this country.

Thank you for your attention.

### ***3.2 Statements on the background and objective of the ESAR***

Mr. J. O. Afrani, Director PBME, gave a brief presentation on the background, purpose and objective to be achieved in the review process as outlined in section 1.0. Following each presentation a plenary session was held to allow for feedback/comments from the floor.

### ***3.3 Statements from Partners***

There were also statements from Development Partners which was delivered by Dr. Don Taylor, Education Adviser, DFID Ghana, Spokes person of the Development Partners on behalf of the donor partners in education in Ghana, and on behalf of all NGO's in

education development, Emmanuel Kuyole, Chairperson, Ghana National Education Campaign Coalition (GNECC) delivered a statement. The following is the full text of both statements:

***3.3.1 Statement from the Development Partners delivered by Dr. Don Taylor, Education Adviser, DFID Ghana, on behalf of the donor partners in education in Ghana***

Honourable Ministers, Chief Director, Director-General, partners and colleagues, ladies and gentlemen,

This is the third year that I have spoken in the plenary session of the ESAR, each time with a different Minister responsible for education! I think most of you know me by now. For the benefit of those who don't, my name is Don Taylor and I am the Education Adviser in Ghana for DFID – the British Government's Department for International Development. But I am here to speak on behalf of all the international DPs, the countries and agencies that support education in Ghana with financial and technical assistance.

Ghana has many friends around the world. We are all committed to helping Ghana to implement the GPRS and achieve the MDGs, sometimes referred to jokingly as 'Kofi Annan's MDGs'. In the education sector, and in the context of this ESAR, we are focussing on implementation of the Education Strategic Plan and on MDGs 2 and 3 - getting every child through primary school, and getting equal numbers of boys and girls in primary and secondary schools.

Last year, Elizabeth Ohene, then Minister for tertiary education, invited us to be 'brutally frank' - and we were. This morning our Chairman, Dr Akoto-Osei, invited us to be 'frank and blunt'. But, on this occasion, today, I want to emphasise the positive.

I want to congratulate Mr Afrani and his team in PBME, particularly Mr Matthew Karikari-Ababio, for producing the PESPR 2006 which is the basis for this review. Although there are some mistakes in the statistics and in the analysis, which we have picked up over the last three days, the quality of the report is generally high. Unlike the two previous annual reports, this one was produced without the assistance of consultants from outside the Ministry.

I must confess that I was very doubtful a few weeks ago as to whether the EMIS data would become available in time to produce a good report. Perhaps I need more faith in the 'mighty Ministry' as well as the Almighty!

Not only is it a good report, but it contains evidence of good progress in the sector over the past year. Primary school enrolment has increased dramatically, as a result of the capitation grants to schools, and the removal of all remaining fees and levies. The PESPR reports a jump in the primary GER from 87% to 92%, and in the NER from 59% to 69%,

after much more modest increases in recent previous years. It also reports bigger increases in girls' enrolment than in boys', and therefore a significant increase in the gender parity index, resuming progress towards the MDG targets after apparent stagnation last year. This shows how much can be achieved with so little – the total cost of the capitation grants amounted to just 1.4% of the total resources devoted to education this past year, if my calculations are correct.

The report also shows (on p.103) that actual educational expenditure has increased from 23% to 30% of the total discretionary budget and from 4.4% to 5.6% of GDP between 2000 and 2005.

Such welcome trends should not lead us to be complacent, however. We must not forget that there are still about one million children aged 6-11 in Ghana who are not enrolled in primary school (out of a total of 3.5 m in this age range). And we are still spending only 31% of the total resources available for education on the education of these children in primary schools (compared with the 50% recommended in the EFA / FTI guidelines).

I would also like to mention a number of positive developments in the past year which are not emphasised in the PESPR. Firstly, is the revision and re-titling of the GPRS, recognising Human Resource Development (HRD), including education, as a central pillar in the overall strategy for economic growth and poverty reduction. Secondly, is the initiation of studies and preparation for the launch of a new strategy for the long-term sustainable financing of tertiary education, such that could reduce the excessive share of education resources currently going into this level. Thirdly, is the reintroduction of proper testing in schools to measure the quality of teaching and learning and to provide a baseline for assessing progress over time. Fourth is the work being done by the Regional Institute for Population Studies (RIPS) at Legon, on behalf of GSS, to get better and more disaggregated population projections as a basis for educational planning. Fifth is the addition of 'Science' to the mandate of the Ministry and the portfolio of the Minister, as noted by the Chief Director this morning. Sixth, the creation of a Centre for Research into Basic Education (CRIBE) at UEW (Winneba). Seventh, the establishment of the Ghana Industrial Skills Development Centre (GISDC) at Tema, as a genuine public-private partnership to provide modern, practical, hands-on training for industry. And eighth, the plans for a Public Expenditure Tracking Survey (PETS) to assess the flow of funds and the extent of 'leakages'. Less positive developments are the delays in resolving the outstanding issues on the Education Bill, and in reforming management systems in GES and the Ministry, especially in planning, budgeting and financial management, and delays in re-creating the quality of teaching and learning for which Ghana was once well known throughout Africa.

Many of you will be aware that high-level discussions between DPs and GoG revolve around the PAF (or Performance Assessment Framework), which governs disbursement of large sums of foreign aid to Ghana under the Multi-Donor Budget Support (MDBS) mechanism. This includes aid for education from the 10 donor partners involved. We are currently conducting negotiations on the targets to set for each of the next 3 years and are close to concluding an agreement that the declining trend in spending on primary

education must be reversed and that it should be restored to 40% within the next three years. I am happy to announce that, if and when this agreement is concluded, then DFID Ghana will seek final approval to proceed with a long-promised grant of £50 million (US\$92m) over five years, as earmarked sector budget support, additional to MDDBS, to support the implementation of the ESP

Finally, I look forward to accompanying Minister Owusu Ankomah (and the Chief Director) on a study tour to Singapore and Vietnam very soon – after he has fulfilled his role as Minister for Sport and led the Black Stars to victory in the World Cup matches next week!

**3.3.2 *Statement from the NGOs delivered by Emmanuel Kuyole, Chairperson, Ghana National Education Campaign Coalition (GNECC)***

Mr. Chairman,  
Hon. Minister of MOESS  
Director General of Ghana Education Service  
Chief Director and Directors of Education,  
Distinguished Professors and Education Practitioners  
Development Partners and Agencies  
NGO Colleagues  
Friends from the Media, Ladies and Gentlemen.

Let me once again on behalf of members of the Ghana National Education Campaign Coalition (GNECC) and the Northern Network of Education Development (NNED) and indeed all NGOs working in education express our appreciation for the opportunity to be part of this review.

On the Report Generally, let me join every body to congratulate the MOESS particularly the PBME for a good job done. We are committed to the ESP and looking forward to be actively involved in the ESTAC and ASEOP meetings and processes to deepen this consultation.

**Chairman & Distinguished Guests:**

The focus of the coalition is “ensuring equitable quality basic Education for all”, so we are particularly gladdened by the government’s commitment to implement the (FCUBE) policy, which infact now includes pre-school but we do recognize that the requirements of a growing modern economy like ours call for increasing emphasis on secondary and tertiary education as well.

Some of the issues I will raise in a moment are contained in a position paper for this ESAR, which is the result of a 3-day day national consultation for about (50) civil society groups across Ghana from 29-31<sup>st</sup> May 2006. During the period we discussed the 2005 ESAR report and other research reports on the capitation grant in 20 districts, User fees



survey, Gender Parity Study in the three northern regions, Dossier on teacher deployment and Issues raised during the 2005 GAW.

We reviewed the gains made over the period, identified gaps and proposed priority actions for consideration at this meeting. I am confident my colleagues who sat in the technical subcommittee meetings discharged this task diligently.

However, Chairman let me draw attention to 4 critical issues I think is worth mentioning.

**1. Administration, Adequacy and Sustainability of the capitation grant**

In 2005 we drew attention to the ugly phenomenon of “ EPOTECHS” in the KEEA of central region. This year our attention is on the worrying situation of the Wassa Amenfi East District of the Western Region, while we hail nationally the impact of the capitation grant, in some rural districts for example in this district enrolments is stagnant and in particular communities declining. Our members report of towns such as Nsuaem, near Wassa Akropong, Konkossor and Wassa Kumasi where children in these communities are either on the cocoa farms or engaged in galamsy mining. Some cite poor quality as the reason why they are not going to school

Therefore, while abolition fees and charges for basic education is crucial to enable poor children access and to stay in school, we will like to remind ourselves that there are no trade-offs among access, quality and equity. Hence the need to provide requisite teaching and learning resources, school infrastructure and deal with the issue of quality of rural education and rural poverty to ensure that every class room has a trained teacher who turns up every day to teach and also increase the capitation grant to cover items such as the printing of question papers etc. and give subsidies to secondary and higher education alongside support to adult and vocational training.

**2. Teacher Remuneration and Motivation**

The Teacher we believe is and must be at the centre of quality education. The coalition believes our teachers deserve adequate remuneration and incentives but the current situation where we are spending 93% of GOG resources on salary and only 7% on non-salary should be reversed. *We propose the following to be added;*

- MOESS should consider introducing a tax-free allowance of 15-20% of basic salary to teachers deployed to deprived areas in place of the current incentive package of ‘bicycles, ghetto blasters, cooking utensils etc.
- There are so many teachers in GES offices. Efforts should be made to redeploy some of these to the classroom. It is estimated that currently GES HQ houses about 690 staff- Not to talk of the regions and metro offices and non-performing teachers who are still on the pay roll. This clearly needs a change. Mr. Minister deal with this surgically!

3. The GOG has shown every indication of its desire to provide quality basic education for all Ghanaian children. Without doubt, significant progress has been made with regard to these indicators over the past two decades. The next AESOP should spell out a credible

baseline over which progress is being measured under quality. This should include keys issues that promote quality e.g percentage of qualified teachers, teacher deployment, teacher drop-out rate, school environment, PTR norm and availability of textbooks etc

4. Credibility in resource management and accountability(Huge financial demands of the Education Reforms)

While call on MOESS to encourage the regions/districts and schools to ensure efficient and effective resource utilization,- a starter could be the publication of capitation grant utilized and its impact at the regional and district level. We also like to remind the finance Ministry to do prompt releases of funds to the ministry. The delay of FEs for example

We wish you well and call on every body to join the campaign for equitable & quality basic education in Ghana

Thank you very much for your attention.

The key note statements, presentations, feedbacks/ comments and statements from the Development Partners and NGOs have been synthesized to a solution framework to be fed in the AESOP (2007-2009) and Budget (2007-2009) to further enhance implementation, monitoring and evaluation.

## 4.0 Technical Groups presentations, plenary discussions and comments

### 4.1.1 Presentation 1: Equitable Access to Education

**ACCESS TO EDUCATION  
TECHNICAL GROUP**

**EDUCATION SECTOR ANNUAL REVIEW 2006**

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*Key Equity Access Policies*

SUB-THEME	POLICY AREA	
	ESP	GPRS II
EQUITABLE ACCESS TO EDUCATION	Increase access to and participation in education & training	Increase Access to and participation in Education and Training
	Promote and extend pre-school education	
	Provide girls with equal opportunities to access the full cycle of education	Bridge gender gap in access to education

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*Enrolment and GER & GPI growth 2001-2006*

Primary	Actual 2003-04	Actual 2004-05	Target 2004-05	Actual 2005-06	Target 2005-06	Target 2006-07
<b>Total Enrolment</b>	2,957,491	3,077,489	3,111,753	3,239,462	3,284,540	3,451,838
<b>Total GER</b>	86.50%	87.50%	88.50%	92.1%	90.3%	93.20%
<b>Total Male Enrolment</b>	1,543,634	1,601,884	1,566,841	1,686,194	1,652,780	1,736,965
<b>Total Female Enrolment</b>	1,413,857	1,475,605	1,546,912	1,553,268	1,631,759	1,631,759
<b>Male GER</b>	89.50%	90.50%	88.5%	95.3%	90.3%	93.2%
<b>Female GER</b>	83.10%	84.40%	88.5%	88.8%	90.3%	93.2%
<b>GPI</b>	0.93	0.93	1	0.95	1	1 <span style="float: right;">3</span>

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**1. Junior Secondary Enrolment and Access Trend**  
*2. JSS enrolment and GER growth 2001-2006*

	Actual 2003-04	Actual 2004-05	Target 2004-05	Target 2005-06	Actual 2005-06	Target 2006-07
<b>Total Enrolment</b>	984,111	1,048,367	1,009,800	1,062,827	1,121,887	1,115,80
<b>Total Gross Enrolment Rate</b>	70.20	72.80	68.30	75.63	74.7	77.22
<b>Total Male Enrolment Rate</b>	532,972	568,351	538,475	558,343	598,245	577,765
<b>Total Female Enrolment</b>	451,139	480,016	471,325	504,484	523,642	538,040
<b>Male Gross Enrolment Rate</b>	74.50%	77.30%	75.2%	76.0%	83.5	76.7%
<b>Female Gross Enrolment Rate</b>	65.80%	68.10%	68.7%	71.6%	76.3	74.5%
<b>Gender Parity Indicator</b>	0.88%	0.88%	0.91%	0.94%	0.93	0.97%

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*Top and Bottom Ranking 5 districts in Terms of Primary Level Gender Parity Index*

Rank	District Name	Region	GPI	Rank	District Name	Region	GPI
1	Bulisa	Upper East	1.39	106	Nkwanta	Volta	0.70
2	Sissala	Upper West	1.31	107	Tolon-Kumbungu	Northern	0.64
3	Nadawli	Upper West	1.11	108	Yendi	Northern	0.64
4	Bawku West	Upper East	1.09	109	Savelugu-Nanton	Northern	0.63
5	Lawra	Upper West	1.05	110	Gushiegu-Karagu	Northern	0.57

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*Primary Net Enrolment Rate*

TYPE OF STATISTICS	NER STATISTICS IN PRIMARY SCHOOLS		
	2004/2005	2005/2006	% Increase
<b>Pop. 6-11yrs</b>	3,518,468	3,593,027	2.12
<b>P1-6 Enrol. (6-11yrs)</b>	2,079,786	2,484,855	19.5
<b>NER</b>	59.1%	69.2%	17.1%

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Net Enrolment Rate in JSS, 2004/2005 - 2005/2006

TYPE OF STATISTICS	GER STATISTICS IN JSS		
	2004/2005	2005/2006	% Increase
Pop. 12-14yrs	1,439,835	1,501,858	4.3
JSS-3 Enrol.	1,012,258	1,119,530	10.5%
NER	70.3%	74.5%	5.97%

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Tertiary Enrolments 2002/04 – 2005/06

	2003-04		2004-05		2005-06		2005-06 Female Target	2006-07 Female Target
	Total	% Female	Total	% Female	Total	% Female		
University	63,576	32.50%	73,410	35.00%	84,078	34.67	35.70%	37.30%
Polytechnic	24,353	28.10%	24,983	27%	24,656	30.43	32.00%	34.00%
Total Tertiary	87,929	31.20%	98,393	33.00%	108,734	33.71	34.60%	36.30%

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Tertiary Enrolment by programme

Year	2003-04			2004-05			2005-06		
	Tech and Sc Students	Humanities and Arts students	% of Tech and Science Students	Tech and Sc Students	Humanities and Arts students	% of Tech and Science Students	Tech and Sc Students	Humanities and Arts students	% of Tech and Science Students
University									
Enrolment	21,341	42,235	33.60%	24,714	48,696	33.79%	29,623	54,455	35%
Polytechnic Enrolment	9,906	14,445	40.07%	9,675	15,308	38.79%	8,739	15,917	35%
Total Enrolment	31,247	56,680	35.50%	34,389	64,004	35.09%	38,362	70,372	35%

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Special Education Enrolment (by Disability & level) 2005-06

Disability		KG	PRIM	JSS	SSS	TECH	VOC	TTC	SP.CL	Total
School for the Deaf	M	366	805	430	99	53	66	3	0	1,822
	F	253	638	270	34	24	40	0	0	1,259
	T	619	1,443	700	133	77	106	3	0	3,081
School for the Blind	M	53	164	103	41	0	51	15	0	427
	F	22	117	47	18	0	33	10	0	247
	T	75	281	150	59	0	84	25	0	674
School for the Mentally Handicapped	M	0	0	0	0	0	99	0	464	563
	F	0	0	0	0	0	83	0	310	393
	T	0	0	0	0	0	182	0	774	956
School For the Deaf/Blind	M	0	0	0	0	0	1	0	8	9
	F	0	0	0	0	0	1	0	1	2
	T	0	0	0	0	0	2	0	9	11
Total	M	419	969	533	140	53	217	18	472	2,821
	F	275	755	317	52	24	157	10	311	1,901
	T	694	1,724	850	192	77	374	28	783	4,722

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Special Education Enrolment (by Disability)-2004-05 versus 2005-06

Disability	Comparison: 2004-05 and 2005-06 Enrolment									
	KG	PRIM	JSS	SSS	TECH	VOC	TTC	SP.CL	Total	
School for the Deaf	M	67	56	-4	8	13	2	2	0	144
	F	10	68	46	-17	-3	-11	0	0	93
	T	77	124	42	-9	10	-9	2	0	237
	%	14.2%	9.4%	6.4%	-6.3%	14.9%	-7.8%	200%	0	8.3%
School for the Blind	M	26	-19	23	2	0	10	4	0	46
	F	-4	-1	-7	-2	0	19	-2	0	3
	T	22	-20	16	0	0	29	2	0	49
	%	-41.5%	-6.6%	11.9%	18	0	52.7%	8.7	0	7.7%
School for the Mentally Handicapped	M	0	0	0	0	0	27	0	-62	-35
	F	0	0	0	0	0	30	0	6	36
	T	0	0	0	0	0	57	0	-56	1
	%						45.6%		-6.7%	0.1%
School for the Deaf/Blind	M	0	0	0	0	0	1	0	8	9
	F	0	0	0	0	0	1	0	1	2
	T	0	0	0	0	0	2	0	9	11
	%						200%		90%	110%
Total	M	93	37	19	10	13	40	6	-54	164
	F	6	67	39	-19	-3	39	-2	7	124
	T	99	104	58	-9	10	79	4	-47	298
	%	1.7%	6.4%	7.3%	-4.5%	14.9%	26.8%	16.7%	-5.6%	6.7%

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## Transition in educational delivery

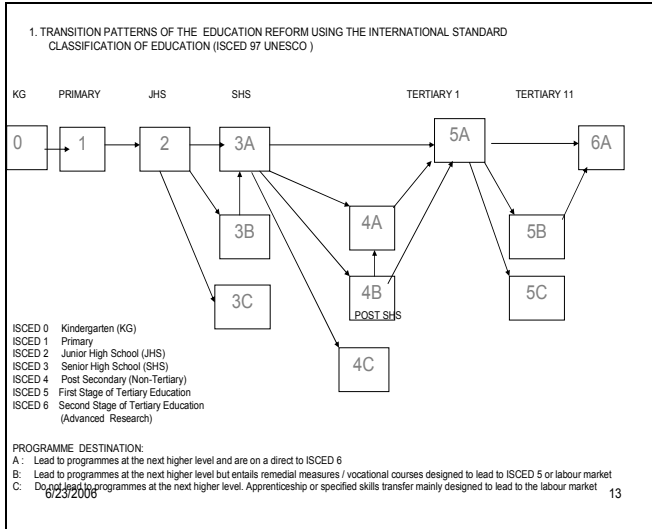
• In the 2005/06 BECE, it was also pointed out that of the 279,161 candidates, 177,070 qualified (63%).

• Out of the qualified candidates about 151,000 were placed in schools (85%)

• About 102,091 candidates did not qualify to enter into any of the institutions (37%).

• The question asked was where will this 37% unqualified pupils be? How do we manage them effectively to ensure that they are not relegated to the background but nurtured to become productive citizens of the country

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### Out of the school Youth/pupils

- The total number of learners since the inception of the National Functional Literacy Programme is 2,205,705
- Of this number, approximately 8% of participants have been below 15 years of age
- Therefore, approximately 176, 450 youths aged 15 or under have participated in the literacy programme
- Approximately 37% of these participants have been mainstreamed into the formal school system
- Therefore, approximately 44,000 participants have been mainstreamed into the formal schools over the course of the National Functional Literacy Programme

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### KEY ISSUES

#### Primary Enrolment and GER and GPI growth 2001-2006

- For 2005/06 male GER actual is 95.3 percent. However, target for 2006-07 in the ESP is 93.2 percent. There should be a periodic review of the ESP targets to meet current achievement trends and make them more realistic. For instance, targets at the higher levels should be set by taking into consideration enrolment at the lower levels.
- The group is inclined to agree with the general notion that the Capitation Grant has contributed to the high enrolment recorded, but the question that comes up is whether this positive trend will continue. In other words, how do we sustain it?

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### KEY ISSUES

#### Tertiary Enrolments 2002/04-2005/06/ by Programme.

- Data on private tertiary institutions.
- Science Education.

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### KEY ISSUES

#### Special Education

- The issue of population of persons with disabilities.
- Provision of friendly facilities for persons with disabilities.

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### KEY ISSUES

#### Transition in Educational delivery

- Unsuccessful JSS graduates to prepare and resit BECE on fee- paying basis
- Access to vocational and technical education and apprenticeship.

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**KEY ISSUES**

**Out of school youth/pupils.**

- How to expand the scope of NFED to provide continuing education services to graduates of the NFLP within the age bracket 15-25years.

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**KEY ISSUES**

**Capitation**

- Examination fees.
- Differentials between schools for the disabled and the normal stream based on the needs of the two institutions.
- Needed infrastructure.
- Impact assessment of the Capitation Grant.

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**4.1.2 Presentation 2: Quality of Education**

**EDUCATION SECTOR  
ANNUAL REVIEW 2006**

*Quality of Education*

Technical Group Meeting Report

1

**General observations**

1. Preliminary report is generally good, detailed and MOESS is commended for the work
2. The report should properly define quality in terms of input, process and output.
3. There is sometimes difficulty understanding comparisons that are made e.g. the comparisons are made over different base years (e.g. sometimes comparing two, sometimes three years)

2

**General observations**

4. Report can be more consistent and spell out clearly which sectors are targeted, e.g. unclear if performance is for public or private sector institutions.
5. Next report should make distinction between BECE/WASSCE performance for public and private schools and also by gender.
6. Achievement under national PTR (i.e. 35.7:1) within the period is of much interest but hides a wide range, e.g. very low and very high PTR. Need for a breakdown of areas with very low or very high PTR

3

**General observations**

7. Some data presented were not accurate and reliable.
8. The report focuses on quantitative data to the detriment of qualitative information on education quality.
9. The under listed issues cited in last year's observations have not been addressed

4

## Overview of Progress

### National Education Assessment

- The national education assessment results recorded a national mean percent of 38.1% and 43.2% for P3 and P6 in English respectively
- In Mathematics, for P3 and P6, the national mean percent was 36.6% and 34.4% respectively which are slightly lower compared with English, indicating the pupils' general weakness in Mathematics
- BECE Results

5

## Key Issues

- Standardization of National Education Assessment Mechanisms - in collaboration with USAID an item bank is being developed to serve as a reference for districts/regions where there will be a data bank of questions of various difficulty levels
- Performance of public schools as against private schools in BECE and SSCE -
- National
- Why the decline in numbers of WFP figures? It was explained that they have shifted the focus of their activities to the upper grades in order to help curb retention
- The report dwells much on quantitative data so further studies should be undertaken also to bring out a lot more qualitative data on education quality
- Performance is a function of Supervision so private schools do better not because they have better teachers.
- Supervision in public schools should be both internally and externally to make sure teachers perform and also check: absenteeism, misuse of contact hours, alcoholics, complete lack of commitment (lack of motivation and low remuneration)

6

## Key recommendations for consideration for AESOP activities and Budget allocation

7

## Recommendations for:

- Assessment and Examination
- PTR
- Teacher Education
- Curriculum Development
- Teaching / Learning Materials
- Supervision
- Health, Environment and HIV/AIDS
- "Others"

8

## Assessment and Examination

1. Analyses of BECE and WASSSCE results should include public and private schools, districts and gender.

**Responsibility:** WAEC/BED/SED/EMIS

2. The implementation of national assessment programmes should be sustained.

**Responsibility:** MOESS

9

## Pupil Teacher Ratio

3. Statistics for KGs should be included in the next report

**Responsibility:** PBME

4. Special efforts should be made to improve PTRs in deprived districts.

**Responsibility:** PBME

5. Include a table showing % of schools with PTRs above and below acceptable thresholds.

**Responsibility:** HRMD/PBME

10

## Teacher Education-Pre Service

6. Private TTCs must be encouraged but quality should not be compromised.

**Responsibility: TED**

7. Allowances of trainee teachers should be reduced to allow an increase in enrolment in TTCs.

**Responsibility: MOESS**

8. Applicants with grade E in English should be admitted directly into TTCs.

**Responsibility: GES Council/TED**

9. Distance Learning should be structured in such a way as to help reduce the loss of contact hours.

**Responsibility: TED/UEW/UCC**

10. KG teachers and care givers to be trained in the new curriculum

**Responsibility: TED/CRDD/BED**

11

## Teacher Education- INSET

11. Regularise in-service training for heads of schools at all levels to enable them perform effectively.

**Responsibility: TED/DDE/ID**

12. Adopt multi-grade teaching in the interim to solve teacher vacancies.

**Responsibility: HRMD/DDE**

13. In-service training should be structured and institutionalised at all levels.

**Responsibility: TED/DDE**

14. Organise INSET in Braille, sign language interpreting and preparing Individualised Educational Programmes (IEP) for staff of special education institutions.

**Responsibility: SpED/NGOs/MOESS**

12

## Teacher Supervision, Management & Incentives

15. The inspectorate division should be adequately resourced, and supported to organise regular training and monitoring of supervisory staff.

**Responsibility: GES/MOESS**

16. Communities must be sensitized to help the development of schools in their areas as partners.

**Responsibility: DDE**

17. Data on teacher absenteeism and lateness should be collected and analysed.

**Responsibility: DDE/PBME**

13

## Teacher Supervision, Management & Incentives

18. Teacher incentive scheme must be reactivated, revised frequently and sustained.

**Responsibility: GES/MOESS**

19. New classroom construction should go with teacher accommodation.

**Responsibility: DAs/DDE/GES/MOESS**

20. Teacher accommodation in deprived areas should have facilities such as solar power and water harvesters to make them attractive.

**Responsibility: DAs/DDE/GES/MOESS**

21. Norms on postings should be strictly enforced

**Responsibility: HRMD/DDE**

14

## Curriculum Development

21. Stakeholders should be sensitised on the language policy

**Responsibility: DDE/GES**

22. Adequate provision should be made to train staff and resource the division to effectively carry out its function

**Responsibility: GES/MOESS**

23. Inculcate the culture of reading in pupils and students to improve on their general performance

**Responsibility: DDE/Communities/GES/MOESS**

15

## Teaching Learning Materials (TLMs)

24. Class teachers to be supported to develop TLMs

**Responsibility: DDE/CRDD/Partners**

25. Efforts to be made to equip children with mild and moderate disabilities with assistive devices such as wheelchairs, calipers, hearing aids, etc.

**Responsibility: SpED/SHEP/GES/NGOs**

26. Follow up textbook and equipment distribution to ensure that they are released to pupils and teachers.

**Responsibility: ID/S&L/DDE**

27. The procurement of books and establishment of community and school libraries should be expedited.

**Responsibility: MOESS/GLB**

28. Construct and fully equip science laboratories and workshops at all levels to facilitate the practical aspects of technical and science subjects.

**Responsibility: DAs/DDE/GES/MOESS**

16



### Health, HIV/AIDS and Environment

29. Deworming of school pupils should be promoted and sustained nationally.

**Responsibility: SHEP/Partners**

30. Routine screening of pupils for early detection of health and learning problems.

**Responsibility: SpED/SHEP/MOH/DAs/DDE/GES/Partners**

31. District assemblies should fulfill their responsibility for the provision and maintenance of water, sanitation and toilet facilities in basic schools.

**Responsibility: DAs/DDE**

32. Provide adequate support to scale up the HIV/AIDS Alert School model nationwide

**Responsibility: SHEP/MOESS/Ghana AIDS Commission**<sup>17</sup>

### Other

33. Involve the district assemblies in education planning and invite them to participate in the annual review process.

**Responsibility: DDE/PBME**

34. Report should include an appendix with explanation of technical terms i.e. deprived districts, peri-urban, etc.

**Responsibility: PBME**

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### Conclusion

- Identify and mainstream best practices to enhance the quality of teaching and learning.
- Adequate and timely funding is key to the successful implementation of all recommendations.
- Build adequate capacity at all levels to ensure quality education delivery.

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#### **4.1.3 Comments/Recommendations/Questions on Equitable Access and Quality of Education Presentation**

- **Co-ordinator –GNNEC:** Intake into Teacher training institution should be increased. Most applicants could not afford levies charged by these institutions. It is known that about 19% of those who enter the teacher training institutions drop out mainly because they could not afford to pay all those levies. It is therefore recommended that Government absorb all charges especially for applicants from deprived areas.
- **Joseph Atsu – GSB:** He observed that funding or budgetary allocations to the SPED have been decreasing over the years. He wanted to know why and what the

MOESS is doing to increase government funding to support the training of people with disability who needs special education.

He also made mention of the fact that there are large numbers of children with disability who are in the normal schools. His question was to found out what is being done by the Ministry to provide assistance to those kids with disability who found themselves in the normal classrooms? In other words what special attention is being given to them by teachers and whether there are specially trained teachers to cater for those kids?

***Responses***

- **Margaret Biney- Director TED:** She advised the group calling for free teacher training education in the North that free policies are sometimes not valued by the recipient so attempts should be made by them to contribute towards the cost of their training. Also the division is collaborating with the DAs to help employ pre-school teachers and pay their salaries to augment the efforts by GES.
- **Chief Director – MOESS:** He reiterated that all special schools are funded by government and the Ministry is sourcing extra funding from the GETfund to meet the needs of special education. Attempts are also being made to increase MOESS budgetary allocation to the sector in the coming years.

He also mentioned that about 20 vehicles including buses are being procured to support special schools.

Other actions being undertaken include: the printing of all textbooks in Braille to help those with visual impairment. He however admitted that much effort needs to be put in by all stakeholders to address the problems of special education in Ghana.

- **Chairman – Deputy Minister of Finance:** The supplementary budget which will come out this June 14 will take cognizance of this situation and allocate much resource to Special Education in Ghana.

***Further Comments***

- **Ms. Dorothy Rozga – Representative UNICEF:** was of the view that, data on the number of disabled children in Ghana is not in the report. However, some research undertaken by UNICEF revealed that over 10,000 to 15,000 children are living with some form of disability in Ghana. So attempts should be made to get the research findings on disabled children for planning purposes and there is the need to develop a long-term policy on special education in Ghana.

She also said that there are still cultural practices in Ghana which prevents a lot of girls from going to school especially in the three Northern Region and some

deprived districts. Pragmatic measures should therefore be put in place to remove those cultural hindrances.

- **Representative – USAID** In view of the acute inadequacy of educational infrastructure in Ghana, he proposed emergency measures or war time measures such as the erecting of canopies to be use as classrooms as a contingency measure to solve the crises of inadequate classrooms in deprived districts and the posting of NSS personnel into deprived district.
- **Mr. Owusu Achiaw – Headmaster:** About 50% of SSS students who opted do science in his school could not be admitted because of inadequate science laboratories. He therefore suggested that GES should build more Science Resource Centres, expand existing ones and provide them with modern equipments and laboratory technicians in other to get more people opting for science courses.
- **Representative – GNECC:** criticized the practice where politicians go around the country telling parents not to pay anything towards the education of their children because of the Capitation grant. He observed that the practice is a disincentive to well-to-do parents who want to provide some assistance to schools. He urged politicians to rather encourage parents to contribute to compliment the efforts of Government.
- **Representative – JICA:** made mention of the fact that, annual reviews are a time of sober reflections over the past year and that this year’s review is of much significance.

She said finance play a major role in the development of education sector development as such Capacity building in the form of in-service training at the departmental and school levels should be encouraged to develop the Human Resource based.

- **Representative – Plan Ghana:** recommend that JSS graduates who could not pass their exams are allowed to re write the BECE not on fee paying basis. It is likely to face problems because those who normally fail are pupils from poor homes and it will be extremely difficult for them to afford the cost of the examination.
- **Ms. Staneala Beckley – Regional Education Advisor, UNICEF:** commended Ghana for abolition school fees through the Capitation Grant.

She further stressed that setting a target to achieve a GER of 100 % should be reviewed because there is the likelihood of encouraging over-aged and under-aged children to go to formal schools .There is the need to embark upon an intensive birth registration drive to know the ages of children before they enrol at school.

- **Advisor on Education – USAID:** said reports suggested that, about 15% of children in P 3 in Ghana cannot read. They have a reading problem. Meanwhile reading and literacy is important in educating the child. Attempts should therefore be made to reverse this trend.

### **Responses**

- **Mrs. Angela Baiden-Ammisah – Deputy Minister:** Responded that Politicians are not against the practice of allowing parents to contribute towards their children's education instead what politicians are against is the situation where children whose parents could not afford are sent home for non-payment of fees. What needs to be addressed is how to make children whose parent cannot afford such levies are not denied access to education.

She also made an observation that, teachers hide behind the PTA to collect all kinds of levies to the detriment of poor children.

She further stated that, majority of NSS personnel are already teaching in rural areas by then the question is how do we compel a National Service Personnel to go and teach in rural areas where even trained teachers refuse to go?

- **Prof Djangmah:** The BECE has been developed over the years as an exam which is taken only once in a student's life. We must therefore develop a certificate in basic education with subjects such as Quantitative maths, General Paper, Oral exams, etc. as an alternative exam where students who do not do well should be encouraged and can resit.
- **Representative – Plan Ghana:** He was of the view that over aged children in school should not be encouraged. Instead; there should be an alternative or complementary basic education where these children can be prepared well to join the mainstream system.

He also mentioned that pre-schools are still in the hands of the private sector and that there should be a comprehensive pre-school policy.

- **Co-ordinator – GNNEC:** In view of the inadequate number of trained teachers in the country, teachers at the JSS should be trained and resourced to teach more than one subject.

4.2.1 Presentation 3: Education Planning and management

**EDUCATION PLANNING AND  
MANAGEMENT TECHNICAL  
GROUP**

RECOMMENDATIONS ON  
THEMATIC AREA

**Outline of presentation**

- Progress made during the period
- Key issues identified
- Recommendations

**Progress Made**

- Draft of new Education Bill
- Timely provision of data on education system
- District capacity to plan enhanced
- Establishment of MOESS website
- Management capacity strengthened

**Key issues identified**

- **Management of the Capitation Grant**
- **Capacity building**
- **Partnerships**
- **Education Bill**
- **Other Management issues**

**Management of the  
Capitation Grant**

**Major concerns noted:**

- **Weak monitoring**
- **Poor management and utilisation of grant**
- **Re-packaging communication on Capitation Grant**

**Recommendations**

- **Provide adequate funding to enable Regional and District Directorates ensure effective monitoring of Capitation Grant**
- **Funding should be provided for the GES to conduct annual management and financial training programmes for Head teachers and SMCs**
- **Develop Handbook to guide Head teachers SMCs on utilisation, management and reporting of Capitation grant**

- PETS should be implemented including analysis of cash flows for Capitation Grant
- Train DEOC to ensure effective tracking of Capitation Grant
- GES should conduct regular review of the implementation of the Capitation Grant at district regional and national levels
- Prepare a common guideline for the release of capitation grant to schools
- Sensitise stakeholders on the capitation grant and the role of communities in improving the management of teaching and learning in schools

## Capacity Building

### Major concerns:

- Strengthening the institutional base and management skills
- Improvement of equipment capacity
- Management for results (learning outcomes)

## Recommendations

- Re-orient management to focus on managing for results
- Implement the institutionalised in-service training introduced through the STM project to enhance capacity to achieve learning outcomes
- Develop document on management performance indicators and a framework for measuring performance

- Re-introduce the signing of Performance Agreements
- Develop and implement annual training and learning programmes for management personnel at all levels
- PBME/SRIMPR to facilitate annual training in evidence-based decision making for planning and budgeting
- Complete on-going assessment of equipment capacity by December 2006

- Provide each Districts with a Risograph machine to cut down printing costs
- Develop a management succession plan for GES
- Promote mentoring system to support management succession plan at all levels
- Promote and intensify management peer-support to build capacity at all levels
- Strengthen co-ordination role of Regional Offices
- Strengthen links between management and finance to ensure timely release of funds and reporting.

## Partnerships

### Major concerns:

- Co-ordination of NGO activities in education
- Assessing the partnership with NGOs
- Participation in ESTAC

## Recommendations

- Set up NGO desk at headquarters, regional and district levels.
- NGOs working in education should register with the Ministry and the relevant agency(ies) handling their areas of focus.
- Assess NGO contribution/interventions to improve partnership.
- NGOs should be mandated to submit quarterly reports on their support to the sector

- Develop guidelines to assist NGOs identify areas of interest and entry requirements.
- NGO representation on ESTAC should be considered

## **Other Management issues**

- Heads of all second cycle institutions should be trained in the preparation and use of SPIP
- Revise the percentage of the fee-paying students enrolled in Universities from current 10% to 20%
- Revise policy on increase of AFUF from current 10% annually to at least 15% and at most 20%; RFUF from current annual increase of 30% to at least 35% and at most 40%

- Strengthen regulatory mechanism for private sector participation at all levels.
- Develop format to improve on mechanism for reporting on non-statutory sources of funding
- Introduce policy to make it compulsory for newly trained teachers to serve in deprived areas for a minimum of two years and have their salaries increased by 20% as an incentive
- Accelerate the programme for the provision of teacher accommodation in deprived areas

- Improve on the process of identifying teacher needs and establish a quota system for all districts
- Consider the outsourcing on some non-teaching services in educational institutions and offices, particularly in tertiary institutions

## **Education Bill**

- Expedite action on the enactment of the Education Bill
- Ensure public discussions of the contents of the Bill prior to its enactment

#### ***4.2.2 Comments/Recommendations/Questions on the Education Planning and Management Presentation***

- **Representative – Action Aid:** He mentioned there should be an impact assessment of the Annual Education Sector review to find out the impacts on Education sector planning and performance. Attempts should be made to find out if all the recommendations that come out during each review are factored into the operational plan. If not, then we should prioritize and settle on few realistic and achievable recommendations.
- **Co-ordinator – GNNEC:** Also said Contributions from NGOs should be properly captured in the performance reports. MOESS should take it upon themselves to approach the NGOs operating in the education sector and collect their quarterly report. There should be harmonization between the activities of the NGOs and the Ministry’s policy and programmes.

Representatives of prominent NGOs should appear on ESTAC meetings and make input into the educational planning process.

- **Rev Dr. Adu Gyamfi:** pointed out that, the report was silent on the participation and contributions made by private educational institutions. Also the few statistics presented on the activities and performance of private schools is inadequate and scanty. He mentioned that, private schools have contributed immensely to the education sector so Government should find a way of providing some assistance to these schools.
- **Representative from Ministry of Finance:** Funds released into the education sector should be monitored properly to make sure the funds are used for the purposes for which they are intended for.

Also, action should be expedited on the use of PETS and expenditure returns on Government and Donor Funds should provided on time to facilitate the release of further funds and to boost Government and donor confidence in the education sector financial expenditure.

- **Addae Boahene:** It is known that the GES is the main implementing agency for most of the sector’s recommendation; meanwhile, the capacity, competence and effectiveness of the services have not been analyzed to find out if they can deal with most of the issues which has been raised. There should be an institutional analysis of GES in terms of human resources, logistics and legal capacity to achieve results.

He further recommended that there is the need to look at the entire structure of the GES to be able to meet the challenges that are coming up.



- **USAID** has trained and developed operational manual and guidelines for SMCs throughout the entire country. We must go back and take a critical look at those documents, review them and make them significant again in the management of our school system. The financial commitment to the training was so huge and should not be allowed to go waste.

#### 4.3.1 Presentation 4: Science, Technology and TVET Technical Committee Report

MINISTRY OF EDUCATION, SCIENCE & SPORTS

### SCIENCE, TECHNOLOGY AND TVET TECHNICAL COMMITTEE REPORT

EDUCATION SECTOR  
ANNUAL REVIEW  
2006

1

### ACHIEVEMENTS: 2005-2006

#### Science & Technology Education:

- Survey conducted reveals the lack of Science teachers in schools
- Construction work for 30 new Science Laboratories has started.
- The successful JICA supported STM project is being replicated in ten more districts .

2

### Achievements contd ii

#### Technical, Vocational Education & Training

- A pilot programme towards the establishment of a structured industrial attachment for Polytechnics and other TVET institutions has been initiated by the Association of Ghana Industries/ Ghana Employers Association which has also received support from JICA.
- Rehabilitation works have been started in four TVET institutions

3

### Achievements contd iii

#### Technical, Vocational Education & Training

- A TVET curriculum review programme is underway.
- Tracer documents have been completed to track the employment and progression of TVET graduates.
- National Board for Professional & technical examinations (NABPTEx) is currently reviewing the Polytechnic Curriculum.

4

### Achievements iv

- **ICT in Education**
- A draft Policy on ICT in Education has been completed with support from the Global eSchools and Communities Initiative(GeSCI). A new website ([www.edughana.net](http://www.edughana.net)) for the Ministry has been developed and posted on the internet.
- Email Service now available ([minister@edughana.net](mailto:minister@edughana.net), [info@edughana.net](mailto:info@edughana.net); [chiefdirector@edughana.net](mailto:chiefdirector@edughana.net), or [directorgeneral.ges@edughana.net](mailto:directorgeneral.ges@edughana.net) )

5

### Achievements contd v

- Capacity building of Teachers and Administrators started:
  - 100 ICT tutors in all Teacher Training Colleges trained on how to use ICT in teaching & Learning – Microsoft sponsored.
  - 14 CRDD staff and personnel from UCC & UEW trained in Digital Curriculum/Content Development. A three month on-line mentorship training for same participants is to start in July 2006- Microsoft sponsored.

6

- 50 Primary & JSS teachers trained in the use of ICTs in teaching & learning under the UNESCO ASPNet Programme
- 180 selected teachers from all regions and all pre-tertiary levels with computer labs trained(TOT) in June 2005 - MoESS/Microsoft/UEW collaboration

7

### Achievements contd vi

- Feasibility Study on the Euro 45 million ICT Project in Teacher Training Colleges undertaken. Report is expected in June 2006 for the project to take off hopefully before the close of 2006.
- The US\$600,000.00 Skool.gh Project, an on-line/CD resource for teaching and Learning of Mathematics & Science is being developed by INTEL Corporation for Ghana.

8

- NEPAD eSchools Initiative was implemented in three schools in 2005 by ORACLE Consortium and will be implemented by CISCO Consortium in three additional schools in 2006.
- MoU signed with IESA Foundation to supply 70,000 computers and train 35,000 Teachers in between 2006-2010.
- 400 PCs supplied to Teacher Training Colleges under the GNC-UNESCO Initiative.
- The Computerisation and Placement of JSS Students to SSS carried out.

9

### GENERAL ISSUES & RECOMMENDATIONS

The government has a policy to promote Science and technology as well as technical and vocational education. Yet in reality the implementation is fraught with several constraining issues.

10

## Science & Technology Education at JSS & SSS levels

The teaching of Science and Technology is constrained by difficulties due to lack of resources.

- The 110 Science Resource Centres (SRCs) that were established are not functioning at present reflecting wastage in the system as most of the equipment are not in working order.
- The training of technicians, teachers and coordinators as well as maintenance of equipment has ceased since 1999.

11

## Recommendations

- Since so much investment has been put into the establishment of the SRCs every effort must be made to rehabilitate them and be brought back on track.
- Training of the various categories of staff for the Centres should resume and all equipment must be repaired or replaced where necessary. The expertise of the CSIR could be sought in this regard.

12

## Recommendations

- With the centres well rehabilitated and the training of personnel put in place, the facilities could be used by JSS in the teaching of Science. Additionally, the Science laboratories of 500 public SSS should be rehabilitated and equipped so as to also serve as resource centres for JSS.
- In the long term additional SRCs must be built for SSS and clusters of JSS
- It is commendable that the JICA STM Project has been replicated for the benefit of the entire country

13

- The provision of workshops, tools and equipment for pre-technical and prevocational skills at the JSS which is rather expensive but ineffective must give way to emphasis on the teaching of literacy, numeracy and problem solving skills, as well as arts and craft, gardening and life skills including Technical drawing at the JSS.
- Field trips to workplaces are important.

14

## Access (Programme choices)

- The programme choice showed that preference was given to programmes such as:

General Arts (34.27%)

Business (22.45%),

Sciences 9.3%

Agricultural Science. 10.13%

Visual Arts 6.8 %

Technical 4.28%.

15

## Access (Programme choices)

- Polytechnic
  - Business 61%
  - Applied sciences 39%
- Universities
  - Arts and humanities 65%
  - Science and Technology 35%

16

## ISSUE

- For a country that is aiming at promoting and becoming a scientific and technological culture, this pattern of enrolment is unacceptable. Majority of students opt for non-Science and non-technical/vocational programmes and this has to be addressed.

17

## Reasons for low enrolment of students

- Lack of mechanism for projecting role models in the Science and technical profession to motivate the youth to pursue Science and technical courses.
- The flat rate of Government grants per students not being related to approved quota intake into polytechnics and universities do not encourage the admission of high numbers of students in the applied Arts & Sciences.

18

## Reasons contd.

- The misconception that Mathematics and Science subjects are difficult to study.
- Inappropriate teaching methodology to make the teaching of Science and Mathematics interesting and attractive at the JSS & SSS Levels.

19

## Reasons ii

- Inadequate job opportunities for science, Mathematics graduates as against Business and Arts.
- The uniform grant system is encouraging heads of tertiary institutions not to give cognisance to the principles regards the quota system which stipulates that 60% of the enrolment should go to the science, Mathematics and technical courses. The reverse has however become the rule in the country.

20

## Reasons iii

- Instability of tenure of office for ministers and senior officers in education.
- The Science programmes being offered in the tertiary institutions were not responsive to the demands of the labour market.
- High cost of tuition fee for students pursuing Science and Mathematics courses.

21

## Recommendations for reversing the trend

- Promote the involvement of Science and technical personnel to give motivational and inspirational talks to schools to serve as role models to the youth.
- Practical teaching methodology using local materials in teaching S & T at the JSS & SSS levels should be adopted to make it interesting and attractive. The JICA STM project is most appropriate.

22

- Establish a national labour information database to inform on job opportunities for educational planning and development.
- As long term measure, a national directory of occupational skills/titles must be developed by the Ministry in collaboration with the Ministry of Manpower Youth and employment, MDAs and other stakeholders including industry.

23

## Recommendations ii

- Considering the curriculum reforms and reorganizations being undertaken by most universities to make their Science programmes more job oriented; it is recommended that similar approach be adopted by the polytechnics.
- The grants for students pursuing applied arts and sciences should be significantly higher than for those pursuing courses in business and in humanities.

24

## Recommendations iii

- Admission by 60/40 quota system in favour of Science-related programmes should be observed : The remedial programme, as being done Universities of Cape Coast and Education, Winneba, must be introduced into the other tertiary institutions for purposes of increasing admission for Science/ Technical courses.
- As prevailed in the past, students pursuing Science/related programmes must be given special incentives such as bursaries and scholarships to encourage them in the disciplines.

25

## Recommendations iv

- Similarly, special incentives (including improved conditions of service should be provided for teachers of Science Mathematics and technical education at all levels) to promote the teaching and learning of Science and technical education,
- A special national award for Science, Mathematics and TVET personnel at all levels including industries must be instituted.
- E-learning should be used in promoting the teaching and learning of Mathematics and science.

26

## ICT IN EDUCATION

- The development of an ICT in Education Policy is a remarkable landmark that will provide the required policy direction for the deployment and exploitation of ICTs in the Education sector and champion the cause of Ghana's development agenda as defined in the National ICT Policy –the ICT4AD
- The current focus of the ICT initiatives in Education is to use the Information and Communication Technologies as tools for enhancing teaching & learning at all levels as well as management efficiency.
- The next phase is to introduce ICT as a subject that addresses the development of relevant skills to meet market and higher education demands.
- Provision is being made through the initiatives to integrate ICT at all levels of the educational system, particularly at the pre-tertiary level including those in special education.

27

## Study Leave & ICTs role

- Discussions are on course to determine the most cost-effective technology, in the light of prevailing initiatives like the African Virtual University (AVU), Global Network for Learning & Development (GNLD), and Distance Learning initiatives in our local Universities, to facilitate Electronic Distance Education (EDE) particularly for teachers in the field to address the challenge of several teachers who leave the classroom annually for further studies. This arrangement is to support the current global human resource development policy of "work as you learn and learn as you work".

28

## Recommendations -ICTE

- Tertiary institutions in Ghana need to adopt e-learning strategies as a way of reducing cost of education at that level and provide greater opportunities for students to access tertiary education. The Ministry should encourage prospective students to take advantage of e-learning programmes as these seem to be the way forward for most tertiary institutions worldwide.
- As it is being done in many other countries companies in the ICT industry should be encouraged to support ICT initiatives in education
- To reflect the Government policy on ICT as a tool to drive the nation's development agenda, appropriate budgetary allocation ought to be made in the Ministry's budget to support ICT initiatives in education.

29

## Recommendations –ICTE ii

- There is the need for a research to be conducted on the job opportunities and ICT skills requirements industry as a basis for developing ICT curriculum
- Due to lack of sufficient funds, there is the need to collaborate with other partners
- to support ICT in education

30

## Recommendations –ICTE iii

- The Education Website launched on the Internet ([www.edughana.net](http://www.edughana.net)) should provide links to the websites of as many educational institutions that have their own websites. Management should ensure that resources are provided to facilitate regular updates on the site.
- In view of the fact that ICT is to be introduced as a subject at the high school in 2007 as part of the education reform review recommendations, the ministry needs to facilitate the development of a curriculum that defines required ICT skill sets for
  - Various levels of education i.e. Primary, JSS, SSS and at the tertiary level.
  - Competencies required in the industry.
  - Further/Life-long education.

31

## Recommendations –ICTE iv

- There is the need for a research to be conducted on the job opportunities and ICT skills requirements industry as a basis for developing ICT curriculum
- Due to lack of sufficient funds, there is the need to collaborate with other partners
- to support ICT in education

32

## TECHNICAL VOCATIONAL EDUCATION & TRAINING

### NATIONAL POLICY FRAMEWORK

- Delivery of TVET in the country has been hampered by the absence of a national policy framework. Presently a draft National TVET Policy has been approved by Cabinet. The Bill for the Council TVET (COTVET) Bill is yet to be enacted as law by Parliament .

33

### ENROLMENT TARGETS AS IN REPORT

- The enrolment data on TVET institutions focuses only on the 23 GES Technical Institutes not taking into consideration the numerous other Private Technical and Vocation Institutions. Therefore the statistics in the report does notv give a true reflection of the TVET enrolment situation in the country.
- **Recommendation**
- Future data relating to enrolments in TVET institutions should cover both public and Private Technical/Vocational Institutions

34

## **Recommendations:TVET**

- Parliament must be prevailed upon to promulgate the bill into Law.
- Ministry of Education must collaborate with Ministry of Manpower Youth & Employment to organise a sensitization workshop for Parliamentary sub-Committee on Education to expedite action on the bill at the earliest opportunity within the next two weeks before the third reading of the bill by Parliament.

35

## **INDUSTRIAL ATTACHMENT:**

- The new policy recommends the adoption of competency-based training as the model for delivering TVET at all levels including the Polytechnics.
- A pilot programme for structured industrial attachment initiated for Polytechnic students by the Association of Ghana Industries/Ghana Employers Association with the support of JICA is pending.

### **Recommendation**

- MOESS/NCTE must collaborate with AGI/GEA to implement the pilot project.

36

## **ACADEMIC PROGRESSION**

- There is lack of linkage within the TVET system where graduates from Vocational & Technical Institutes cannot ordinarily be admitted to HND Programmes in the Polytechnics - a disincentive to students that enter the Vocational & Technical Institutes.
- Technical & Vocational Institutes must be facilitated to focus on their mandate to train students directly for the world of work and a bridging course developed for graduates who wish to pursue further courses at HND level at the Polytechnics.

### **Recommendation**

- Polytechnics must be prevailed upon to set up Pre-HND bridging courses for TI & VI graduates who wish to enter the Polytechnics.

37

## **CONSTRUCTION OF TVET INSTITUTIONS**

- The Brong Ahafo Region which has no GES Technical Institutions.

### **Recommendations:**

- Equitably, one must be established in BAR to serve the needs of industries in that region. In the long term, technical/vocational institutions will have to be located in each district capital.
- Just as some Secondary Schools are being upgraded, so should Technical/Vocational Institutes.
- Where new ones are to be established, they must be located around industries that could easily absorb them for industrial attachments.

38

## **PTR IN TVET INSTITUTIONS**

- The pupil-teacher ratio for the technical/vocational institutions must receive critical attention.
- It will not be ideal to use the same PTR for secondary schools. This is because the technical subjects need teachers for both practical and theory lessons

### **Recommendation:**

- The PTR for TVETs must be revised appropriately

39

## **ADMISSION TO AGRIC. INSTITUTIONS**

- Agricultural institutions should be advertised along with GES institutions for admission of JSS graduates. This is to be done in collaboration with MOFA.

40

### FUNDING:

- The cost of running Technical Institutions is capital intensive and much more than Secondary Schools. The Government advocates priority to TVET; unfortunately resource allocation to the TVET Sector does not reflect this official policy : Ref Tables 7.9 & 7.10 on page 108 and figures 7.1 & 7.2 on Page 109 of the preliminary Sector Report.

#### Recommendations:

- As recommended by the Anamuah-Mensah Report and accepted in the Government White Paper, the budgetary allocation for GES Technical Institutes should be raised from 1.1% to 7.5%
- Similarly the Polytechnic Budgetary allocation should be raised higher. The report also recommends that 10% of GETFund should be allocated to TVET.

41

### APPRENTICESHIP TRAINING

- The White Paper recommends four years of apprenticeship training for JSS graduates who are unable to continue to SHS/Technical/Vocational Institutes with government providing financial support for the first year only.

#### Recommendation

- Support be given to them as is done in the Senior High Schools.

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#### *4.4.2 Comments/Recommendations/Questions on the Science, Technology and TVET Technical Committee Report*

- **Prof. Djangmah:** He made reference to slide 4 and stated that the position taken by most of educational campaigners of achieving mass literacy and mass numeracy in Ghana is wrong and unattainable. What should be emphasized is pre-technical and pre-vocational competence.
- **Advisor – UNICEF:** In pursuance of the MDG 3 which lay emphasis on gender parity, attempts should be made to disaggregate data by gender .She observed that even though some effort were made to present data by gender, the data is not consistent throughout the report.
- **Don Taylor – DFID:** was of the view that, it is a mistake to follow the thinking that, inculcating Vocational and Technical subjects into the curriculum will automatically make students employable after graduation. He proposed that, what employers want is skills such as intellect, fluency in English, entrepreneurial skills etc. and this should be made part of education system.

He also mentioned that Government's programmes on apprenticeship should cover a large portion of the youth. Efforts should also be made to identify appropriate trainers who will provide the apprenticeship training for the youth.

There can also be well established and adequately equipped technical training centres like ATTC located within districts and localities where students can converge to undertake technical experiments.

- **Chairman of the Parliamentary Select Committee on Education:** He was of the view that, most areas in the rural areas are not connected to the national grid.



He wondered how the ICT policy will benefit the rural poor. He advised that educational campaigners should include in their campaign the provision of electricity in rural areas.

The MP wanted to know if the rural poor will also benefit from the policy or it is only the rich urban dwellers who will be the only beneficiaries.

***Responses***

- The ICT policy has inculcated into it the use of computers which use solar panels and batteries which can be used in areas without electricity.
- **Chief Director:** recommended that we should not necessarily link skills training to employment in the formal sector .Otherwise there will be a situation where so many people will have some skills but cannot find employment. We should find out what employers want and provide them with the needed skills.
- Entrepreneurial skills should be embedded into the educational system through extra curriculum activities.
- There should be labour market information or national labour requirements assessments to find what kind of skills the nation needs in the next 40 years.
- **Minister:** It is generally accepted that any country which want to develop should be supported by a vibrant technical education system. He stressed that the issue is not with training people to get employment in the civil service but using the skills acquired to produce. He cited that it is known in Singapore that children are encouraged to develop software which they sell to their parents and that Ghana can learn from them.
- **Chairman of the Parliamentary Select Committee on Education:** He reiterated that manpower needs projection is relevant and possible but questioned whether Ghana has the capacity to undertake such an exercise.

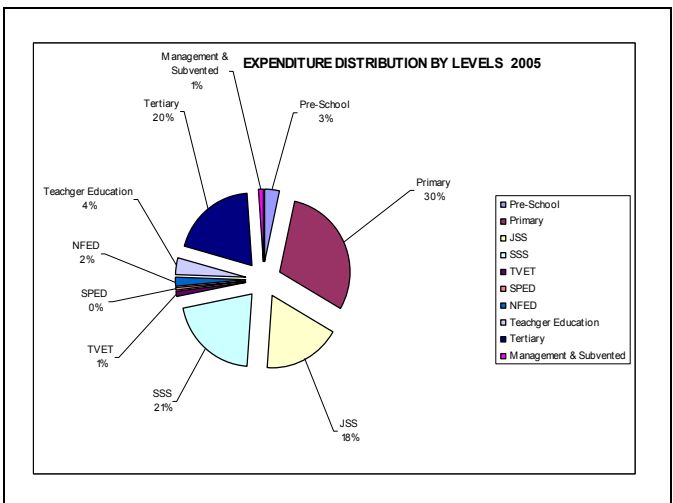
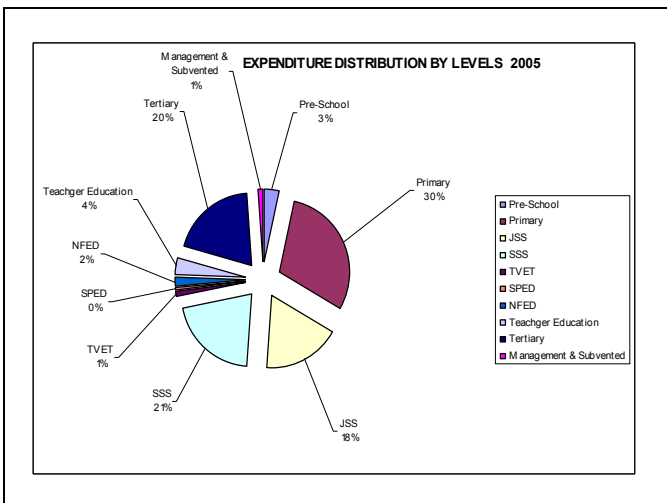
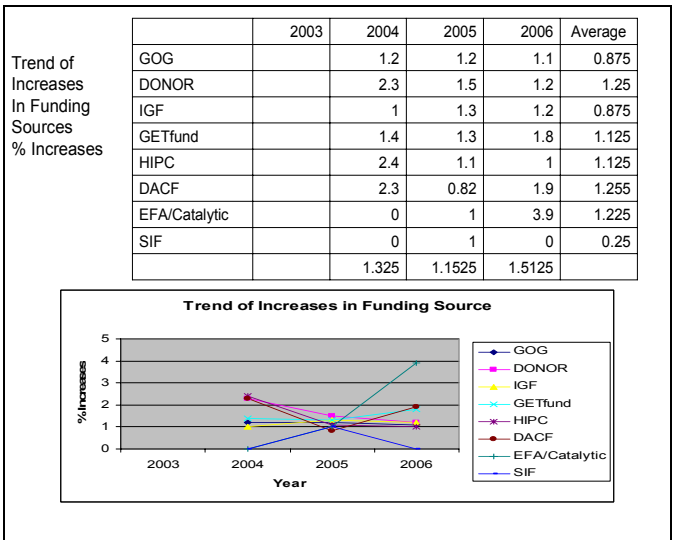
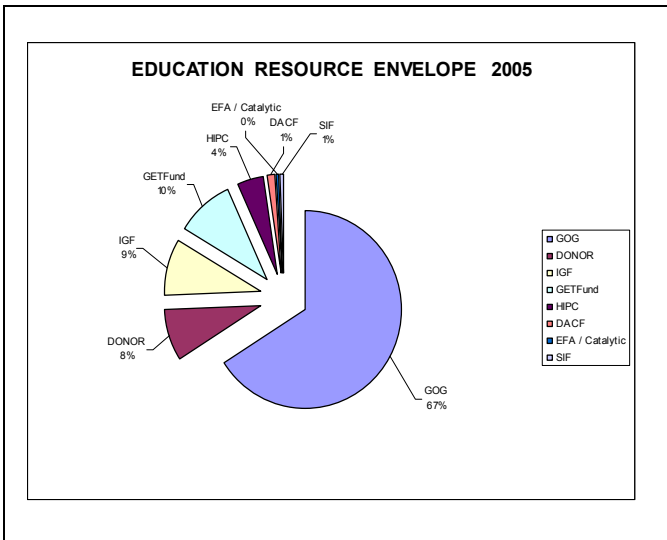
4.4.1 Presentation 5: Education Finance Technical Group

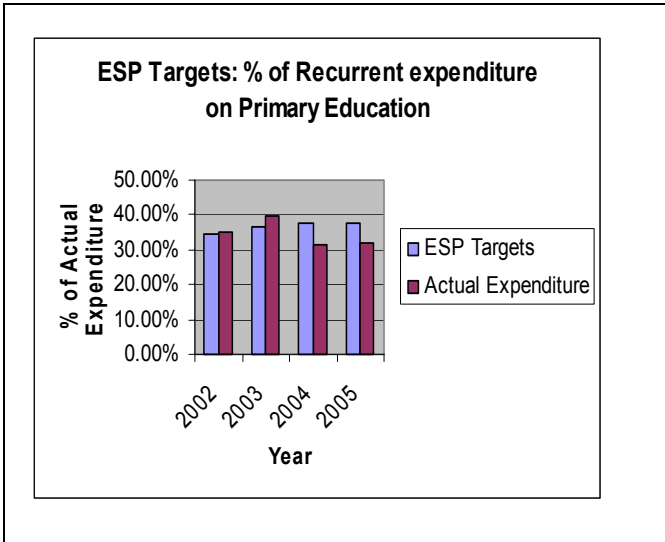
EDUCATION SECTOR ANNUAL  
REVIEW 2006

SECTOR  
FINANCING RECOMMENDATIONS

Review Process

- Performance Report
- Key Challenges
- Critical Areas of Concern



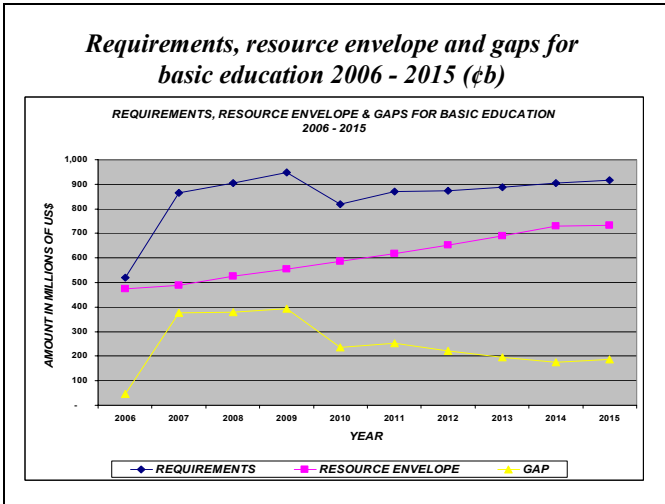
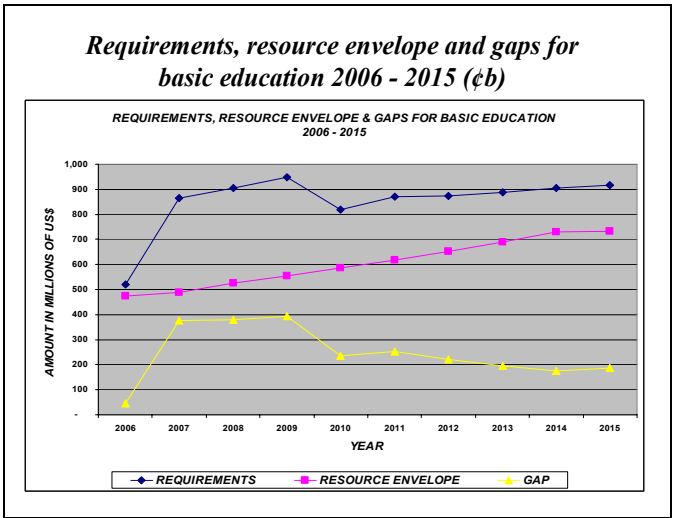
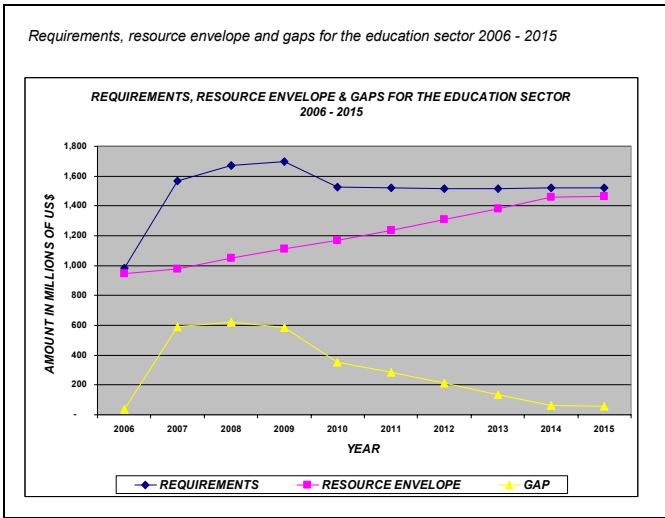


**Recurrent Expenditure on Primary Education as a % of GDP (¢ millions)**

EFA/FTI TARGET: 1.6%

Year	2002	2003	2004	2005	2006 (projection)
GDP	4,7764,000	65,262,000	79,803,700	97,018,000	112,320,300
Primary recurrent	892,738	1,492,132	1,688,808	1,988,137	2,230,213
Recurrent Expenditure on Primary Education as a % of GDP	1.87%	2.29%	2.12%	2.05%	1.99%

Recurrent expenditure includes all expenditure on non-capital projects – from GOG, Donor, DACF, IGF, HIPC, GETfund and other sources.



**CHALLENGES**

- GES was mandated to draw an action plan and implement an effective Teacher deployment, utilisation and supervision. Action has not been taken and this continue to pose a big threat and challenge to education delivery in the country in terms of ensuring access, equity, relevance and quality

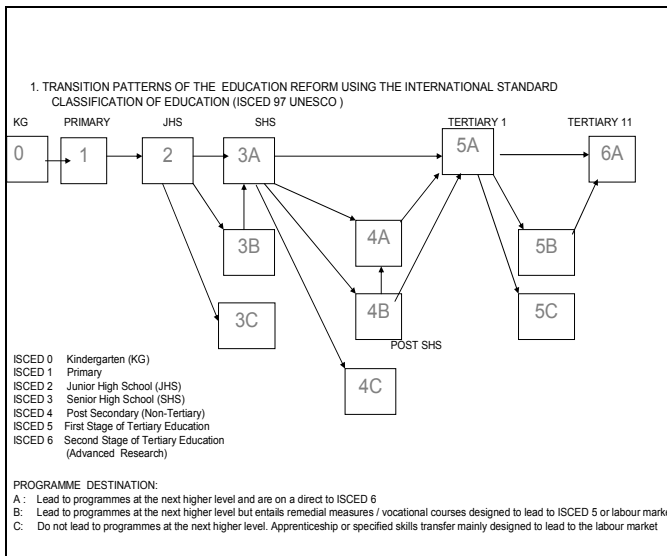
## CHALLENGES

- There is lack of Post-Completion Audit reports on Infrastructure development in the education sector
- There is also no permanent home for infrastructure development in the Ministry, making it possible for so many uncompleted projects to sprout out in the country and difficult to match expenditure with outputs and outcomes

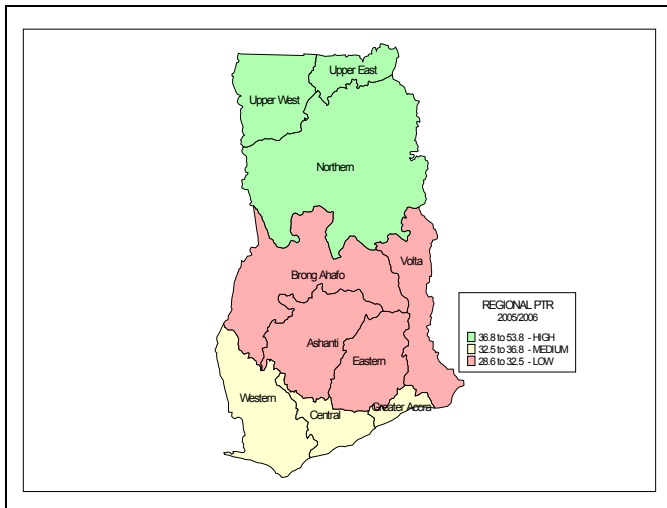
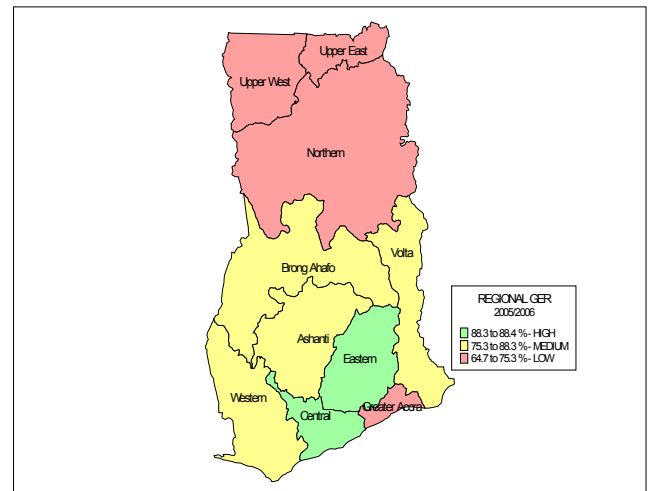
## CHALLENGES

- In the Government White Paper report on the Education reform it is stated that:

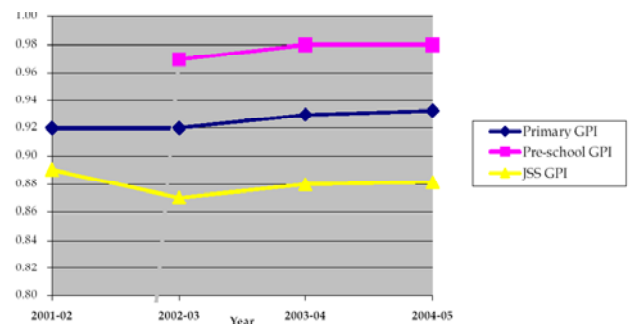
“The system, pouring out every year hundreds of thousands of unskilled, unemployable and rather young Ghanaians onto the after-school world of work, has been run by Ghana Education Service which regrettably has been unable, for a decade and a half, to correct its manifest defects and turn it around. Both the system and its management need fundamental changes, and government has accordingly decided not to tinker with marginal adjustments to it but to carry out a radical reform of it”



## GROSS ENROLMENT



Trend of Gender Parity in Basic Education is presented below



### Critical Areas of Concern

- Allocation of Resources
- Improving Efficiency
- Ensuring Equity
- Mobilization of Funds

### Allocation of Resources

- In allocating resources there is the need to check and compare other costing and allocations e.g. MDG costing by ISSER and FTI guidelines.
- Re-allocate resources to get better balance in spending on the different levels of education and reverse the decline in spending on Basic Education – especially primary level.

### Allocation of Resources

- Priority needs of the country should be taken into consideration in the allocation of resources in Post-Basic Education - using the human resource requirements as a guide.
- Reduce the rate of growth of enrolment and expenditure in the universities.

### Allocation of Resources

- Pursue the adoption of a new strategy for the long term sustainable financing of tertiary education with focus on the Polytechnics which has a lower unit cost.

### Allocation of Resources

- Improve budgeting and resource allocation systems, focusing on priority MDG targets

### Improving Efficiency

- Plan to get children starting school at the right age (so as to reduce the number of over-age and under-age children).
- Focus on NERs more than GERs in monitoring progress.

### Improving Efficiency

- Set target for reduction of repetition and dropout rates.
- Carry out Public Expenditure Tracking Survey (PETS) in 2006 – 2007 and regularly thereafter involving civil society and independent consultants.

### Improving Efficiency

- Set clearer simple rules for staffing of schools and deployment of teachers (in accordance with PTR norms)
- Revise norms for STRs in tertiary institutions and enforce them.

### Improving Efficiency

- Decentralization of authority and financial support to districts to redeploy teachers in accordance with norms.
- Better school facilities location planning (by requiring District Assemblies and DEOs to work together by setting proper criteria (e.g. distance between schools, density of population) by using GIS.

### Improving Efficiency

- Strengthen leadership and accountability in Financial Management within GES.
- Get better balance between salary and non-salary expenditure (by controlling payroll management and over-expenditure on salaries and allowances) and prioritizing items 2 – 4 in the budget.

### Improving Efficiency

- Reduce the number of non-teaching staff in GES and in the tertiary institutions:
  - Establishing better norms for ratio between teaching and non-teaching staff and
  - Providing funds for severance pay to implement retrenchment)
- Tie salary increment to performance (based on annual appraisals instead of automatic annual rises).

### Improving Efficiency

- Harmonization of infrastructural funding and investment e.g. GETFund, HIPC, DACF, MCA etc to avoid duplication, waste and uncompleted projects.
- Strengthen SMCs to make them more effective in the management and tracking of funds.

### Improving Efficiency

- Strengthen the capacity and roles of DEOCs and District Teachers Support Teams (DTSTs) and District Education Planning Teams (DEPTs) in the allocation and use of funds.
- Require SSS and universities to prepare budget for efficient use of IGFs.

### Improving Efficiency

- Reduce TTC and study leave costs by restricting entitlement and allowance over time
- Re-structure the National, Regional and District offices to reduce duplication of functions and send excess teachers back to the classrooms.

### Ensuring Equity

- Need for improved methods in (a) gender targeting and costing (b) Poverty targeting and costing
- Re-examine formula for sharing grants to districts on the basis of more recent data than original base (Disadvantage criteria and other elements need be reviewed to ensure equity)
- Monitoring of allocations and tracking of expenditure in line with national objectives so that no child is deprived of schooling.

### Ensuring Equity

- Increase Capitation Grant in school year 2007 – 2008 and include required funding in 2007 budget.

### Ensuring Equity

- Improve monitoring to ensure effective use of Capitation Grant in line with SPIP.
- Ensure accountability of teachers and SMCs for use of Capitation Grant.

### Ensuring Equity

- Paste school allocations on notice board, and publish in the newspapers
- Monitor distribution, use and impact of Capitation Grant
- Give more attention to teacher and tertiary education in PESPR and ESAR
- Focus on equity issues in education financing especially in finance chapter of PESPR.

### Mobilization of Funds

- Put a system in place at District level to harmonize government, private sector and NGOs involvement in planning and budgeting.
- Involve NGOs (GNECC and GNAPS) more fully in preparation of PESPR and ESAR.
- Involve teacher unions and Religious bodies in education policy dialogue, financial planning and mobilization of resources.

### Mobilization of Funds

- Amend guidelines/rules on composition of SMCs to include chiefs (or chief's representatives)
- Establish District and Regional Education Annual Reviews
- Monitor incentives for teachers in deprived districts (instead of bicycles, ghetto blasters etc.) or make money allowance tax free.

### Mobilization of Funds

- Introduce special levies on remittance agencies based on volume of remittances handled (building on the link made by Western Union between remittances and investments in education.
- Introduce a payroll tax or training levy system to finance TVET, both in industry and /or in Technical institutions.
- Establish criteria for identifying poor students for financial support instead of universal benefits for SSS and tertiary education.

### Mobilization of Funds

- Provide scholarships and bursaries to enable qualified but poor students to make the transition from JSS to SSS

#### 4.4.2 *Comments/ Recommendations/Questions on Education Financing Group*

- Discussions on the policy of Efficiency Savings should be undertaken to find out about its suitability.
- **Chairman of the Parliamentary Select Committee on Education:** There was a recommendation to undertake poverty targeting where interventions will be directed at those who are really poor and needs assistance but the problem is how to identify the poor. What can be done as a nation is that, certain subjects and programmes should be identified as critical and relevant to national development so that scholarships and support can be given to students who pursue those subjects.



- **Don Taylor – DFID:** Identifying the poor and needy children is not a problem. They can easily be identified and targeted. However, we should design poverty packages which will not be attractive to the rich.

### **Responses**

- **Chief Director :** Discussions and arrangement has been made to allow funds from different sources within the educational financing system to be used to complete projects which has been started with funding from another sources. For instance uncompleted projects started with funding from DFID can now be completed with funding from other sources such as the GETfund.

A new unit has been created within the PBME division of the ministry to track down and monitor all educational infrastructural development.

The national PTR of 1:35 has been achieved but there are still areas in Ghana with high PTR. What needs to be done is redeployment of teachers from high density areas to low density in other to achieve equity and fairness. There is the need to set a deadline for GES to undertake such an exercise.

It is amazing to note that some funds sent to the districts have not been utilized. The monies are still sitting down .District directors should sit up and develop a comprehensive budget to utilize such funds resources.

- **Director – PBME:** The activities and contributions by NGOs are not captured in the Education Sector report. He advised that NGOs should register and submit reports on their activities to the Ministry for assessment.

District plans should reflect and be compatible with the national AESOP and ESP goals.

The Ministry is also decentralizing planning and budgeting to the district levels so that the national budget will have inputs from the district levels .Data gathering and analysis will be done at the district level.

He also mentioned that, as from next year, the review process will start from the regional level so that the national review will factor in recommendations from the regional reviews.

Recommendations made so far are so many and the Ministry cannot implement all of them. What needs to be done is to prioritize and come out with recommendations which are realistic and achievable and can be implemented in the light of the current budgetary constraints, so that next years review will be done based on those priority areas.

**Chief Director:** advised that all NGOs and Partners should not allow the Districts Directors of education in the various districts to drive and dictate the education development process. All plans and activities of NGO should fit into the Ministry's agenda and that there should be a complete harmonization between all educational practitioners at all levels.

- **Don Taylor – DFID:** He observed that even though government and donor support for the education sector has been increasing over the years, about 93% of such resources go into the payment of salaries of teachers and other educational workers. What this means is that, a chunk of the money is spent on payments and very little goes into the provision of infrastructure, teaching and learning materials etc.

There is also the need to compare educational targets and achievements to population figures. For instance enrolment levels should be compared with the number of children of school going age in the country.

We must also undertake population projections for the next 5 to 10 years which will form the basis for a comprehensive educational needs assessment and requirements for the near future.

For instance the number of teachers we have to produce in a year within the next five years will depend on the number of children who will attain the school going age in five years time.

#### ***4.5 Closing Remarks***

- **Minister:** He reiterated that, we dialogue and make a lot of recommendations but we make small or no follow ups .He recommended that a summary of all the recommendations must be made available to all stakeholders in two weeks time.

He further stated that the Ministry will review all the recommendation every quarterly to find how progress is being made and whether our targets are being achieved.

In conclusion, he admonished that, we can at least solve some of the problems and begin the process of solving others but we cannot eliminate all the problems confronting the educational sector instantly.

## 5.0 A Solution Framework for the ESAR 2006 Recommendations

The following provides a Solution Framework for the ESAR 2006 recommendations. The solution framework prepare a synthesised version of the detail presentations, recommendations/ feedbacks and comments from the floor and rank them according to priority, assigns clear time frames and identifies who is responsible for implementation. This will be fed in the AESOP (2007-2009) and Budget (2007-2009) to enhance implementation, monitoring and evaluation. Most of the recommendations rated low are on-going and had already received priority attention.

### 5.1 Equitable Access to Education

No.	Recommendations	Priority Level	Time Frame	Agency/Division / Unit/ Person responsible
1	Expedite action on provision of facilities for pre-school education in primary schools	High	2007-2009	GES/DAs
2	Review national norms on resource allocations and especially align the number of pupils per class, the standard classroom size and PTR	High	Sept 2006-March 2007	GES
3	Develop and mount a programme for the training of more pre-school teachers	High	2007-2009	GES /DAs
4	Provide, as a matter of urgency, resources such as teachers, classrooms, furniture, textbooks and other TLMs to cater for the increased enrolment	High	2007-2009	MOESS/GES/DAs
5	Expedite action on the development and implementation of the Complementary /Alternative Basic Education Programme	High	2007-2009	GES/DAs /DP
6	Improve facilities for Science education to encourage the studying of Science	High	2007-2009	MOESS /GES
7	Expedite action on the upgrading and construction of model schools to increase access at SSS	High	2007-2009	MOESS
8	Expand access to vocational, technical education and apprenticeship for JSS graduates and out of school children	High	2007-2009	MOESS/GES
9	Conduct Inventory on all public /private (informal) VOTEC institutions	High	Sept 2006-March 2007	MOESS /GES
10	Incorporate ICT Programme into TVET curricula	High	2007-2009	GES/CRDD
11	Provide more facilities for TVET Education	High	2007-2009	GES/MOESS/DPs
12	Collaborate with the District Assemblies to conduct census to capture the number and	High	2007-2009	GES/DAs/DPs

No.	Recommendations	Priority Level	Time Frame	Agency/Division / Unit/ Person responsible
	category of children with Special Needs to enhance education planning			
13	Provide adequate funding for Special Education activities	High	2007-2009	MOESS/GES
14	Provide disability friendly facilities and adequate textbooks	High	2007-2009	MOESS/GES
15	Establish and support district teams to undertake activities related to special educational needs	High	Sept 2006-March 2007	GES
16	Collaborate with relevant stakeholders to provide support for Income Generating Activity (IGA) groups to make NFE attractive	High	2007-2009	MOESS/Local Government / DAs / NFED)
17	Establish efficient systems at regional level to track teachers on study leave as well as fresh graduates from teacher training colleges	High	Sept 2006-2007	GES
18	Review the District Sponsorship Scheme for Teacher Trainees to make it more effective	High	Sept 2006-March 2007	GES /DAs
19	Offer access courses for graduates of technical institutions to enable them access polytechnic education	High	2007-2009	NCTE / Polytechnics
20	Intensify efforts at the development of technology based degree programmes at the polytechnics	High	2007-2009	Polytechnics/ NCTE /NAB
21	Support programmes to enrol students from deprived institutions	High	2007-2009	NCTE
22	Provide scholarships for students offering Pure Sciences	High	2007-2009	NCTE/Tertiary Institutions/GES
23	Publish data on career options for the various levels of Education	High	Sept 2006-March 2007	MOESS/GES/ NCTE/ Tertiary
24	Intensify enrolment drive for pre-school	Low	2006-2009	GES/DAs/CBOs
25	Establish satellite schools in isolated communities	Low	2007-2009	GES /DAs
26	Net Enrolment Rates should be disaggregated by gender and class	Low	2007	EMIS
27	Improve the collection of data on private institutions-Basic, Secondary and Tertiary	Low	2006-2007	EMIS
28	Expedite action on legislation to compel private schools to provide data	Low	2006-2007	MOESS/GES
29	Analysis on repetition, transition and survival / completion rates should be based on cohort of pupils entering school in a given year	Low	2006-2007	EMIS
30	Continue to provide scholarship programmes to increase girls enrolment	Low	2006-2009	MOESS /GES/DAs/DP/CBO

<b>No.</b>	<b>Recommendations</b>	<b>Priority Level</b>	<b>Time Frame</b>	<b>Agency/Division / Unit/ Person responsible</b>
31	Provide resources to cover the cost of school-based examinations in primary and JSS schools	Low	2006-2009	MOESS/GES
32	Support and expand existing interventions (e.g. School Feeding programme, provision of bicycles, school uniforms, take-home rations etc) aimed at promoting enrolment and retention	Medium	2006-2009	GES/NEPAD/WFP/UNICEF and Others
33	Strengthen guidance and counselling at the JSS level	Medium	2006-2009	GES
34	Provide TLMs for science education for JSS	High	2006-2009	MOESS/GES
35	Increase resource allocation to intensify activities of the Science Education Unit	High	2006-2009	DAs
36	Provide opportunities to enable unsuccessful JSS graduates to prepare and resit BECE on fee- paying basis	Low	2007-2009	GES
37	Expedite action on the rehabilitation and expansion of existing facilities for Special Education	Medium	2006-2009	MOESS / GES
38	Provide grant to cover sports and cultural activities	Medium	2006-2009	MOESS /GES
39	Provide special allowance to special education teachers	Low	2007-2009	MOESS/GES
40	Strengthen the Technical Department of secondary technical schools	Medium	2006-2009	MOESS/GES/DPS
41	Collaborate with stakeholders to sensitize the public on TVET	Low	2006-2009	GES /NACVET
42	Provide adequate incentives to facilitators in order to increase NFLP enrolment	Medium	2006-2009	MOESS/DPS
43	Collaborate to assist adult learners with special needs	Low	2006-2009	NFED /GES
44	Expand the scope of NFED to provide continuing education services to graduates of the NFLP within the age bracket 15-25 years	Low	2006-2009	MOESS / NFED
45	Expedite action on providing incentives for teachers on the UTTDBE programme	Medium	2007-2009	MOESS /GES
46	Offer access courses for graduates of technical institutions to enable them access polytechnic education	Low	2006-2009	NCTE / Polytechnics

**5.2 Quality of Education**

<b>No.</b>	<b>Recommendations</b>	<b>Priority Level</b>	<b>Time Frame</b>	<b>Agency/Division / Unit/ Person responsible</b>
1.	Analyse BECE and WASSSCE results to include public and private schools, districts and gender	High	2007	WAEC/BED/SE D/EMIS
2.	Sustain the implementation of national assessment programmes	High	2007-2009	MOESS/GES
3.	Structure Distance Learning to reduce the loss of contact hours	High	Sept 2006-March 2007	TED/UEW/UCC
4.	Collect and analyse Data on teacher absenteeism and lateness	High	Sept 2006-March 2007	DDE /PBME
5.	Resource and support the Inspectorate Division to organise regular training and monitoring of supervisory staff	High	2007	MOESS/GES
5.	Train KG teachers and care givers in the new curriculum	High	2007	TED /CRDD/BED
6.	Regularise in-service training for heads of schools at all levels to enable them perform effectively	High	2007	TED/DDE//ID
7.	Adopt multi-grade teaching in the interim to solve teacher vacancies	High	Sept 2006-March 2007	HRMD/DDE
9.	Organise INSET in Braille, sign language interpreting and prepare individualised Educational Programmes (IEP) for staff of special education institutions	High	2007	SpED /NGOs/MOESS
10.	Train and resource CRDD to effectively carry out its function	High	2007	MOESS/GES
11.	Support Class Teachers to develop TLMs	High	2007	DDE/CRDD/ DP
12.	Follow up textbook and equipment distribution to ensure that they are released to pupils and teachers	High	Sept 2006-March 2007	ID/S&L/DDE
12.	Include teacher accommodation for new classroom construction	High	2007-2009	DAs/DDE/GES/ MOESS
13.	Equip children with mild and moderate disabilities with assistive devices such as wheelchairs, callipers, hearing aids	High	2007-2009	SpED/SHEP/GES /NGOs
14.	Construct and fully equip science laboratories and workshops at all levels to facilitate the practical aspects of technical and science subjects	High	2007-2009	DAs /DDE/GES/MOESS
15.	Promote and sustain nationally de worming of school pupils	High	2007	SHEP/DP

No.	Recommendations	Priority Level	Time Frame	Agency/Division / Unit/ Person responsible
16.	Screen pupils for early detection of health and learning problems	High	2007-2009	SpED/SHEP/MOH/DAs/DDE/GES/DPs
17.	Provide and maintain water, sanitation and toilet facilities in basic schools	High	2007-2009	DAs/DDE
18.	Provide adequate support to scale up the HIV/AIDs Alert School model nationwide	High	2007-2009	SHEP/MOESS/Ghana AIDs Commission
19.	Identify and mainstream best practices to enhance the quality of teaching and learning	High	2007-2009	MOESS/GES
20.	Build adequate capacity at all levels to ensure quality education delivery	High	2007-2009	MOESS/GES
21.	Encourage quality delivery in Private TTCs	Low	2007-2009	TED
22.	Reduce allowances of trainee teachers to allow an increase in enrolment in TTCs	Low	2007-2009	MOESS
23.	Admit directly Applicants with grade E in English into TTCs	Low	2007-2009	GES Council /TED
24.	Improve PTRs in deprived districts	Medium	2007-2009	PBME
25.	Structure and institutionalise in-service training at all levels	High	2007-2009	TED / DDE
26.	Sensitize Communities to develop schools in their areas as partners	Low	2007-2009	DDE
27.	Sensitize stakeholders on the language policy	Low	2007-2009	DDE /GES
28.	Inculcate the culture of reading in pupils and students to improve on their general performance	Low	2007-2009	DDE/Communities/GES/MOESS
29.	Enforce strictly norms on postings	High	2006	HRMD/DDE

### 5.3 Education Planning and Management

No.	Recommendations	Priority Level	Time Frame	Agency/Division / Unit/ Person responsible
1.	Develop and implement an effective monitoring and evaluation system	High	Sept 2006-March 2007	PBME
2.	Implement Public Expenditure Tracking surveys	High	Sept 2006-March 2007	PBME
3.	Improve on the process of identifying teacher needs and establish a quota system for all districts	High	Sept 2006-March 2007	HRMD

No.	Recommendations	Priority Level	Time Frame	Agency/Division / Unit/ Person responsible
4.	Re-orient management to focus on managing for results	High	2007	PBME
5.	Develop document on management performance indicators and a framework for measuring performance	High	2007	PBME
6.	Re- introduce the signing of Performance Agreements	High	2007	PBME /GES
7.	Facilitate annual training in evidence-based decision making for planning and budgeting	High	2007	PBME/SRIMPR
8.	Complete on-going assessment of equipment capacity	High	December 2006	Coordinator (Capacity) MOESS
9.	Develop a management succession plan for GES	High	2007	HRMD/GES
10.	Promote mentoring system to support management succession plan at all levels	High	2007	HRMD/GES
11.	Set up NGO desk at headquarters, regional and district levels	High	2007	MOESS/GES
12.	Develop guidelines to assist NGOs identify areas of interest and entry requirements	High	Sept 2006- March 2007	PBME
13.	Mandate NGOs to submit quarterly reports on their support to the sector	High	2007	MOESS/DP
14.	Strengthen regulatory mechanism for private sector participation at all levels	High	2007	MOESS
15.	Develop format to improve on mechanism for reporting on non-statutory sources of funding	High	2007	PBME
16.	Accelerate the programme for the provision of teacher accommodation in deprived areas	High	2007-2009	MOESS
17.	Expedite action on the enactment of the Education Bill	High	2006-2007	MOESS
18.	Ensure public discussions of the contents of the Bill prior to its enactment	High	2006-2007	MOESS
19.	Implement the institutionalised in-service training introduced through the STM project to enhance capacity to achieve learning outcomes	High	2007	TED
20.	Introduce policy to make it compulsory for newly trained teachers to serve in deprived areas for a minimum of two years and have their salaries increased by 20% as incentive	High	2007	MOESS
21.	Provide each Districts with a Risograph machine to cut down printing costs	High	2007-2009	MOESS



No.	Recommendations	Priority Level	Time Frame	Agency/Division / Unit/ Person responsible
22.	Strengthen co-ordination role of Regional Offices	Low	2007-2009	GES
23.	Strengthen links between management and finance to ensure timely release of funds and reporting	Low	2007-2009	GES/MOESS
24.	Assess NGO contribution/interventions to improve partnership	High	2007-2009	PBME
25.	Register NGOs working in education with the Ministry and the relevant agency (ies) handling their areas of focus	High	2007-2009	PBME
26.	Train Heads of all second cycle institutions in the preparation and use of SPIP	High	2007-2009	GES
27.	Revise and improve the structure of Fees in the Universities	High	2007-2009	NCTE
28.	Consider NGO representation on ESTAC and MOESS/DPs meetings	High	2007-2009	MOESS

#### 5.4 Science Technology and TVET

No.	Recommendations	Priority Level	Time Frame	Agency/Division / Unit/ Person responsible
1.	Rehabilitate the Science Resource Centres (SRC) and the Science Laboratories of the 500 public SSS and equip to serve as resource centres for JSS	High	2007-2009	PBME
2.	Seek the expertise of the CSIR to train various categories of staff for the resource centres	High	2007-2009	MOESS
3.	Emphasise the teaching of literacy, numeracy and problem solving skills, as well as arts and craft, gardening and life skills including Technical drawing and field trips to workplaces at the JSS	High	2007-2009	GES / MOESS
4.	Reform the curriculum and re-organise Science programmes to make them more job oriented	High	2007-2009	Polytechnics
5.	Increase the grants of students pursuing applied arts and science	High	2007-2009	MOESS/ GES/ NCTE/Tertiary
6.	Give special incentives such as bursaries and scholarships to students pursuing Science/related programmes	High	2007-2009	MOESS/ GES/ NCTE/Tertiary

No.	Recommendations	Priority Level	Time Frame	Agency/Division / Unit/ Person responsible
7.	Promote motivational and inspirational talks to schools to serve as role models to the youth	High	2007-2009	MOESS /GES/Tertiary
8.	Promote practical teaching methodology (JICA STM project) using local materials in the teaching of Science and Technology	High	2007-2009	MOESS/GES
9.	Establish a national labour information database to inform on Job opportunities for educational planning and development	High	2007-2009	MOESS /GES/NCTE/Tertiary
10.	Develop a national directory of occupational skills/titles	High	2007-2009	MOESS /GES/NCTE/Tertiary, Ministry of Manpower Youth and employment, MDAs and other stakeholders including industry
11.	Provide special incentives (including improved conditions of service for teachers of Science Mathematics and Technical education at all levels to promote the teaching and learning of Science and technical education	High	2007-2009	MOESS /GES
12.	Institute a Special national award for Science, Mathematics and TVET personnel at all levels including industries	High	2007-2009	MOESS
13.	Use E-learning to promote the teaching and learning of Mathematics	High	2007-2009	GES / MOESS
14.	Provide enabling environment to encourage ICT industry to support ICT initiatives in education	High	2007-2009	MOESS /GES/NCTE/Tertiary
15.	Make appropriate budgetary allocation to support ICT initiatives in education	High	2007-2009	PBME
16.	Conduct research and ICT skills requirements in industry as a basis for developing ICT curriculum	High	2007-2009	MOESS/ GES/ NCTE/Tertiary
17.	Prevail upon Parliament to promulgate the National TVET (COVET) bill into Law	High	December 2006	MOESS /GES
18.	Conduct sensitization workshop (before the third reading of the bill) for Parliamentary sub-Committee on Education to expedite action on the (COVET) bill	High	July 2006	GES/TVET Division

No.	Recommendations	Priority Level	Time Frame	Agency/Division / Unit/ Person responsible
19.	Collaborate with AGI/GEA to implement the pilot programme for structured industrial attachment initiated for Polytechnics students by the Association of Ghana Industries (AGI)/ Ghana Employers Association (GEA) with the support of JICA	High	2007-2009	MOESS /NCTE/AGI/GEA
20.	Establish one GES Technical institution in the Brong/Ahafo region to serve the needs of industries in that region	High	2007-2009	MOESS
21.	Locate and upgrade in each district capital technical vocational institute (Long-term plan)	High	2007-2015	MOESS
22.	Locate new TVET institutions to be established around industries that could easily absorb them for industrial attachments	High	2007-2009	GES / MOESS
23.	Prevail upon Polytechnics to set up Pre-HND bridging courses for TI and VI gradates who wish to enter the Polytechnics	High	2007-2009	Polytechnics
24.	Revise the PTR for TVETs appropriately to enhance the mobilisation of teachers for both practical and theory lessons	High	December 2006	Director (TVET)
25.	Support Apprenticeship Training programme as is done in the Senior High School	High	2007-2009	MOESS
26.	Raise Technical Institutes budgetary allocation from 1.2% in 2005 to 7.5% in 2009 and allocate 10% of the GETFUND to TVET	High	2007-2009	MOESS/PBME
27.	Replicate JICA STM Project for the benefit of the entire country	High	2007-2009	MOESS/GES
28.	Observe admission by 60/40 quota system in favour of Science-related programmes	High	2007-2009	NCTE/Tertiary
29.	Collaborate with other partners to support ICT in education	Low	2007-2009	Coordinator ICT/MOESS
30.	Adopt competency-based training as the model for delivering TVET at all levels including Polytechnics	Low	2007-2009	Director (TVET)/GES/NCTE/Tertiary

### 5.5 Education Sector Financing

No.	Recommendations	Priority Level	Time Frame	Agency/Division / Unit/ Person responsible
1.	Implement the 10-Year Work plan for the Education sector (Annex 1&11)	High	2007-2009	PBME
2.	Use the human resource requirements as guide to allocate resources in Post-Basic Education	High	2007-2009	MOESS/NCTE/Tertiary
3.	Pursue the adoption of a new strategy for the long term sustainable financing of tertiary education with focus on the Polytechnics which has a lower unit cost to reduce the rate of growth and expenditure in the universities	High	2007-2009	MOESS/NCTE/Tertiary
4.	Re-allocate resources to get better balance in spending on the different levels of education and reverse the decline in spending on Basic Education-especially primary	High	2007-2009	MOESS/PBME/DP
5.	Establish criteria for identifying poor students for financial support instead of universal benefits for SSS and tertiary education	High	December 2006	MOESS (Finance Division)
6.	Improve methods in a) gender targeting and costing b) poverty targeting and costing	High	December 2006	MOESS (Finance Division)
7.	Require SSS and Universities to prepare budget for efficient use of IGFs	High	December 2006	MOESS (Finance Division)
8.	Review the disadvantage criteria on the basis of more recent data	High	December 2006	GES (Finance Division)
9.	Carry out Public Expenditure Tracking Survey (PETS)	High	Dec 2006	Director (PBME)
10.	Monitor allocations and track expenditures in line with national objectives so that no child is deprived allocations	High	2007-2009	PBME
11.	Set clearer simple rules for staffing of Schools	High	December 2006	GES/ Director (HRMD)
12.	Deploy Teachers in accordance with PTR norms.	High	2007-2009	GES
13.	Introduce a tax-free allowance of basic salary to teachers deployed to deprived areas	High	2007-2009	MOESS/GES
14.	Re –structure the National, Regional and District Offices to reduce duplication of functions and send excess teachers back to the classrooms.	High	2007-2009	DG (GES)
15.	Decentralise authority and financial support to districts to redeploy teachers in accordance with norms.	High	2007-2009	GES

No.	Recommendations	Priority Level	Time Frame	Agency/Division / Unit/ Person responsible
16.	Revise norms for STRs in tertiary institutions and enforce them	High	2007-2009	NCTE
17.	Establish better norms for ratio between teaching and non-teaching staff	High	2007-2009	GES/NCTE
18.	Provide funds for severance pay to implement retrenchment	High	2007-2009	PBME/DP
19.	Paste school allocations (Capitation grants) on school notice board	High	Sept 2006	GES/ DDE
20.	Provide scholarships and bursaries to enable qualified but poor students to make the transition from JSS to SSS	High	2007-2009	MOESS/GES/NG Os/DP/Civil Society and Corporate bodies
21.	Improve budgeting and resource allocation systems, focusing on priority MDG targets	High	December 2006	MOESS (Finance Division)
22.	Plan to get children starting school at the right age ( so as to reduce the number of over-age and under-age children)	High	2007-2009	PBME
23.	Focus on NERs more than GERs in monitoring progress	High	2007-2009	PBME
24.	Set target for reduction of repetition and dropout rates	High	2007-2009	PBME
25.	Harmonise infrastructural funding and investment (GETFUND, HIPC, DACF, MCA) to avoid duplication, waste and uncompleted projects	High	2007-2009	PBME
26.	Improve monitoring to ensure effective use of capitation grant in line with SPIP	High	Sept 2006	GES/DDE
27.	Ensure accountability of Teachers and SMC for use of Capitation Grant	High	Sept 2006	GES/DDE
28.	Strengthen SMCs to make them more effective in the management and tracking of funds	High	2007-2009	GES
29.	Establish District and Regional Education Annual Reviews	High	2007-2009	PBME
30.	Put a system in place at District level to harmonise government, private sector and NGOs involvement in planning and budgeting	High	2007-2009	PBME
31.	Introduce special levies on remittance agencies based on volume of remittances handled (building on the link made by Western Union between remittances and investments in education	High	2007-2009	MOESS (Finance Division)
32.	Introduce a payroll tax or training levy system to finance TVET, both in industry and /or in Technical institutions	High	2007-2009	MOESS (Finance Division)

No.	Recommendations	Priority Level	Time Frame	Agency/Division / Unit/ Person responsible
33.	Involve NGOs (GNECC and GNAPS) more fully in preparation of PESPR and ESAR	High	2007-2009	PBME
34.	Involve teacher unions and Religious bodies in education policy dialogue, financial planning and mobilization of resources	High	2007-2009	PBME
35.	Tie salary increment to performance (based on annual appraisals instead of automatic annual rises)	Low	2007-2009	GES/MOESS
36.	Strengthen the capacity and roles of DEOCs and District Teachers Support Teams (DTSTs) and District Education Planning Teams (DEPTs) in the allocation and use of funds	Low	2007-2009	GES/MOESS
37.	Reduce TTC and study costs by restricting entitlement and allowance over time	Low	2007-2009	GES/MOESS
38.	Increase Capitation Grant in School year 2007-2008 and include required funding in 2007 budget	Low	2007-2009	GES/MOESS

## 6.0 Analytical perspective of the questionnaire and responses

There is weak financial reporting to enhance qualitative and quantitative analysis of the AESOP and PESPR process. Yes in Table 5.1 below denotes that the Division/Agency or Unit reported on the Activities conducted in Year 2005 to inform the review process. No denotes otherwise. From the sample below responses was about 92% with Finance and Administration (GES) and NACVET failing to report on their respective activities. This weak link in reporting especially in finances, activities, output and outcome in the Education sector and weak financial reporting and analysis tend to affect quality delivery of education in Ghana. It will be difficult to provide an effective policy direction if it is unclear what progress is being made annually to achieve the targets set

Table 6.0 Responses from Divisions and Units/Agencies

SUBMISSION OF STATUS REPORTS BY DIVISIONS/AGENCIES		
S/N	DIV/AGENCIES	SUBMISSION
1	HRD(GES)	YES
2	ICTEU	YES
3	PBME	YES
4	SRIMPR	YES
5	HIV/AIDS SECRETARIAT	YES
7	F&A GES	NO
8	BED	YES
9	CRDD	YES

SUBMISSION OF STATUS REPORTS BY DIVISIONS/AGENCIES		
S/N	DIV/AGENCIES	SUBMISSION
10	GEU	YES
11	HEU/SHEP	YES
12	ID	YES
13	S&L	YES
14	SED	YES
15	SpED	YES
16	STEU	YES
17	TVED	YES
18	TED	YES
19	GLB	YES
20	NACVET	NO
21	NFED	YES
22	NSS	YES
23	WAEC (NATIONAL)	YES
24	SECRETARY GENERAL, GHANA NATIONAL COMMISSION FOR UNESCO	YES
25	NCTE	YES

### 6.1 Quantitative Analysis of AESOP Activities of Divisions/Agencies

There is weak financial reporting to enhance qualitative and quantitative analysis of the AESOP. Activities are assigned to agencies, regardless of the funding available to them. Many activities are rolled forward annually, without investigation as to why they were not implemented or whether they should be carried forward. Table 6.2 depicts so many activities listed in 2005 with only 11.4% of the activities completed as at March 2006.

Table 6.1: Quantitative analysis of AESOP (2006-2008) activities of Divisions/Agencies

SN	DIV/AGENCIES	NO. OF ACTIVITES LISTED	NO. OF ACTIVITIES COMMENCED	NO. OF ACTIVITIES NOT COMMENCED	NO. OF ACTIVITIES COMPLETED	NO. OF ACTIVITIES ONGOING
1	ICTEU	30	20	10	1	19
2	HIV/AIDS SECRETARIAT	28	19	9	3	16
3	F&A GES					
4	BED	41	14	27	0	14
5	CRDD	68	39	29	2	37
6	GEU	13	4	9	0	4
7	HEU/SHEP	25	17	8	11	6
8	HRMD	27	17	10	2	15
9	ID	9	7	2	0	7
10	S&L	9	5	4	1	4
11	SED	27	24	3	2	22
12	SpED	14	13	1	3	10

SN	DIV/AGENCIES	NO. OF ACTIVITES LISTED	NO. OF ACTIVITIES COMMENCED	NO. OF ACTIVITIES NOT COMMENCED	NO. OF ACTIVITIES COMPLETED	NO. OF ACTIVITIES ONGOING
13	STEU	12	3	9	0	3
14	TVED					0
15	TED	16	12	4	6	6
17	NACVET					0
18	NFED	27	21	6	8	13
19	NSS	5	5	0	1	4
	<b>TOTAL</b>	<b>351</b>	<b>220</b>	<b>131</b>	<b>40</b>	<b>180</b>
	<b>PERCENTAGE (%)</b>	<b>100%</b>	<b>62.7</b>	<b>37.3</b>	<b>11.4</b>	<b>51.3</b>

## **7.0 Analysis of the content of the report and achievement of targets.**

### **7.1 Preliminary Education Sector Performance report (PESPR)**

Unlike the two previous annual reports, the 2006 report was produced without the assistance of consultants from outside the Ministry. Despite some mistakes pointed out in the report and in the analysis and rectified and the difficulty to understand some tables because of lack of explanation, the quality of the 2006 report was recognised to be generally very high and detailed and contained evidence of the good progress in the sector over the past years (refer Statements from the Development Partners (2.2.1.1); Statements from NGOs (2.2.1.2) and Presentations, plenary discussions and comments (3.0) and objective assessment of the report (Annex 1))

The following sequence of events improved the quality of the 2006 report:

- There were significant differences in the products of this year’s education statistics. This year’s annual census was the first time different levels of schools were linked with their physical location and head teacher to avoid over-count of facilities and teachers
- There were random sample surveys to monitor EMIS data validity and reliability at the districts to further improve the quality of the report
- new sub-themes – equity and development in education, transitional patterns in education delivery and mainstreaming education, out-of-school children and youth, poverty analysis to name a few – were included in the analysis. This enhanced the review by ensuring that it was approached from a multi-faceted dimension
- HIV/AIDs was also a significant and welcome new sub-theme introduced
- Data were obtained not only from the Ministry of Education and WAEC but from other data sources, such as the Municipal and Metropolitan Directorates of Education among others



The following suggestions were made to further enhance the quality of the PESPR process:

- Focus on NERs more than GERs in monitoring progress.
- Focus on both quantitative data and qualitative information on education quality
- Focus on equity issues in education financing especially in the finance chapter of PESPR
- Ensure adequate and timely release of resources
- Report on all sources of funding
- Re-orient management to focus on managing for results
- An appendix listing the Deprived Districts (and how they came to be ranked as deprived) would be useful
- A methodology chapter/section/appendix – explaining how the data and analysis were undertaken and their sources. Mention the case study researches that were conducted by PBME. Explain why some data refers to 2004/05 and others to 2005/06
- Explain indicators and why they are used for measuring a particular value in an appendix.

## ***7.2 Objective assessment of the ESAR process***

The following are the views of some key participant about the ESAR process

### ***Comment One***

#### **1. Preliminary Performance Report**

##### **Content**

There were substantial improvements in the 2006 Preliminary Report (PESPR) compared to last year. In particular, new sub-themes – equity and development in education, transitional patterns in education delivery and mainstreaming education, out-of-school children and youth, poverty analysis to name a few – were included in the analysis. This enhanced the review by ensuring that it was approached from a multi-faceted dimension. There was a tendency for the report to pose the questions rather than begin to answer them with some preliminary analysis. HIV/AIDs were also a significant and welcome new sub-theme introduced.

Pg 23 graph should be dropped as unreadable.

An appendix listing the Deprived Districts (and how they came to be ranked as deprived) would be useful.

Tables 2-14 to 2-22 should be updated for 2005/06.

Recommendation: Ask SRIMPR for this data.

There needs to be a methodology chapter/section/appendix – explaining how the data and analysis were undertaken and their sources. Mention the case study researches that were conducted by PBME. Explain why some data refers to 2004/05 and others to 2005/06.

There was little or no analysis or attempt at explanation as to why this year's BECE results were worse than last years. This is an omission

### **The Statistics**

This year's PRESA needs to be congratulated for obtaining data not only from the Ministry of Education and WAEC but from other data sources, such as the Municipal and Metropolitan Directorates of Education among others.

Talking from EMIS perspective, I would argue that there is a disturbing trend in the last two PESPR's of using "modified" figures when the actual figures should be made available. In the past two PRESA reports, coverage reportedly for public schools has been 98% and private schools around 80%. A difficulty for the Ministry is that there has never been a real attempt to finalise a master list of all schools in the country, particularly in the private sector. So the response rate assumes a non-return of a school questionnaire is a failure when in fact that school may have closed. Also new private schools, since they are not obliged by law to register with the Ministry, may have opened and also not completed a form. Estimating an accurate coverage rate, particularly in the private sector is very difficult.

**Recommendation:** This means that the census process or cycle should be factored into its timelines the need to allow PBME to obtain the data in sufficient time for real analysis and not simultaneously as happened in 2006. Although the cut-off point for returning census questionnaires was 17<sup>th</sup> March, SRIMPR is still receiving questionnaires some three months later.

Also the PRESA report should avoid using the word "actual" when in fact it is modified or adjusted data. This adds to the confusion on whether data is real or not and which is the official raw data. This creates a real problem for planning and marketing purposes as you have two sets of "official" data that are being used.

**Recommendation:** Use the word Adjusted instead of Actual

It also creates problems for benchmarking and assuring the statistics in the PRESA report. The Yearbook (final edition) states an 81% increase in KGs whereas PRESA reports a 53% increase. For example, pg9 refers that in 2005/06 private schools accounted 24% of all enrolment in basic schools. The EMIS census data would calculate a figure of 17% - approximately 300 000 children less. There were similar problems with the profile of trained teachers – the statistics differ markedly.

**Recommendation:** If adjusted figures are going to be used, explain the methodology in the report so that it is clear to all that these calculations need to be taken cautiously. If possible wait or plan that the census fits into the PBME timetable for the ESA.

Since the PRESA is a public document that facilitates public debate on the sector's performance it should be as reader friendly as possible. This suggests that where statistical indicators are used eg. GER, GPI, NER, etc these should be explained in an appendix or footnote. Some tables are difficult to understand, for eg. Table 2-43 speaks about a Poverty Index but there is no explanation as to what this is.

**Recommendation:** Explain indicators and why they are used for measuring a particular value in an appendix

## **2. Organisation of the Workshop**

There was much greater representation of the different sub sectors of the education system participating in the group discussions – non-formal and tertiary, in particular compared to last year's workshop. It was also extremely useful having the regional and district representatives participate.

Having two days instead of one day for group discussions made the exercise a whole lot more meaningful. The quality of the presentations (except for the one on Access- which I missed but heard was weak), were markedly more interesting and insightful. In all it was a very successful workshop.

By: *Angela Arnott,*  
*UIS EMIS and Project Coordinator*

### ***Comment Two:***

#### **Preliminary Performance Report**

The MOESS deserves to be congratulated on the extent of work that was put into the preparation of the Education Sector Performance report of 2006. The detailed analysis of data was impressive and informative.

The Report, however, appeared to focus more on public pre-tertiary levels with particular emphasis on the Basic Education level. Coverage of Tertiary level provision could have been improved. Similarly, the Report should have indicated the work and achievements of subvented organizations under MOESS (i.e. Library Board and others) as they all contributed to the work of the Education sector. Also data from the Private Sector providers of education should be included in the report as they also contribute significantly to the provision of education in Ghana. Finally, the report should have indicated which of the recommendations of the previous year were tackled or implemented to show the progress made as a link between the past and the present.

#### **Workshop Organisation**

The workshop organization was ok; except that time was rather inadequate. In view of the importance of the review exercise to the annual planning and evaluation of MOESS's

work, it must be given adequate time to make the exercise worth its while. The two day days for Technical Committee meetings were adequate. However, the one day for plenary discussions was not enough. The plenary should also be given two days to allow for adequate discussions of the report itself (which had much information) and the recommendations from the various technical committees

Much work was done by the respective Technical Committees; but as already indicated, not enough time was allowed for the presentations and discussions of the recommendations. The number of days for plenary discussions should be increased to two days to allow for adequate coverage.

Almost the same or similar recommendations are made every year without any indication of them being implemented. To avoid creating the impression that the review is just another annual ritual without much impact or result and to encourage participants in the exercise, efforts should be made to implement some of the recommendations.

In the context of the foregoing, there is the need for MOESS to focus on some few key recommendations that would make some impact and implement them including those that may not cost money. The implemented recommendations should be reported on in a section of the following year's performance report as to give an indication of some progress being made.

I wish the MOESS all the best in its continuing efforts to improve the performance of the Education Sector

By: *Mr. Budu Smith*  
*Former Director General, GES*

### ***Comment Three***

#### **The Preliminary Sector Performance Report 2006**

This is the first time the PBME Division of the Ministry of Education, Science and Sports (MOESS) has prepared the Sector Performance Report, the main document for the Review, without any assistance from consultants or foreign experts. The Director (PBME) and his officials who produced the Report must be congratulated for the good work done. The Report is quite comprehensive and it contains very useful data and analysis of the Education Sector at all levels.

There were however a number of discrepancies and typographical errors in some of the data which could have been eliminated by PBME Division if they had spent sometime to edit the Report. It appears the Division was working under pressure to get the Report submitted. The officers who work on the Report need a little longer time.

Data on some of the sub- sectors (e.g. Senior Secondary Schools in the Access) were very scanty to enable any meaningful analysis to be carried out. Data on private institutions were absent. The data on Senior Secondary Schools, Tertiary education and TVET

institutions did not cover private institutions. There is the need to provide this data for a sector Review especially in view of the increasing growth in the private Tertiary education and also the importance the government attaches to TVET education in the white paper on the education Reforms.

A few useful issues appeared in the Report for the first time. The information on the 'Urban Poor' which was not in the previous Reports for example is very interesting and useful. I suggest that MOESS should identify all the 'Urban Poor' areas and treat them in the same way as the Ministry treat the deprived districts. Net Enrolment Ratio (NER) has also been included in the report as one of the key indicators in the basic education. As could be seen in the Report, NER has revealed that many of our children particularly those in the rural areas start schools late. Parents should therefore be advised to let their children start school at the correct statutory age of six (6). In our present circumstances where a large number of our basic school children are over aged, NER cannot be said to be a very use indicator to measure proportion of children in School. It is however a good indicator for policy formulation.

### **Organisation of the Review Meetings**

Both the Technical Groups and the Plenary Session Meetings were well organised and attended. The two days allowed for the Technical Groups meetings enabled the Groups to have very extensive discussions on the issues raised in the Report. The Groups were able to submit comprehensive and interesting reports. However one day for the Plenary Session did not appear to be enough. Participants were unable to have extensive discussions on the issues raised in the presentations. Some of the reports also had to be rushed through leaving out some key issues.

Summary of key Recommendations, a very important item on the programme, for example, could not be submitted by the PBME Division for discussion. I think about one and half days may be needed for the plenary Session in future.

By: *Mr. Yaw Dwomoh,*  
*Former Director, PBME Division, MOESS*

### **7.3 AESOP Implementation**

On AESOP implementation, activities are assigned to agencies, regardless of the funding available to them. Many activities are rolled forward annually, without investigation as to why they were not implemented or whether they should be carried forward. Thus the AESOP is growing in size annually, but is diminishing in efficacy, too unwieldy and not fulfilling its function as the operational plan for the Ministry to inform PESPR process.

Weak financial reporting also makes it difficult to match expenditure with outputs and outcome. The link between the AESOP and the budget process has been lost. Matching activities to the actual expenditure is always a problem to improve the quality of the AESOP process and the PESPR.

### **8.0 Conclusion**

In the closing remarks the Honourable Minister stated that all the recommendations will be reviewed every quarter to find how progress is being made and whether the targets are being achieved.

**Annex Ia: Omissions and corrections in the PESPR**

The following were the omissions and corrections detected and corrected:

- Page 22, paragraph two (2) was cancelled
- Page 62, under Pupil-Teacher Ratio, paragraph two and figures in lines 1,2 and 3 should read 33:1; 35:1; and 37:1 rather than in percentages ( Percentages cancelled)
- Page 107, table 7.7 should read “total resource envelope by source (¢ millions)”
- Page 118, under “The Ten-Year Work Plan for the Education Sector” , the figure \$15.4 trillion on line two (2) should read \$15.043 billion

Mistakes detected in the following tables have been rectified:

Table 2. 13: Public Primary Schools 2003-05

School	2003-04			2004-05			2005-06		
	Public Primary Schools	Private Primary Schools	Public Schools as a % of total	Public Primary Schools	Private Primary Schools	Public Schools as a % of total	Public Primary Schools	Private Primary Schools	Public Schools as a % of total
National	12,451	3,595	77.6%	12,571	4,189	75.0%	642,829	479,667	57.3%
Deprived Districts	4,293	564	88.4%	4,362	705	86.1%	223,054	108,186	67.3%
Northern Region	1,497	61	96.1%	1,536	106	93.5%	78,544	12,137	86.6%
Upper East	471	28	94.4%	475	43	91.7%	24,289	4,924	83.1%
Upper West	402	10	97.6%	414	20	95.4%	21,170	2,290	90.2%

Table 2. 14: Public Primary Classroom and Conditions

Public Primary Classrooms	2003-04		2004-05			2005-06		
	Total number of classrooms	% of Classrooms Needing Repair	Total number of Classrooms	% of Classrooms needing Repair	% change in number needing repair	Total number of classrooms	% of Classrooms Needing Repair	% change in number needing repair
National	62,924	31.4%	59,210	30.3%	-3.5%	66,851	32%	5.6%
Deprived Districts	20,260	34.8%	18,523	33.1%	-4.9%	20,913	31.3%	-5.4%
Northern Region	6,453	30.6%	5,701	28.7%	-6.2%	7,437	33.8%	17.8%
Upper East	2,654	27.7%	2,604	22.2%	-19.9%	2,864	28.5%	28.4%
Upper West	2,302	18.1%	1,863	18.9%	4.4%	3,000	21.3%	12.7%

**Annex Ib: Omissions and corrections in the PESPR**

**Table 7.13: Unit cost by level of education (per public student) (GOG)**

	2002			2003			2004			2005		
	Total Recurrent Expenditure (million cdis)	Total Public Enrolment	Actual Unit cost (cedis)	Total Recurrent Expenditure (million cedis)	Total Public Enrolment	Actual Unit cost (cedis)	Total Recurrent Expenditure (million cedis)	Total Public Enrolment	Actual Unit cost (cedis)	Total Recurrent Expenditure (million cedis)	Total Public Enrolment	Actual Unit cost (cedis)
Pre-school	162,141	457,957	<b>354,053</b>	90,961	472,980	<b>192,315</b>	222,066	472,961	<b>469,523</b>	232,826.0	866,678.0	<b>268,642</b>
Primary	892,738	2,113,749	<b>422,348</b>	1,490,377	2,258,407	<b>659,924</b>	1,688,808	2,419,228	<b>698,077</b>	1,766,287.0	2,741,478.0	<b>644,283</b>
JSS	612,238	741,895	<b>825,235</b>	871,818	788,649	<b>1,105,458</b>	864,685	828,621	<b>1,043,523</b>	1,089,395.0	1,119,530.0	<b>973,082</b>
SSS	383,152	280,000	<b>1,368,400</b>	541,522	301,306	<b>1,797,249</b>	858,054	328,426	<b>2,612,625</b>	684,824.0	403,678.0	<b>1,696,461</b>
SPED	11,776	3,361	<b>3,503,719</b>	14,632	4,114	<b>3,556,636</b>	20,485	2,069	<b>9,900,918</b>	27,436.0	4,958.0	<b>5,533,683</b>
Teacher Education	99,462	18,766	<b>5,300,117</b>	165,879	19,764	<b>8,392,987</b>	205,247	23,999	<b>8,552,315</b>	255,430.0	25,116.0	<b>10,170,011</b>
TVET	39,307	18,001	<b>2,183,601</b>	40,301	20,368	<b>1,978,643</b>	54,807	18,672	<b>2,935,251</b>	52,889.0	21,225.0	<b>2,491,826</b>
Tertiary	358,624	60,000	<b>5,977,067</b>	695,701	77,621	<b>8,962,794</b>	875,602	84,018	<b>10,421,600</b>	697,061.0	114,171.0	<b>6,105,412</b>



**Annex II: List of participants at the Technical Meeting Erata Hotel on 6<sup>th</sup> & 7<sup>th</sup> June, 2006**

SECTOR FINANCING TECHNICAL COMMITTEE		
No.	NAME	ORGANIZATION
1	JOSEPH CHONIA	MOESS
2	ERNESTINA KWAKYE	NCTE
3	ANGELA ARNOTT	UNESCO
4	DON TAYLOR	DFID
5	MARTIN K. BANYE	GES, UPPER WEST REGION
6	C. N. ATTAH	REGIONAL EDUCATION OFFICE, KOFORIDUA
7	BUADI MAWUSI ALEXANDER	REGIONAL EDUCATION OFFICE, HO
8	KINGSLEY ADU	KNUST
9	EDMUND ADU POKU	MOESS/PBME
10	STANEALA BECKLEY	UNICEF REGIONAL OFFICE FOR WEST AND CENTRAL AFRICA, DAKAR
11	REBECCA E. DADZIE	DISTRICT DIRECTORATE OF EDUCATION, DABOASE-WESTERN REGION
12	FELICIA DUKU	GES/ EASTERN REGION
13	J.J. PANIN	G.E.S. UPPER EAST REGION
14	SAM DAARKU	GT. AR REGION, PLANNING OFFICE
15	SOWA KWAMI	OXFAM G.B.
16	EMMANUEL KUYOLE	GNECC
17	FELIX ASIAMAH	MOESS/PBME
18	MATTHEW KARIKARI-ABABIO	MOESS/PBME

ACCESS TO EDUCATION TECHNICAL COMMITTEE		
No.	NAME	ORGANIZATION
1	GODWIN SOWAH	GNAPS
2	ELSIE MENORKPOR	USAID
3	ALFRED A. AJENE	GES - UPPER EAST
4	MADEEZ ADAMU-ISSAH	UNICEF
5	EUNICE R. AGBENYADZI	SNV
6	DR. CHERUB ANTWI-NSIAH	SNV
7	J.O. TETTEH	GES - BRONG AHAFO
8	SUSAN BERDIE	NFED
9	SAM BANNERMAN-NKANSAH	GES-HEADQUARTERS
10	SIMON KWAME YEBOAH	GES- ASANTI REGION
11	SEGBEFIA MAWULI	MOESS/PBME
12	EMMANUEL NEWMAN	NCTE
13	S.M.K. AGYAKWA	MOESS/PBME
14	VICTORIA DONKOR	GES/BED
15	BERTINUS BAGBIN	GES/BED
16	JUSTINA TORJAGBO	GES/ CENTRAL REGION
17	JULIANA OSEI	WORLD FOOD PROGRAMME
18	ROSEMOND KUMAH	NNED/GNECC
19	HAM NICHOLAS	GNECC
20	YAW DWOMOH	CONSULTANT
21	BIIKOOK KONLAN	UNICEF
22	MATILDA BANNERMAN- MENSAH	GES/GEU
23	SUSAN KENNEDY (MRS)	GES/SPED
24	GERALD FELI	MOESS/PBME
25	ALFRED QUAYNOR	MOESS/PBME

QUALITY OF EDUCATION TECHNICAL COMMITTEE		
No.	NAME	ORGANIZATION
1	S. AGYEMAN-DUAH	CRDD-GES
2	CHIKAKO ISHIKAWA	WORLD FOOD PROGRAMME
3	DAVID CONSTANS MARTIGNY	FRENCH EMBASSY
4	FOFIE-ASIEDU KOFI	REGIONAL PLANNING OFFICE, BAR
5	AKIHIRO FUSHIMI	UNICEF
6	GODFRED K. TAY	GES/SPED
7	JUSTICE ABBOA-OFFEI	GES/INSPECTORATE
8	DAVID K. ASARE	REGIONAL PLANNING OFFICE,C/R
9	VICTOR K. MANTE	TED/GES
10	FLORENCE DAAKU	DIRECTOR OF EDUCATION, RETIRED
11	YUMIKO YOKOZEKI	JICA REGIONAL OFFICE FOR AFRICA
12	A. OWUSU-ACHIAW	CHASS-ASHANTE REGION
13	LAWRENCE DOLAN	USAID
14	SOSU, OLIVIA A.	GES- SUPPLY & LOGISTICS DIV.
15	CHIKAKO ISHIKAWA	GES, HO MUNICIPAL
16	AMBROSE Y.S. KOKOROKO	GT. ACCRA REGIONAL EDUCATION OFFICE
17	REV. D.R.E.A. GYAMFI	GNAPS-ACCRA
18	MATTHIAS D.K. NAAH	NORTHERN REGIONAL EDUCATION OFFICE
19	ZAAKARIA SULEMANA	COMMONWEALTH EDUCATION FUND/ACTION AID
20	JUDITH SAWYER	GNECC, ACCRA
21	THERESA ADJEI-MENSAH	GNECC, B/A
22	GODFRED GOME	MOESS/PBME
23	KWAME AGYAPONG	MOESS/PBME
24	FRANCIS KORWU	GES, HO MUNICIPAL DDE
25	ANDREW OSEI	UNICEF
26	CYNTHIA BOSOMTWI-SAM	SHEP/GES

SCIENCE AND TECHNOLOGY TVET TECHNICAL COMMITTEE		
No.	NAME	ORGANIZATION
1	FREDERICK ADDAE	GES/ ASHANTI REGION
2	JAMES GLOVER	NACVET-ACCRA
3	VINCENT K. BAPONG	REGIONAL EDUCATION OFFICE /UWR
4	LAWRENCE KOFI BATSA	GNECC/ EASTERN REGION
5	AKUA A. DEBRAH (MRS)	GES/ BRONG AHAFO
6	FELICIA A. ANOFF (MS)	GES/GREATER ACCRA
7	E.K. DADEBO	MOESS
8	NICK OPKU	MMS LTD TEMA
9	SYLVESTER ACHIO (DR)	ACCRA POLYTECHNIC
10	A. AYENSU	CSIR
11	D.J. OWIREDU	GES/TVED
12	SOPHIA G. AWORTWI	GES/SEU
13	REV. WILSON ASHIGBIE	GES REGION OFFICE, HO
14	ISAAC ASIEGBOR	GES/CRDD ACCRA
15	MISAKO NAKAJIMA	JICA
16	DOMINIC PEALORE	MOESS/PBME
17	ERNEST OTOO	MOESS/PBME
18	J. BUDU SMITH	DIRECTOR RETIRED
19	JOHN APPIAH	GES/KOFORIDUA

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