

# MINISTRY OF EDUCATION



*REGIONAL WORKSHOP ON EDUCATION STATISTICS  
FOR EAST AND SOUTH AFRICAN COUNTRIES*

**PRESENTATION**

BY

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**JULY 19, 2016**



# OUTLINE OF PRESENTATION

- *Some facts about Ghana*
- *Brief overview of Ghana EMIS*
- *Data Collection Process (The Cycle)*
  - a. Data Source*
  - b. Major Users*
- *Calculated indicators*
- *Achievements*
- *Way forward*



# SOME FACTS ABOUT GHANA

Ghana, officially called the Republic of Ghana, is a sovereign multinational state and unitary presidential constitutional democracy, located along the Gulf of Guinea and the Atlantic Ocean, in the sub region of West Africa. Spanning a land mass of 238,535 km<sup>2</sup>, Ghana is bordered by the Cote d' Ivoire Coast in the west, Burkina Faso in the north, Togo in the east and the Gulf of Guinea and Atlantic Ocean in the south.

Ghana has a population of approximately 27 million from a variety of ethnic and religious groups. Its varied geography includes savannas, forests, springs, cave systems, mountains, estuaries, and natural reserves. Ghana's 560-kilometre (350-mile) coast is dotted by culturally significant castles, forts, and harbours. Prior to its colonisation by the British empire in the early-20th century, Ghana was the site of numerous kingdoms and empires, the most powerful being the Kingdom of Ashanti. In 1957, it became the first sub-Saharan African nation to declare independence from European colonisation.

Ghana's economy is the ninth-largest on the Africa continent by purchasing power parity and nominal GDP. Ghana is a producer of petroleum and natural gas, with the continent's fifth largest oil reserves and sixth largest natural gas reserves. It is one of the world's largest gold and diamond producer and is projected to be the largest producer of cocoa in the world as of 2015. Ghana's growing economic prosperity and democratic political system has made it a regional power in West Africa. It is a member of the Non-Aligned Movement, the Economic Community of West African States (ECOWAS) and the Group of 24 (G24).



# INTRODUCTION OF EMIS

The Education Management Information System (EMIS) Project was launched in February 1997 as integral part of the Free, Compulsory and Universal Basic Education (fCUBE) Programme.

The Pilot Phase took place between February 1997 and August 1999.

The Second Phase took place between January 2001 and March 2002.

Fully fledged EMIS from April 2002 to date.



*Prof. Naana Jane Opoku-Agyemang*





# SCOPE OF DATA COLLECTION

Annual Census exercise is based on primary data collection each year.

Review of the existing questionnaires on Basic, SHS, TVET and Colleges of Education based on demands from stakeholders

## *Areas Covered:*

Enrolment, Teacher data, Textbooks, Physical Infrastructure, Financial data from all public schools as well as all **known** private schools by all levels.

Primary School, Junior Secondary School, Senior Secondary School, Technical/Vocational Institutes

Colleges of Education , Non-Formal Education , Polytechnics, Universities)

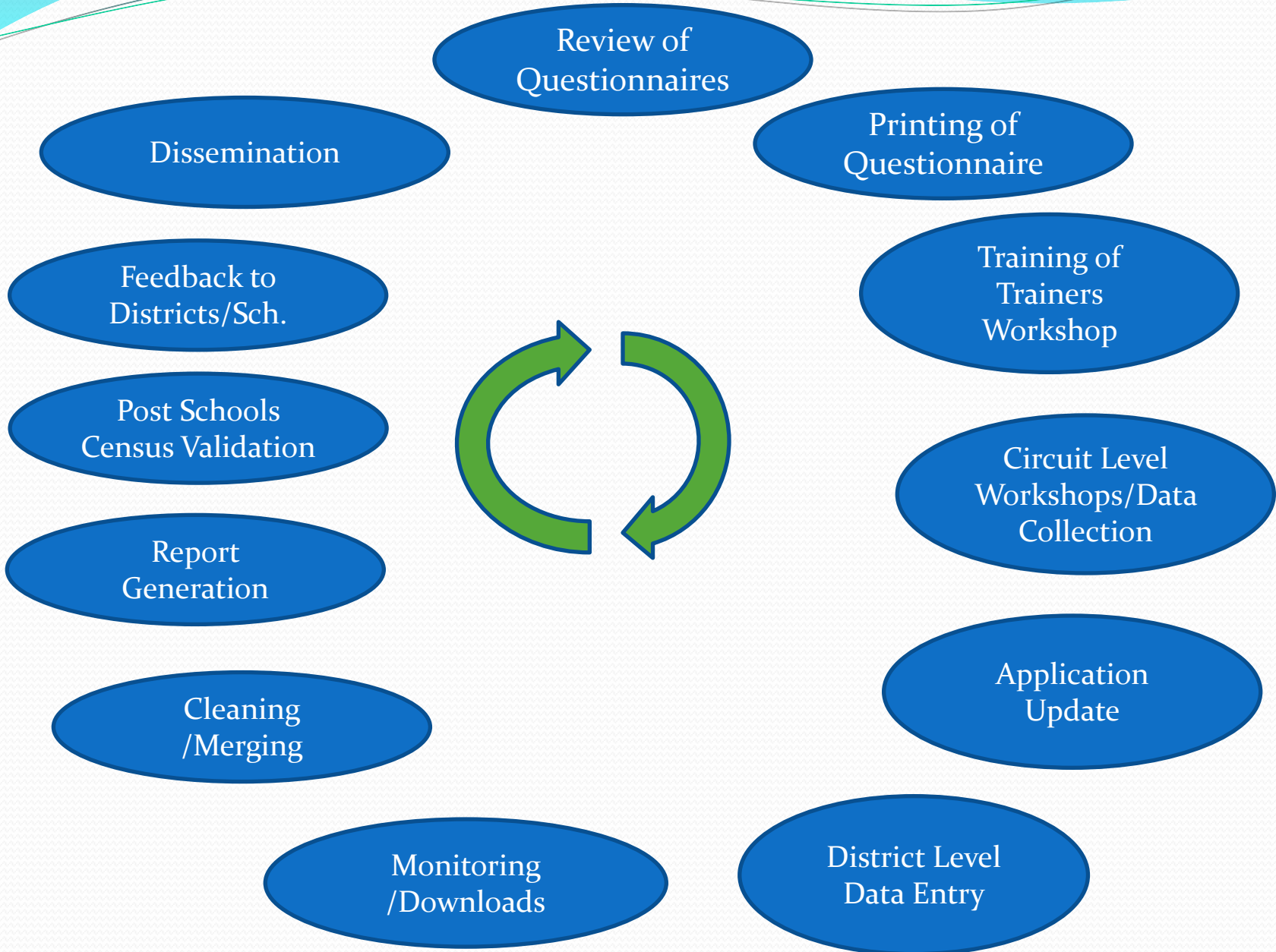
## *Process:*

- Regional/District Statistics Officers and Data Entry Clerks trained
- Administration of the questionnaires by Regional/District Statistics Officers
- Head teachers and/or their assistance trained to complete the questionnaire
- Data entry done at the district level by Data Entry Clerks
- Data copied, merged and analysed at headquarters
- Report written
- Post Schools Census Validation
- Feedback to regions/districts/schools





# THE CYCLE







***The Installation of EMIS Application Being demonstrated to Participants from Central, Western & Upper West***



# DATA SOURCES

*Primary data is collected at the school level and is basically paper based.*

- Admission Registers & Class Registers
- Log Books
- Teacher Attendance Books
- Inventory Books
- Cash Book
- Visitors Books







# TIMELINES

- Questionnaire review – November
- Data collection - February
- Data entry/Monitoring – March
- Merger/Cleaning/Reporting - May

**Note:** *Annual Schools Census date of Ghana had been changed from November 30 of the academic year to **January 31***



# INDICATORS

- Enrolment Ratios
- Share of Girls
- Percentage of Trained Teachers
- Pupil/Teacher Ratio
- Pupil/Classroom Ratio
- Seating and Writing Places
- Gender Parity Index
- Pupil Text Book Ratio and many Others

# DATA QUALITY ASSURANCE

- Printing of manuals to all questionnaires
- Organization of different levels of workshops
- Software validation rules to prevent inconsistencies and omissions
- Close supervision/monitoring by Circuit Supervisors/District officers/EMIS Headquarters
- Direct telephone calls to school heads to resolve issues and or attend to software/hardware challenges
- Use of Social Media platforms to resolve problems field officers and that of heads of institutions



# TEACHER DATA – GHANA'S EXPERIENCE

Compilation of teacher data is one of the importance aspects of the Annual Schools Census in Ghana





# CAPTURING TEACHER DATA

Basic School Quest. 2014-15 revised.xls [Compatibility Mode] - Microsoft Excel (Product Activation Failed)

Insert Page Layout Formulas Data Review View Acrobat

MS Sans Serif 10 A<sup>+</sup> A<sup>-</sup> Wrap Text

Font Alignment Number Styles Cells

fx

1.11	Summary Count	Nursery/Creche	Kindergarten	Primary	Junior High	
	Pupils					<i>Ensure that the totals for these summary counts correspond with the totals for tables 5.1, 9.5, and 11</i>
	Teachers					
	Classrooms					

The summary page takes a snapshot of teachers in the school by level









# CAPTURING TEACHER DATA - PROFILE

11 TEACHER PROFILE																						
Note on Teacher	N <sup>o</sup>	Surname / Family Name	First Name & Initials	Staff number (IPPD) (if govt employee)	SSF Number	Level		Year of Birth	Sex	Service		Rank	Type of Teacher	Status	Function	Academic Qualification	Professional Qualification	Professional teaching qualification (Indicate code otherwise leave blank if not)	Who pays the salary? (tick box)			
						N-Nursery J-JHS	K-Kindergarten P-Primary			Year of 1st Appointment (last 2 digits)	Year posted to present station (last 2 digits)									Current Rank (Enter Code : Ref. to back page)	Year Appointed to Rank (last 2 digits)	C-Class Teacher S-Subject H-Head
	1																		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2																		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3																		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Capturing teacher data appears to be the most difficult aspect of the data collection exercise as details of every teacher will have to be capture at all levels
- The profile captures every bit of information about the teacher except his/her salary

**Note:** Need to capture those doing internship or pre-service



# CHALLENGES WITH THE TEACHER PROFILE

- Most of the delays encountered by the various districts during data capture can be attributed to workload on the Teacher Profile
- The current format does not capture the nationality of teachers especially at the upper secondary level
- It does not capture teachers undertaking pre-service
- Existence of some technical challenges eg. 'Timing out'
- Upgrade of colleges of education from pre-tertiary to tertiary institutions
- Private institutions
- Public TVET and Health and Agricultural Training institutions under other Ministries other than Education



# ACHIEVEMENTS

- The system helps to store every professional information about the teacher regarding;
  1. Area of specialisation
  2. Academic qualification
  3. Rank, Status and many others
- Helps to make inform decision about teachers in the country eg. deployment
- Meeting International obligations (eg UIS supplementary questionnaire)





## ACHIEVEMENTS Cont'd

- ❖ Ministry of Education and its Agencies (NESAR)
- ❖ Other MDA's (GSS, Dept. Of Community Dev., MoH, MoF)
- ❖ Parliamentary Select Committees
- ❖ Development Partners (DFID, JICA, USAID etc.)
- ❖ UN Agencies (UNESCO, UNICEF, UIS, WFP etc.)
- ❖ Civil Society Organisations
- ❖ NGO's (Care Int., Plan Ghana, School for Life etc.)
- ❖ Researchers / Students (Local and Foreign)
- ❖ Other Institutions



## ACHIEVEMENTS Cont'd

- Hard copies of reports
- Soft copies (CDs)
- [www.moe.gov.gh](http://www.moe.gov.gh)
- [www.ges.gov.gh](http://www.ges.gov.gh)
- [www.ghanaeducationdata.com](http://www.ghanaeducationdata.com)
- Documentation Centre

# CHALLENGES

- Upgrade of colleges of education from pre-tertiary to tertiary institutions
- Private institutions
- Public TVET and Health and Agricultural Training institutions under other Ministries other than Education



## WAY FORWARD

- Currently, Ghana is at the stage of piloting an online application with the assistance from USAID in the next couple of months which takes into account all the challenges mentioned earlier.
- For once, EMIS, School Report Card and all the M&E Systems have been integrated into one database under what we call the Improved EMIS System with a wider coverage and enhanced reporting features. For instance, calculated indicators are linked to national development targets and that of globally set goals for effective monitoring and evaluation.
- It is hoped that with the coming into being of real time data capture, we would be in a position to respond promptly, accurately and coherently to such international institutions like the UIS.



THANK  
YOU

