

EDUCATION SECTOR PERFORMANCE REPORT (ESPR) 2019

DRAFT

MINISTRY OF EDUCATION - GHANA
PLANNING, BUDGETING, MONITORING AND EVALUATION UNIT (PBME)

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List of Acronyms

ABFA	Annual Budget Funding Amount
AfDB	African Development Bank
APW	Annual Programme of Work
BADEA	Arab Bank for Economic Development in Africa
BECE	Basic Education Certificate Examination
CBT	Competency Based Training
CENDLOS	Centre for National Distance Learning and Open Schooling
CoE	College of Education
COTVET	Council for Technical and Vocational Education and Training
CSO	Civil Society Organisation
DANIDA	Danish Development Agency
DBC	District Bursary Committee
DEOC	District Education Oversight Committee
DfID	Department for International Development
DSIP	Development of Skills for Industry Project
EMIS	Education Management Information System
ESP	Education Strategic Plan
ESPR	Education Sector Performance Report
FGER	Female Gross Enrolment Ratio
FWSC	Fair Wages and Salaries Commission
GAR	Gross Admission Ratio
GBP	Great British Pounds (£)
GER	Gross Enrolment Ratio
GES	Ghana Education Service
GETFund	Ghana Education Trust Fund
GEU	Girls Education Unit
GHC	Ghana Cedis
GoG	Government of Ghana
GPEF	Global Partnership for Education Fund
GPEG	Ghana Partnership for Education Grant
GPI	Gender Parity Index
GSDI	Ghana Skills Development Initiative
GSGDA	Ghana Shared Growth and Development Agenda
GSFP	Ghana School Feeding Programme
GSS	Ghana Statistical Service
GSTDP	Ghana Skills and Technology Development Project
ICT	Information and Communications Technology
IDA	International Development Association
IE	Inclusive Education
INSET	In-service education and training
JHS	Junior High School
JICA	Japan International Cooperation Agency
KG	Kindergarten
KOICA	Korea International Cooperation Agency
MMDA	Municipal, Metropolitan and District Assembly

MOE	Ministry of Education
MoF	Ministry of Finance
MoFA	Ministry of Food and Agriculture
mSRC	Mobile School Report Card
NAB	National Accreditation Board
NAP	National Apprenticeship Programme
NAR	Net Admission Ratio
NCTE	National Council for Tertiary Education
NEA	National Education Assessment
NER	Net Enrolment Ratio
NESAR	National Education Sector Annual Review
NFED	Non-formal Education Division
NFLP	National Functional Literacy Programme
NGO	Non-governmental Organisation
NVTI	National Vocational Training Institute
ODeL	Open, Distance and Electronic Learning
PASS	Participatory Approach to Student Success
PHC	Population and Housing Census
PRINCOF	Principals of Colleges of Education
PTPDM	Pre-tertiary Teacher Professional Development and Management
PTR	Pupil-teacher ratio
PTTR	Pupil-trained teacher ratio
SDF	Skills Development Fund
SEIP	Secondary Education Improvement Project
SHS	Senior High School
SHTS	Senior High Technical School
SLTF	Student Loan Trust Fund
SMC	School Management Committee
SPAM	School Performance Appraisal Meeting
SpED	Special Education Division
SPIP	School Performance Improvement Plan
SRC	School Report Card
SRIMPR	Statistics, Research, Information Management and Public Relations
STR	Student-teacher ratio
SWG	Sector Working Group
TA	Trade Association
TLM	Teaching and Learning Material
TVI	Technical and Vocational Institute
UNESCO	United Nations Education, Science and Cultural Organisation
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USD	United States Dollars (\$)
UTDBE	Untrained Teacher Diploma in Basic Education
WAEC	West African Examinations Council
WASSCE	West Africa Senior School Certificate Examination
WFP	World Food Programme

1. Introduction

The 2019 Education Sector Performance Report (ESPR), provides an overview and analysis of 2018/19 academic year through a review of sector activities. The report also considers trends in performance over the past 5 years with a focus on the year under review, 2018/19. The ESPR 2019, emphasizes the occurred and expected impact of the current ongoing reforms and activities in the education sector in line with the Education Strategic Plan (ESP) 2018-2030. The following documents and reports have informed the 2019 ESPR:

- 2018/19 Annual School Census of the Education Management Information System (EMIS);
- 2018 Annual reports from MoE and its agencies
- Implementation status reports of selected projects
- MoE Annual Financial reports of 2018
- 2018 WAEC examination results on BECE and WASSCE
- Implementation monitoring reports from MoE and its agencies
- Financial reporting for 2018 from Government and Donors.
- The Education Strategic Plan (ESP) 2018-2030
- MICS 2018
- NEA 2018

The ESPR 2019 is structured around the seven education sub-sectors that the ESP 2018-2030 employs. These aligns with the various levels of education alongside cross cutting issues on inclusive and management of education services. Each of the seven programme areas (listed below) is aligned to a strategic objective that give direction to the planned interventions with measurable indicative targets. The seven programme areas are:

- Basic Education;
- Senior Secondary Education;
- Technical Vocational Education;
- Inclusive and Special Education;
- Non-formal Education;
- Tertiary Education; and
- Education Management and Finance.

Each section highlights the implemented and ongoing policies and reforms, and access and quality status for the specific level. The sections are concluded with an overall analysis for the sub-sector.

Table 1: Programme Strategic Objectives of the ESP 2018-2030

Programme	Strategic Goal
Basic Education	Improved equitable access to and participation in quality basic education
Secondary Education	Improved equitable access to quality senior high school education
Technical and Vocational Education and Training	Strengthened competency-based skill development in technical and vocational education
Non-Formal Education	Improved opportunities for the non-literate youth and adults to have free access to meaningful quality education and training
Inclusive and Special Education	Improved access for persons with disability, the vulnerable and the talented
Tertiary Education	Improved equitable access to world class tertiary education
Education Management and Finance	Improved planning and management efficiency in the delivery of education

2. Basic Education

Under the provision of basic education, the ESP 2018-2030 defines the strategic goal as '*Improved equitable access to and participation in quality basic education*'. The ESMTDP 2018-2021 has several defined strategies and activities aiming to support the goal in the upcoming three years.

The sector review of basic education will first highlight policies and reforms implemented during 2018/19 with the objective to meet the ESP strategic goal. The following sections will review sector performance in terms of access and quality. The final section provides an overall analysis of basic education performance.

2.1 Policies & reforms

There are several ongoing reforms and developed policies relevant to basic education as informed by the ESP 2018-2030. The following have been completed under 2018/19 academic year.

Development and roll-out of a standard-based curriculum for KG1-P6

The development of the new curriculum was initiated by NaCCA, through support of Cambridge Academia, in 2018 and finalised during the spring 2019. Following the development phase, implementation of the new curriculum was handed over to GES. With the start of the academic year 2019/2020, all kindergarten and primary teachers will have received training on the new curriculum. To date, 186 master trainers, 3,900 regional/district level trainers and 152,000 classroom teachers have been trained in the new curriculum.

The new curriculum includes the development of teaching and learning materials, including the development of teacher guides. The teacher guides are based on the curriculum standards and the objective students should learn by each week. The guides include lesson plans and suggested exercises that teachers can use to improve learning outcomes. NaCCA and GES has distributed 157,000 teachers' packs across the country. Work has been initiated on the development of a pre-tertiary assessment framework aligned with the new curriculum. The assessment framework will guide everything from individual school-based assessments to biennial national assessments at the P2, P4 and P6 level.

NaCCA has initiated the development of the JHS and SHS standard-based curriculum. The JHS curriculum will be finalised in 2020 and roll-out during the academic year 2020/21.

Early Childhood Education Policy

Under the ESP and the ESMTDP, the development of an early childhood education (ECE) policy that includes issues of right-age enrolment, use of an active learning pedagogy, and specialised training for KG teachers is to be finalized by 2019. In this regard, MoE and GES have initiated the development of a comprehensive ECE policy.

The objective of the policy is to ensure that the significant investments to pre-primary education during the previous decade is sustained, and to make ECE more efficient, equitable, and effective so all girls and boys have a fair chance to be ready for primary school.

The policy will highlight roles and responsibilities for implementing ECE, a medium-term implementation plan, specific for KG education, roadmap to strengthen inter-ministerial

coordination mechanism for ECE, including civil society networks and build an investment case for ECE in Ghana to raise and leverage resources from DPs, grant making organizations, and private sector.

Ghana Accountability for Learning Outcomes Project (GALOP)

The MOE has, as part of the commitment to reform the delivery of basic education, initiated a comprehensive project to support the effort across the sector. This initiative, known as the Ghana Accountability for Learning Outcomes Project (GALOP), is supported by the World Bank and the Global Partnership for Education (GPE) with US\$150 million IDA credit and a grant of US\$24.4 million respectively. The project aims to improve learning outcomes and strengthen accountability in the whole sector, but with a Primary focus on KG and Primary education levels.

The project will be launched during the spring of 2020, and implementation will start immediately. Relevant stakeholders have been included and advised the design of the program. The joint program uses a Results Based Approach (Investment Project Financing with Disbursement Linked Indicators). The program will be managed and implemented by the MOE and GES together with relevant agencies.

2.2. Access – 2018 commitments and achievements

Whilst Ghana has made substantial progress in expanding access to basic education services, Gross Enrolment Ratios (GER) across the basic education sector currently follow a downward trend. For the academic year 2018/19, GER has continued to decrease or are stagnant. The downward trend is affecting the Net Enrolment Ratio (NER), except for the JHS level where it is stagnant. Decreasing GER trend could imply that interventions to ensure right age enrolment are having an impact on the figures. However, as NER is decreasing, there is concern that students supposed to be in school are not.

Table 2: GER and NER Basic Education 2011/12-2018/19

Year	KG GER	KG NER	Prim GER	Prim NER	JHS GER	JHS NER
2011/12	99%	64%	97%	82%	81%	46%
2012/13	114%	75%	105%	84%	82%	48%
2013/14	123%	91%	107%	89%	82%	49%
2014/15	129%	83%	110%	91%	85%	49%
2015/16	124%	80%	111%	92%	88%	50%
2016/17	115%	75%	111%	91%	87%	50%
2017/18	112%	74%	106%	89%	86%	48%
2018/19	114%	73%	105%	87%	86%	48%

Kindergarten

As highlighted, various policies and interventions are currently being directed to improve and strengthen KG education in Ghana. Increasing KG infrastructure is part of the ESP commitments. There exist 25,273 KG schools in the country, this is an increase with 855 facilities from the previous academic year. Of the newly built schools, only 20% were financed and built by the

government. The Government has committed, through the ESP, to construct 1,111 new KG blocks by 2021, which requires additional financing and investment to reach this target.

Table 3: Number of KG schools

Kindergarten	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Public	13,492	13,828	14,145	14,432	14,649	14,821
Private	6,608	7,132	7,907	8,807	9,769	10,452
Total	20,100	20,960	22,052	23,239	24,418	25,273

KG enrolment is increasing in absolute numbers, but in a slower pace as compared to the total 4-5-year population growth. This has caused the KG NER to decrease to 73.3% from 74.6% during the academic year. Public enrolment constitutes 70% of KG pupils. This implies that private enrolment has increased with 3% during the last year to comprise 30% of the KG enrolment.

Table 4: KG enrolment statistics

Indicators	National			Deprived		
	16/17	17/18	18/19	16/17	17/18	18/19
KG GER (%)	115.6	112.4	113.9	126.1	121.9	129.0
KG NER (%)	74.6	74.6	73.8	83.6	79.8	83.0
Enrol. KG	1,774,947	1,778,021	1,832,693	554,825	552,510	564,092
Enrol. KG (4-5 yr)	1,145,458	1,179,561	1,187,817	367,743	361,499	365,588
Population (4-5 yr)	1,535,959	1,581,200	1,609,130	439,935	453,196	461,979
% Private enrolment	27.3	27.3	30.3	12.5	13.5	13.2

Figure 1 illustrates that NER across gender is relatively equal, in some regions, girls have greater NER and in others, boys. The largest difference is identified in the three Northern regions and in the Central region, where girls have larger NER than boys, except for in the Northern region. However, NER across regions varies vastly, with close to 90% NER in Upper West and around 50% NER in Greater Accra. This implies that even if NER varies across gender, geographic location has a greater impact on NER.

Figure 1: KG NER by gender and region 2018/19

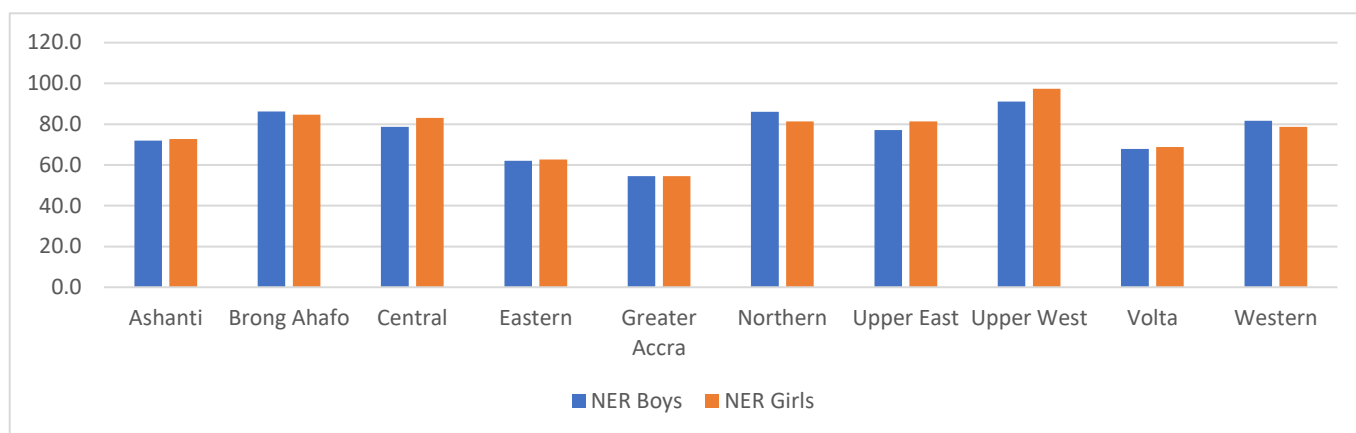
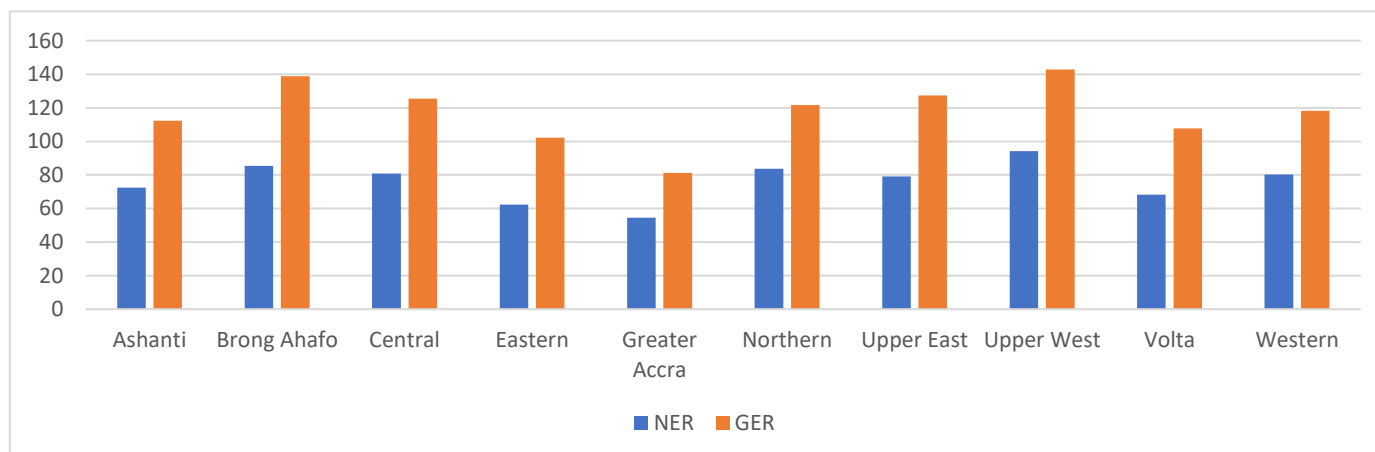


Figure 2 compares GER and NER by region. GER is significantly greater than NER across all regions, which implies that under and overage enrolment still remain a great challenge to the sector. As illustrated, Greater Accra has the lowest NER and GER in the country whilst Upper West has the largest. This could be caused by large differences in absolute numbers of students between the two regions, and Greater Accra having greater challenges with out of school children due to urban poverty and difficulties to reach these children. However, the income levels in Upper West are significantly lower as compared to the capital. Further investigation is required to comprehend the regional variations.

Figure 2: KG GER and NER by region 2018/19



Kindergarten interventions

The MoE and GES, with support from UNICEF, performed an assessment of the quality of KG service delivery during the previous academic year. Through this exercise the need for an early childhood education policy, with costed implementation plan was identified.

The access figures for KG indicate that the system is experiencing both over and under age children in terms of enrolment. With the support from UNICEF, the MoE and GES have during the academic year launched a social and behaviour change communication campaign on “Right-Age Enrolment”. The campaign reached 340 kindergartens and 700 school communities across the

country, and enrolled 10,200 children who also benefitted from early health screening. The project will continue during the academic year 2019/20.

The assessment of KG education, also identified the benefits in engaging communities and parents in improving quality learning and preparing children for school. Through this a program, *Lively Minds*, developed to target cognitive and socio-emotional development and health of KG age children (3-5), is being incorporated in the ECE policy and will be scaled up. The program involves mothers, who teach 5-6 children in small groups (children rotate around 6 play stations) for 1 hour per week. Children play fun and interactive games that strengthen cognitive, language & socio-emotional skills. In the NEW 2019, the evaluation of the program indicated that parental involvement improves socio-emotional skills, cognitive development and reduction in disruptive behaviour.

Another KG program has been piloted, Quality Preschool for Ghana (QP4G), with focus on in-service teacher training and coaching program for pre-primary school teachers to increase activity-based learning, child-centred pedagogy, and positive behaviour management techniques.

Findings from these programs and evaluations have led the MoE to support the incorporation of play-based learning in both the new standard-based curriculum and in the ECE policy. In the ESMTDP 2018-2021, the improvement of KG education delivery is stressed, which has led to the significant investments and ongoing activities in the sub-sector.

Primary Education

The number of Primary schools across the country are steadily increasing. The number of schools has increased with 861 the last academic year. The majority are from private school expansion, which represents 82% of the new infrastructure. The trend in number of schools are represented in table 5.

Table 5: Number of Primary schools

Primary	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Public	14,112	14,142	14,405	14,664	14,923	15,138	15,291
Private	5,742	6,360	6,904	7,625	8,566	9,488	10,196
Total	19,854	20,502	21,309	22,289	23,489	24,626	25,487

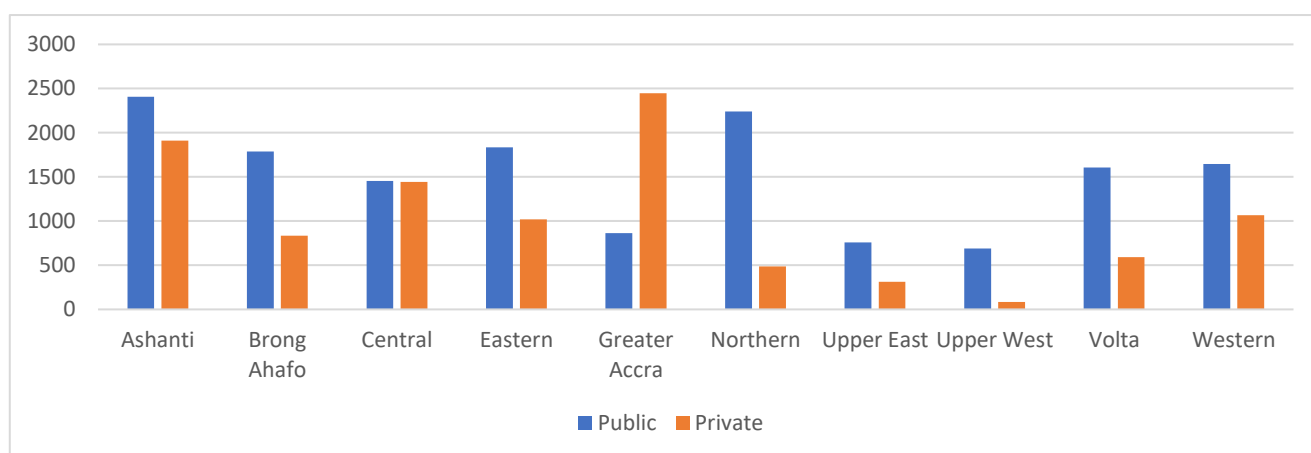
Disaggregating the numbers of schools and type by region indicate that there exists positive correlation between poverty levels and number of private schools. Although self-evident, the difference in access to schools impede the overall achievement of the basic education ESP goal. This is illustrated in Table 7 and Figure 4.

Table 6: Number of Primary schools by region and type 2018/19

REGION	Public	Private	Total
Ashanti	2408	1909	4317
Brong Ahafo	1787	833	2620
Central	1454	1445	2899
Eastern	1836	1021	2857
Greater Accra	862	2446	3308

Northern	2242	486	2728
Upper East	759	314	1073
Upper West	691	84	775
Volta	1605	590	2195
Western	1647	1068	2715
Total	15,291	10,196	25,487

Figure 3: Number of private and public schools by region 2018/19



Gross Admission Rate (GAR) measures the total admission in P1 over the age 6 population. Net Admission Rate (NAR) measures the number of age 6 students in P1 over the age 6 population. The Primary NAR is more than 15% lower than the Primary NER, which measures the total enrolment of age 6-11 students over the age 6-11 population. This implies that even though 87.3% of students in Primary education is between 6-11 years old, only 71.4% of the students enrolling in P1 are of accurate age. There are evident challenges with under and over age enrolment in Primary education, which needs to be addressed. The Primary enrolment figures are illustrated in Table 7.

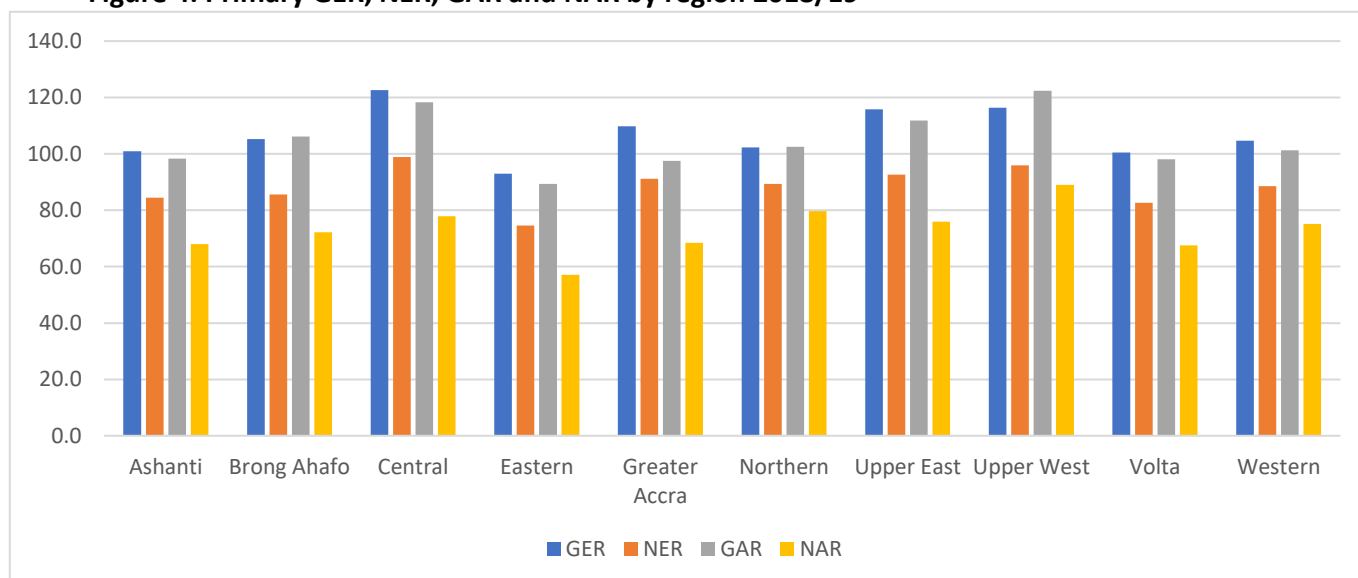
Table 7: Primary enrolment statistics

	National				Deprived			
	2015/16	2016/17	2017/18	2018/19	2015/16	2016/17	2017/18	2018/19
Primary GER (%)	111.3	111.4	106.2	105.3	111.4	110.1	102.2	103.1
Primary NER (%)	91.5	91.1	89.3	87.3	93.7	92.6	86.0	86.0
Primary GAR (%)	118.0	118.6	101.5	102.0	124.4	123.5	102.0	104.6
Primary NAR (%)	81.6	80.5	72.3	71.4	84.0	84.8	72.3	75.9
Enr. Primary	4,358,176	4,393,061	4,401,194	4,511,268	1,220,395	1,216,667	1,189,246	1,203,045
Enr. Prim. (6-11yr)	3,583,941	3,595,905	3,699,575	3,739,140	1,025,970	1,022,482	1,001,248	1,006,411
Population (6-11yr)	3,916,406	3,945,032	4,144,762	4,285,464	1,095,480	1,164,199	1,164,199	1,211,711
%Private enrolment	25.3	25.8	29.6	28.7	9.7	10.4	13.8	11.3

Figure 4 illustrates GER, NER, GAR and NAR across the regions. Similarly, with the KG figures, Upper West, Upper East and Central region are having the highest GER. The three Northern regions and Central region also have the highest NAR and NER in the country, implying that four

of the regions with lowest income levels have less issues with over and under age enrolment relative to the other regions.

Figure 4: Primary GER, NER, GAR and NAR by region 2018/19



Primary education interventions

The primary education sub-sector is continuing to reach the majority of students, however there exists inequities across regions, income levels, gender and disabilities.

The Strengthening Teacher Accountability to Reach all Students (STARS) initiative is a MoE project, supported by UNICEF and IPA to improve primary education. It builds on the principle of targeted instruction through ability groupings with an enhanced focus on instructional leadership, supervision, and support. The baseline data has been collected for the accompanying impact evaluation and the intervention rolled out during the first term of the 2018-19 school year in 140 nationally representative sampled school clusters. TI will be scaled up on under the GALOP project, due to the successful implementation.

Junior High School

The number of JHSs across the country are, similarly to the rest of the basic education system, increasing. The number of schools has increased with 735 the last academic year. The majority of the increase is from private school expansion, which represents 57,8% of the new infrastructure. The private sector seems to expand more in KG and Primary education than in JHS. The trend in number of schools are represented in table 8.

Table 8: Number of Junior High Schools

JHS	2014/15	2015/16	2016/17	2017/18	2018/19
Public	9,445	9,905	10,382	10,784	11,094
Private	4,395	4,862	5,422	6,066	6,491
Total	13,840	14,767	15,804	16,850	17,585

There exists marginal change in GER, NER, GAR and NAR from the previous academic year. However, the transition rate from Primary 6 to JHS 1 has, even though marginally, decreased. The

trend in transition rates are currently following a decreasing trend, which is concerning and needs to be investigated further. The JHS enrolment figures are included in Table 9.

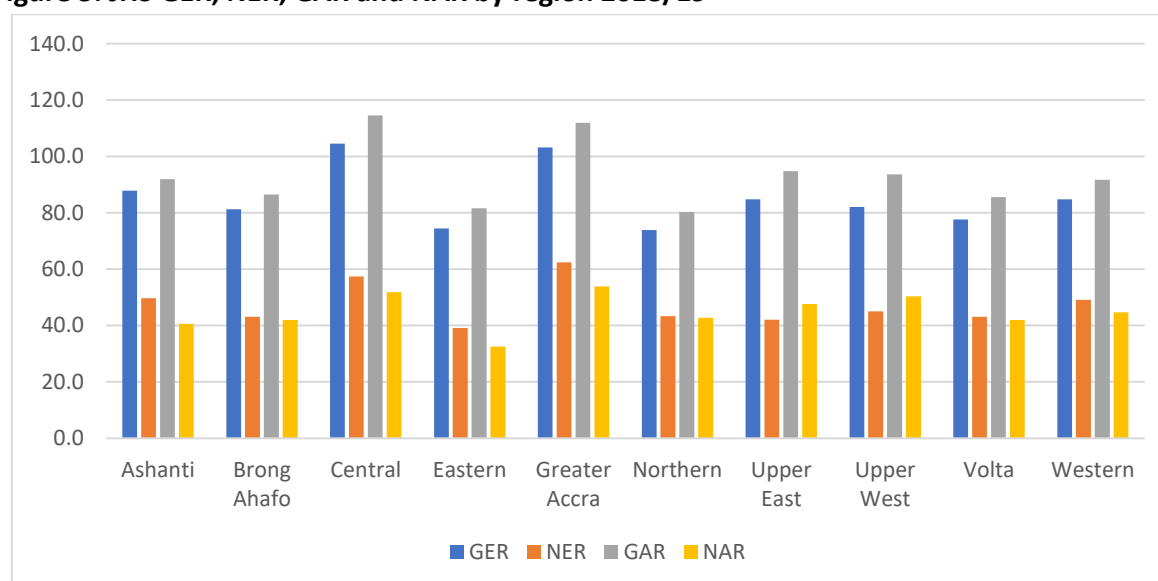
Table 9: JHS enrolment statistics

National					Deprived			
	2015/16	2016/17	2017/18	2018/19	2015/16	2016/17	2017/18	2018/19
JHS GER (%)	88.0	86.8	86.1	86.2	76.5	73.8	72.3	72.6
JHS NER (%)	50.3	49.7	48.5	48.4	43.2	42.7	39.3	39.3
JHS GAR (%)	97.4	96.0	91.7	93.3	85.4	76.5	77.9	79.5
JHS NAR (%)	45.5	44.9	43.8	44.0	40.2	53.3	38.2	40.8
Transition to JHS1(%)	94.7	94.3	92.1	90.8	83.2	83.2**	88.4**	79.1
Enrol. JHS	1,607,382	1,610,834	1,645,764	1,678,132	361,150	355,317	358,061	358,158
Enrol. JHS (12-14yr)	918,043	921,996	926,634	942,616	203,688	205,821	194,641	193,296
Pop. (12-14yr)	1,826,472	1,855,623	1,912,381	1,945,752	472,045	481,548	495,356	507,583
% Private enrolment	22.0	22.0	21.9	21.8	7.9	8.5	8.5	7.9

**no data on repeaters

Disaggregating the enrolment figures by region in Figure 5 illustrates that GER and GAR have large variations across the country. However, the variations in NER and NAR are less across all regions. Greater Accra has, in contrast to KG and Primary enrolment, the largest JHS NER and NAR in the country.

Figure 5: JHS GER, NER, GAR and NAR by region 2018/19



Junior High School interventions

Over 1,200 administrators nationally were oriented on the provisions of the education sector response to adolescent pregnancy, and a national cadre of trainers supported the roll-out of safe schools' activities in 2,172 primary schools and junior high school with the involvement of teachers and students. The safe school's initiative is supported by UNICEF, which includes practical guidance manuals to promote gender equality, inclusion and safe schools in Ghana. In 2018, three key knowledge assets were finalized for teachers and administrators, namely: guidelines for an education sector response on prevention of adolescent pregnancy and retention

of young mothers in schools (also supported under the ‘ending child marriage’ programme); a training manual to help identify gender issues in education, including understanding data at the district level and how to use it for planning and evidence-based advocacy; and a safe schools resource pack for teachers and students to address corporal punishment, bullying and sexual harassment in schools.

Gender equality in basic education

In terms of gender equality in access to basic education, Ghana is performing well. At the national level, the Gender Parity Index (GPI) at KG was identified as 0.99, at Primary 1.00 and at JHS 1.02. The trends in the GPI for basic education are included in Table 10.

Table 10: Gender Parity Index (GPI) basic education

	National			
	2015/16	2016/17	2017/18	2018/19
KG	1.01	1.0	1.00	0.99
Primary	1.01	1.01	1.00	1.00
JHS	0.97	0.98	1.00	1.02

Disaggregating the GPI by regions shows that there are geographic variations in access to education by gender. Western and Northern regions have less girls accessing KG, whilst Upper West, Upper East and Central region have less boys access KG. Similarly, for Primary and JHS, Northern and Western region have less girls accessing education. Whereas Upper East, Upper West and the Central region have less boys accessing education. It is however worth noting that the figures are at a global scale close to achieving gender parity.

Table 11: Gender Parity Index (GPI) by region 2018/19

Region	KG	Primary	JHS
Ashanti	1.00	1.01	1.01
Brong Ahafo	0.98	0.99	0.97
Central	1.04	1.03	1.06
Eastern	0.99	1.00	1.03
Greater Accra	0.98	1.00	1.00
Northern	0.96	0.95	0.95
Upper East	1.04	1.05	1.19
Upper West	1.07	1.10	1.14
Volta	1.02	1.02	1.03
Western	0.96	0.95	0.95
Total	0.99	1.00	1.02

2.3 Quality - 2018 commitments and achievements

In order to reach the ESP target to provide quality education, learning outcomes need to improve significantly. This section discusses the status of quality output for achieving the expected learning outcomes. These include: (i) access to **textbooks**, (ii) access to **trained teachers** (iii) **completion rates**; (iv) student learning outcomes at Primary and JHS.

Textbooks and TLMs

The Ministry of Education and Ghana Education Service has not distributed new textbooks since 2012. However, with the ongoing roll-out of the Standard-Based Curriculum, all KG and Primary schools in the country will be provided with new TLM's.

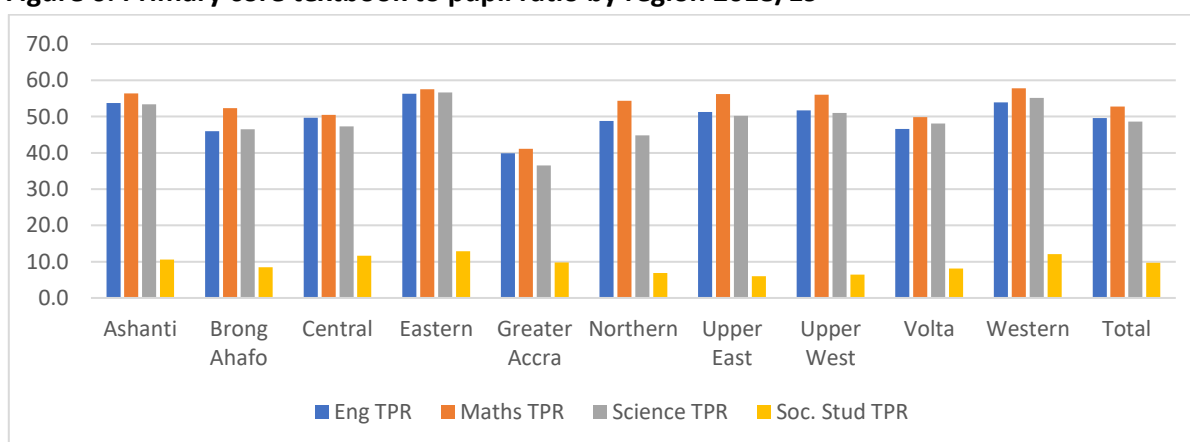
Public schools have greater access to textbooks when comparing textbooks to pupil ratio (TPR) in Primary schools. For public Primary schools, the national TPR is between 53.3 and 59.1, implying that students do not have access to an individual textbook across subjects. The figures are in Table 12.

Table 12: Primary textbook to pupil ratio (per 100 pupils) 2018/19

	Primary Text Book Pupil Ratio		
	English	Mathematics	Science
Public	53.3	59.1	54.9
Private	40.4	37.1	33.0
Total	49.6	52.8	48.6

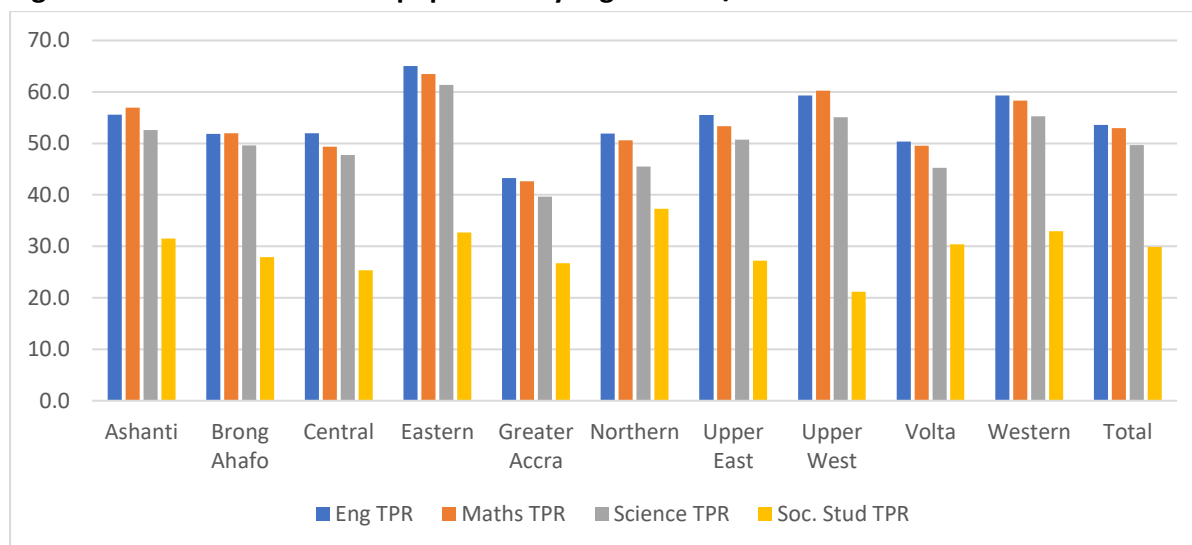
When disaggregating these figures by region, and including TPRs for Social Studies it is evident that English, Maths and Science are given more resources in Primary education. There is significantly less access to textbook for Social Studies. Greater Accra has the lowest TPR in the country and Eastern and Western the greatest as illustrated in Figure 6.

Figure 6: Primary core textbook to pupil ratio by region 2018/19



For JHS, the TPR are higher, comparative to the Primary level, for all subjects. The lowest TPR, across subjects, is in Greater Accra, followed by Northern and Volta. Eastern, Western and Upper West have the highest TPRs across subjects. The development of the curriculum for JHS has just been initiated, which when roll-out will include distribution of TLMs for all students and teachers. The JHS TPR across subjects by region is illustrated in Table 7.

Figure 7: JHS core textbook to pupil ratio by region 2018/19



Teachers

Teachers continue to remain the most important asset in education and have a key role in increasing learning outcomes. In KG, there has been an increase of 6.4% in trained teachers, and a decrease of 44.8% in number of untrained teachers. At the Primary level, the number of trained teachers has increased by 5.3% since the previous academic year and the number of untrained teachers has decreased with 23%. In JHS, the number of trained teachers has increased by 5.2% and the number of untrained teachers has decreased by 30.2%. The figures in Table 13 indicates that considerable investments in teacher training and certifications have been undertaken by the MoE, GES and NCT during the academic year.

Table 13: Number of teacher ins public basic schools

KG	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	% change
Trained	20,118	22,934	24,866	27,970	32,084	34,166	6.4%
Untrained	16,606	14,213	12,851	14,971	10,582	5,910	-44.8%
Total	36,724	37,147	37,717	42,941	42,666	40,076	-6.1%
Primary	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	% change
Trained	68,657	72,552	75,660	83,891	91,477	96,391	5.3%
Untrained	29,082	24,163	21,386	26,542	17,743	13,667	-23%
Total	97,739	96,715	97,046	110,433	109,220	110,058	0.1%
JHS	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	% change
Trained	65,225	67,841	70,916	78,205	83,090	87,428	5.2%
Untrained	11,871	11,993	9,398	8,226	7,728	5,400	-30.2%
Total	72,777	77,218	77,239	79,142	90,818	92,828	2.2%

Pupil Teacher Ratio (PTR) and Pupil Trained Teacher Ratio (PTTR) are being used to appreciate class size and the distribution of teachers and trained teachers across the country. Disaggregating

the PTR and PTTR by geographic location support and further informs GES efficient deployment of teachers.

The 2018/19 ESP target for KG PTR is 34, which through EMIS was reported as 32 for the academic year. The ESP target for PTTR is 55, reported as 37 and for Percentage of Trained Teachers target is 70%, reported as 85.3%. For Primary education, the ESP target for PTR is 34, reported at 29.2. The ESP target for PTTR is 45, reported as 33 and Percentage of Trained Teachers 80%, reported as 87.6%. Similarly, for JHS, the target for PTR is 16, reported as 14. For PTTR the target is 24, reported as 15 and Percentage Trained Teachers is 92%, reported as 94.2%.

For all levels the reported data is overachieving the ESP targets. However, there are considerable efficiency savings that can be made at all levels by adjusting the PTR and PTTR to the best practices that have influenced the ESP targets. Nevertheless, the achievement of the high levels of Percentage of Trained Teachers at all basic education levels has to be acknowledged. The different indicators are included in Table 14.

Table 14: Teacher indicators for public basic schools

KG	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
PTR	34	30	29	32
PTTR	52	63	39	37
% TT	66	65.1	75.2	85.3
Primary	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
PTR	34	30	29	29.2
PTTR	43	3	35	33
% TT	78	76	83.8	87.6
JHS	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
PTR	16	14	14	14
PTTR	18	16	16	15
% TT	90	88.1	91.5	94.2

Disaggregating the teacher indicators by region further strengthen the argument for adjusting the deployment of teachers. Whilst the national data indicates that there are low PTR and PTTRs, there exist vast variations in teacher allocations, which requires a review of teacher deployment procedures. The highest ratios for KG and with the lowest percentage of trained teachers are identified in the three Northern regions. For Primary, the highest PTR is in Greater Accra, whilst the highest PTTR is in Northern region. For JHS the highest ratios are found in Greater Accra. These figures are included in Table 15.

Table 15: Teacher indicators for public basic schools by region 2018/19

	KG			Primary			JHS		
	% TT	PTR	PTTR	% TT	PTR	PTTR	% TT	PTR	PTTR
Ashanti	88.7	26	30	91.3	26	29	95.5	13.0	14
Brong Ahafo	83.8	27	32	87.3	26	30	95.2	12.5	13
Central	85.4	29	34	88.1	30	34	94.8	14.3	15
Eastern	88.7	24	27	88.6	24	27	93.8	12.0	13
Greater Accra	90.5	29	33	93.6	37	39	95.9	19.2	20
Northern	84.9	52	61	81.7	34	41	91.2	16.2	18
Upper East	86.1	40	46	85.8	34	39	92.4	13.3	14

Upper West	83.3	43	51	83.2	32	38	90.3	12.8	14
Volta	84.1	32	37	89.9	28	31	94.6	12.9	14
Western	74.3	38	52	83.0	32	38	93.1	17.1	18
TOTAL	85.3	32	37	87.6	29.2	33	94.2	14	15

Completion rates

On the national level, completion rates have increased both in Primary education and in JHS during the academic year. The increase in Primary from the previous academic year was 1.6% and in JHS 3.9%. Completion rates are not supposed to be over 100%, however, as there exist challenges in reporting on transfers, and over and under age enrolment Primary completion rates are exceeding the total number of the students that should complete P6 and JHS3.

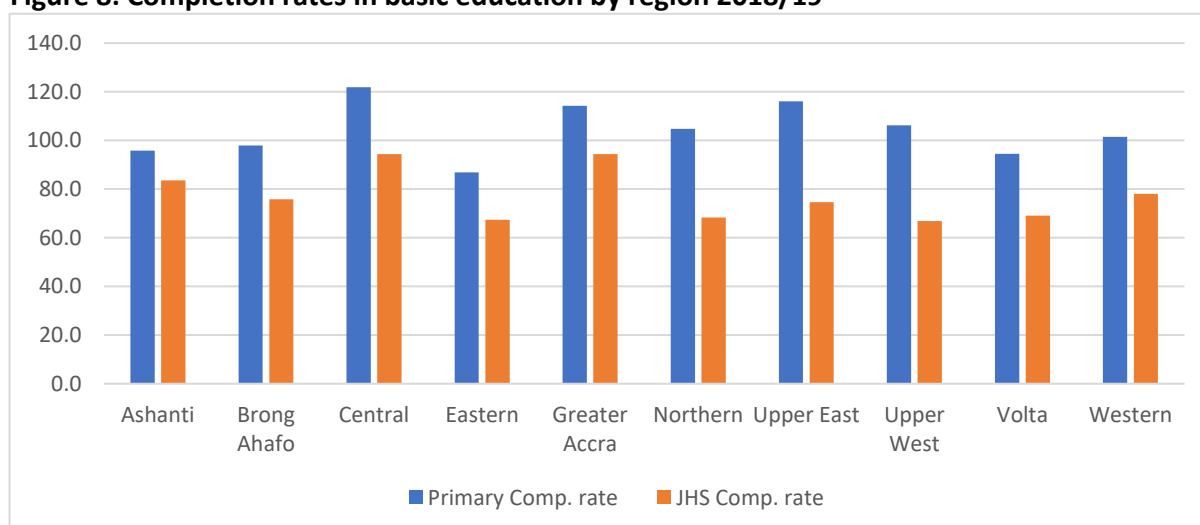
Table 16: Completion rates in basic education

Level	National				Deprived districts		
	2015/16	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Primary	99.6	101.6	100.8	102.4	101.5	99.4	99.8
JHS	73.5	76.1	75.2	79.1	65.1	62.1	62.9

Disaggregating completion rates for the different regions indicate that depending on geographic location, students are more or less likely to complete both Primary and JHS education. In the Central region more than 120% of students at the Primary level complete P6. Eastern region has the lowest completion rate for Primary education, reported close to 80%. However, the inaccurate figures suggest that the regional and district offices, and schools require support in collecting accurate data.

For JHS completion rates, Central region and Greater Accra recorded close to 100% of students completing JHS3. Whilst Eastern, Northern, Upper West and Volta reported only around 70% of their JHS3 students.

Figure 8: Completion rates in basic education by region 2018/19



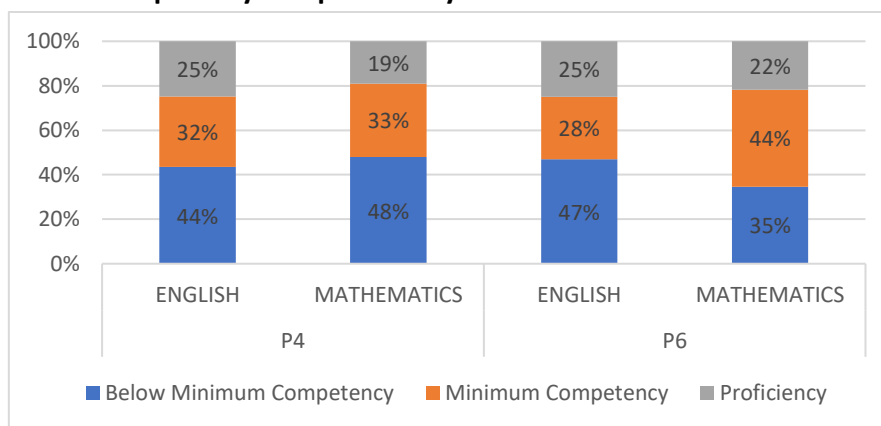
National Education Assessment 2018

The National Education Assessment (NEA) 2018, consists of two multiple-choice tests on English language and Mathematics administered to P4 and P6 students. The test is curriculum based—

measuring competencies that the MOE and the GES currently teach and consider most important to the development of Ghanaian children. The NEA is a sample-based test conducted in 550 schools throughout the country and is therefore representative only at the national and regional levels.

Even though the NEA is sample based and only representative on a regional level, the results provides a good diagnostic of learning outcomes for P4 and P6 students in the country. Most students, in both P4 and P6, across subjects score below minimum competency, except for in P6 mathematics were 44% reach minimum competency. Only 25% of P4 and P6 score proficiency in English, whilst 19% of P4 respectively 22% of P6 students scored proficiency in mathematics in NEA 2018 illustrated in Figure 9.

Figure 9: Minimum competency and proficiency NEA 2018



Trend analysis of the NEA results is crucial to understand the current learning outcomes situation. As Figure 10 and 11 illustrates, NEA test scores remained essentially the same between 2016 and 2018. There was a very slight decrease in scores between 2016 and 2018. Social Impact performed three different types of analysis, and found that although the decrease was statistically significant, the difference was so small that the practical significance was negligible.

Figure 10: Trend NEA P4 results 2013, 2016 & 2018

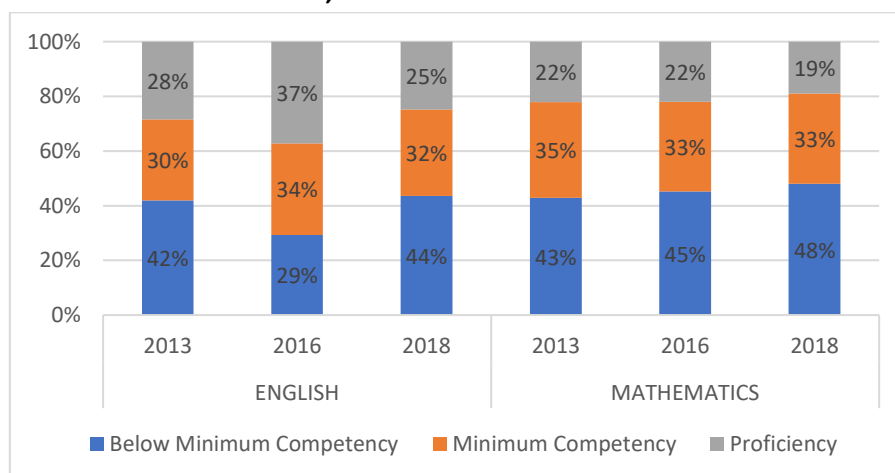
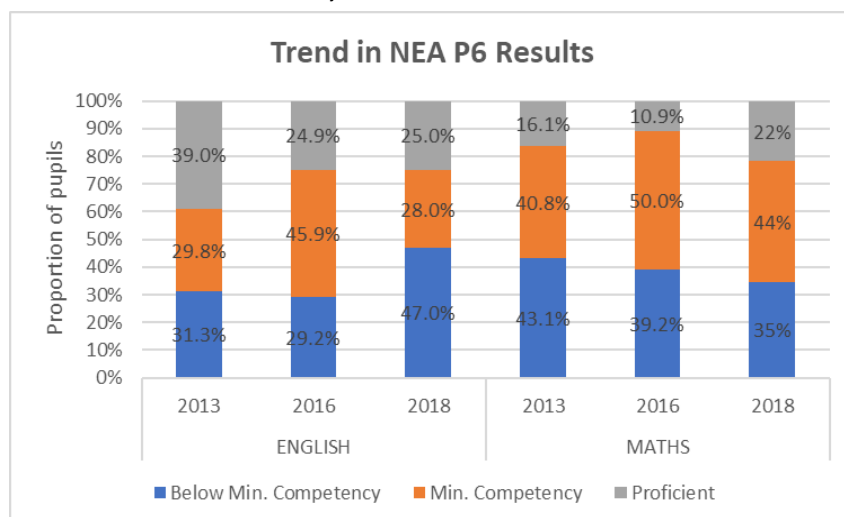


Figure 11: Trend in NEA P6 results 2013, 2016 & 2018



Even though the NEA results 2018 does not differ much from 2016, vast differences across demographic core indicators in the country were identified when the data is disaggregated.

On average, girls tended to outperform boys in English language in both P4 and P6, and boys tended to outperform girls in Mathematics in P6.

Differences in location (urban or rural) were not only statistically significant but more pronounced: pupils in urban areas performed around six to eight percentage points higher on the Mathematics portion of the test for both P4 and P6 and around 11 percentage points higher on the English language portion.

School type (public or private) presented by far the greatest practical differences in average scores. Pupils in private schools had better average scores, across grades and subjects, and these differences were statistically significant. The smallest difference was an 11-percentage point advantage of average private school P6 Mathematics scores over public school scores; the largest was a 22-percentage point advantage of average private school P4 English language scores over public school scores.

Average scores disaggregated by deprivation status exhibited statistically significant differences on a similar order of magnitude to the average differences in scores between urban and rural pupils. Average Mathematics scores for both P4 and P6 were around six to eight percentage points higher for pupils from nondeprived districts than from deprived districts. Average English language scores for both P4 and P6 were around 10 percentage points higher for pupils from nondeprived districts than from deprived districts.

Table 17: Mean percentage of items correct by core demographic variables

Category		P4		P6	
		Mathematics	English language	Mathematics	English language
Sex	Male	41.25%	43.39%	44.64%	41.86%
	Female	40.87%	45.58%	43.07%	43.13%
	<i>Difference</i>	<i>0.38%</i>	<i>-2.20%***</i>	<i>1.57%***</i>	<i>-1.27%***</i>
Locality	Urban	45.90%	51.14%	47.07%	48.92%

	Rural	37.31%	39.37%	41.41%	37.57%
	<i>Difference</i>	<i>8.60%***</i>	<i>11.77%***</i>	<i>5.67%***</i>	<i>11.35%***</i>
School Type	Public	37.43%	39.71%	41.80%	38.77%
	Private	54.42%	62.15%	52.46%	57.99%
	<i>Difference</i>	<i>-16.99%***</i>	<i>-22.45%***</i>	<i>-10.66%***</i>	<i>-19.22%***</i>
Deprivation Status	Non-deprived	42.96%	47.02%	45.36%	44.98%
	Deprived	34.76%	36.17%	39.04%	34.47%
	<i>Difference</i>	<i>8.20%***</i>	<i>10.85%***</i>	<i>6.32%***</i>	<i>10.51%***</i>
<i>Where * = p < 0.1, ** = p < 0.05, and *** = p < 0.001</i>					

Source: (Social Impact, 2018)

Basic Education Certificate Examination (BECE)

The Basic Education Certificate Examination (BECE) is written end of JHS3 and is a national census assessment. Student grades are based on the score of six subjects, the four core subjects (Mathematics, English, Social Studies and Integrated Science) and the two best elective subjects. Each exam can give the student 100 marks and the maximum score is 600, to pass the student need to get 280. The national average for 2018 follows a decreasing trend with 291.95 but is marginally higher than the national average between 2015-2018.

Table 18: National average BECE raw scores 2015-2018

National average - Raw BECE average scores				
2015	2016	2017	2018	2015-2018
268.90	302.30	297.22	291.95	290.09

The national average informs us that most Ghanaian students pass the BECE. However, by disaggregating the BECE scores, 11% of the students score between 100-200, far below passing the exam, and 35% score between 201-280, also counted as a fail. This implies that 46% of schools, on average, do not have students passing the BECE.

Table 19: National average frequency distribution of BECE raw scores 2018

National average frequency distribution of BECE scores 2018			
100-200	201-280	281-400	400-
11%	35%	45%	9%

Disaggregating the BECE results by region in Figure 12 illustrates that there are vast geographic differences in learning outcomes. Greater Accra has the highest proportion of performing schools, followed by Ashanti, Brong Ahafo and Western. Upper East and West have the lowest performing schools, followed by Northern and Volta region, where most schools and students do not pass the examination.

Figure 12: 2018 BECE (raw scores) results by region

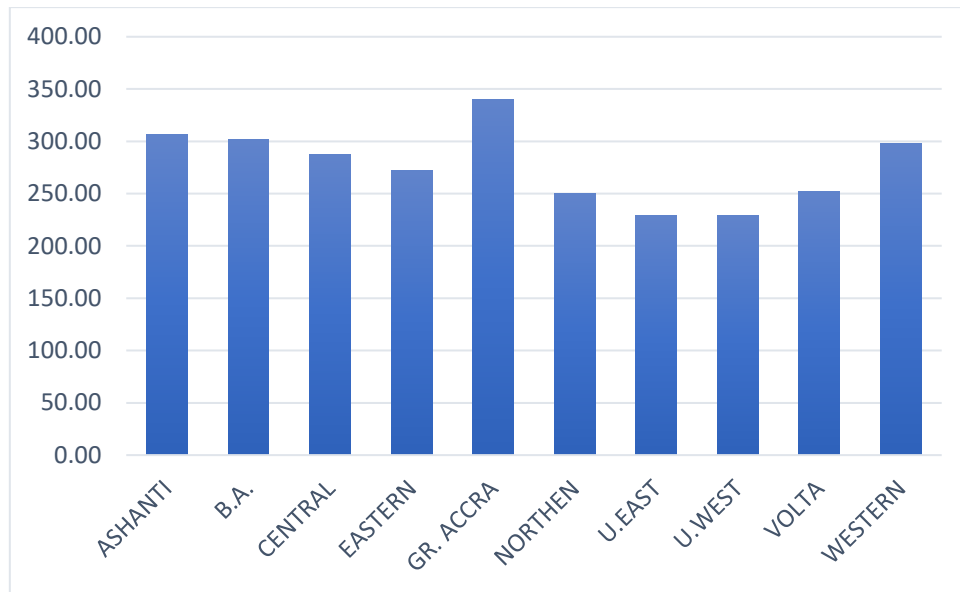


Figure 13 illustrates the variance in BECE performance across the different bands, which indicate a similar picture that the regional raw scores. Greater Accra has the highest proportion of performance with 23% of the schools and students on average performing above 400. Upper West is performing the poorest, where 97% do not pass the BECE and only 3% score between 281-400.

Figure 13: Frequency distribution of 2018 average BECE performance by region

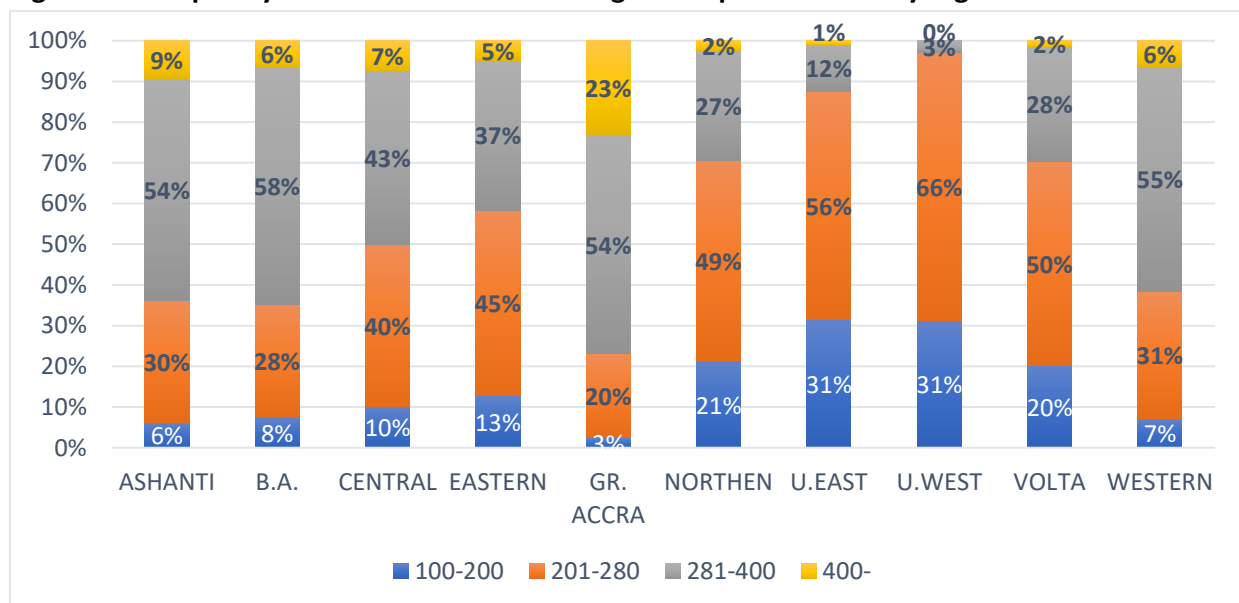
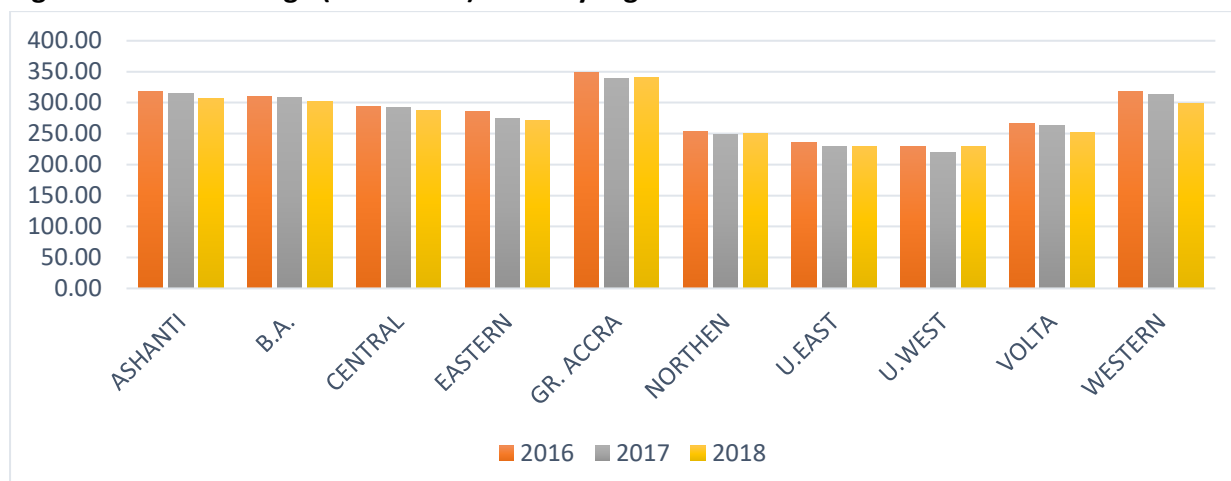


Figure 14 illustrates the trend in BECE performance by region. Performance have increased across the country from 2016. However, performance has slightly decreased in all regions between 2017 and 2018, except for in Northern, Upper East and West region, the lowest performing regions in the country. The highest performing regions follow a decreasing performance trend.

Figure 14: BECE average (raw scores) trend by region



2.4 Analysis

There are various ongoing initiatives, policy reforms and activities aiming to improve the basic education delivery in Ghana. However, the data indicate that challenges still remain in regards to ensuring equitable access to quality education.

Access

The 2018/19 data indicate that access to education has successfully been extended to both girls and boys across basic education. However, the NER trend is following a declining trajectory both at KG and Primary levels. Through programs such as the right age enrolment initiative, aiming to encourage behavioural change towards correct age enrolment, and the safe schools' intervention, aiming to retain students in schools and ensure their safety, the Ministry is taking action. The regional variations in access are of great concern to the sector. Enrolment rates vary across the country and depending on geographic location, children's access to quality education differ.

Although a declining NER trend, the absolute number of students are increasing. With already existing infrastructure challenges, this is expected to require significant investments to meet the growing demand. Currently, the number of private schools are increasing faster than the public-school expansion. The private share of enrolment is increasing at all levels, and at KG and Primary levels reaching almost 30% of enrolment.

Quality

While majority of children are enrolled in basic schools in Ghana, they continue to struggle to learn the basic foundational literacy and numeracy skills. Poor learning outcomes remain more pronounced among children who have disabilities, are overage, belong to a poor household, and live in rural areas. Gender emerges as a visible driver of inequity in secondary education.

In 2018, the World Bank developed the Human Capital Index, where Ghana scored 116 out of 157 countries. This low score is mainly caused by education deficiencies, where Ghanaian children born today are expected to attend school for 11.6 years only attain 5.7 years' worth of knowledge. Due to this waste of human capital, only 44% of children born today are estimated to become

productive when reaching adulthood. This underlines the learning challenge that the sector is facing.

Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) in 2015 revealed that over 90% of P2 pupils do not have foundational reading skills, and do not have mathematical skills beyond the most procedural level. Moreover, an estimated 350,000 to 400,000 pupils (65% of sixth-grade students) leave primary school without reaching proficiency in English or mathematics. The learning challenge is further characterised by stagnant and consistent NEA scores over time, showing no improvement or diminishment of P4 and P6 test scores between 2016 and 2018.

The Ministry of Education and its agencies are undertaking various accountability initiatives, from the school level to the national level, to improve basic education delivery, and ultimately learning outcomes. Under the GALOP, nation-wide interventions, such as the development of a harmonised real time school level data collection tool, which further will feed an Accountability Dashboard, are being invested in. The collection of real time key indicators at the school level will enable the MoE/GES and agencies to better tailor context specific interventions to tackle learning challenges. Part of the nation-wide interventions are also the development of a data driven Teacher Deployment and Transfer Strategy, with the objective to ensure the equitable distribution of trained teachers across the country. The sector is also investing in national assessments at P2, P4, P6 levels to identify learning challenges earlier than at JHS3 and intervene where necessary. These interventions are planned to be initiated under 2020.

The nation-wide data driven interventions are part of actions taken by the MoE to improve accountability, service delivery and ultimately ensure equitable access to quality basic education.

3. Senior High School

Under the provision of secondary education, the ESP 2018-2030 defines the strategic goal as “Improved equitable access to and participation in quality SHS education”. The ESMTDP 2018-2021 has several defined strategies and activities aiming to support the goal in the upcoming three years.

The sector review of secondary education will first highlight policies and reforms implemented during 2018/19 with the objective to meet the ESP strategic goal. The following sections will review sector performance in terms of access and quality. The final section provides an overall analysis of secondary education performance.

3.1 Policies and Reforms

The Ministry prioritized expansion of secondary education opportunities in order to meet increasing demand during the period under review. This included the expansion of SHS places through the building of classroom and boarding facilities in schools, absorption of community schools and campaigns to get JHS graduates enrol in Secondary education. In addition, the Ministry continued with the implementation of Free SHS Policy and its accompanying double track school calendar.

3.2 Access - 2018 commitments and achievements

Secondary education places and enrolment increased during the period. As can be seen in table 20, the number of public SHS increased from 630 in the 2017/18 to 690 in 2018/19 academic year. It is the biggest annual increase in number of schools over the last 10 years. The increase is the result of absorption and the operationalisation of Community Day Schools across the country. The signals Government’s commitment to expand public SHS capacity to accommodate increasing numbers of students graduating from the JHS level. Conversely, the number of private SHS declined during the period. Private secondary schools declined from 286 in 2017/18 to 247 in 2018/19 academic years. Expanded public school system may have had an effect on the private schools. The Ministry may have to research to establish why some private schools are in business whereas others fold up.

Table 20: Number of Senior High Schools

SHS	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Public	556	562	578	620	630	690
Private	284	301	294	307	286	247
Total	840	863	872	927	916	937

Trends in Placement and Enrolment in SHS

From table 20, there has been decline in the number of JHS graduates that fail to transition to Secondary education. This is attributable to the free SHS Policy. With increasing numbers coming out of the basic level, the system has registered increased numbers going on the secondary education. Significantly, from 111,336 eligible students failing to accept and enrol after being placed in 2016, it declined to 62,149 students in 2017 and declined further to 56,354 in 2018. Free SHS has enabled many who would have been denied access the opportunity to participate in

secondary education. The Ghana Education Service would have to intensify efforts in engaging communities through enrolment drives to ensure that many more eligible students accept and enrol in school.

Table 21: trends in admission versus placement 2013-2018

Year	Total Registered (BECE)	Number Placed	No. Enrolled		No. Placed but not enrolled	
			Total	%	Total	%
2013	391,032	352,202	261,598	74.3%	90,604	25.7%
2014	422,946	386,412	273,152	70.7%	113,260	29.3%
2015	440,469	415,012	299,649	72.2%	115,363	27.8%
2016	461,009	420,135	308,799	73.5%	111,336	26.5%
2017	468,060	424,224	362,075	85.4%	62,149	14.6%
2018	521,710	497,610	441,256	88.7%	56,354	11.3%

Table 22: School calendar under single versus double track

Description	Single track school Calendar	Double-track school calendar
Teaching Hours per year	1,080 Hours per year	1,134 Hours per year
Contact hours per day	≤ 6 Hours	7 hours
Teaching Days	180 Days	162 Days
Number of days in boarding	265 Days	225 Days

Table 23: SHS enrolment statistics

Indicators	2014/15	2015/16	2016/17	2017/18	2018/19
GER (%)	45.6	49.6	50.1	55.9	62.6
NER (%)	22.5	25.2	26.5	29.2	33.7
Enrolment Senior High	804,974	851,312	880,770	958,819	1,096,258
Technical Vocational Institutes	42,513	53,171	59,110	*63,582	59,583
Transition rate from JHS3 to SHS1 ⁺⁺	68	67	67.8	78.2	87.7
Completion rate (%)	44	46	48.0	49.9	55.9
Private participation (%)	7.9	7.5	6.1	7.0	6.1

Enrolment has increased during the period under review. Enrolment increased from 958,819 in 2017/18 to 1,096,258 students in 2018/19 academic year. 94% of total enrolment are in public schools whereas 6% are enrolled in private schools. The Ministry has recorded the highest number of students in the secondary school system in Ghana's recent history. Similarly, Gross Enrolment Rate (GER) which measures the number of students enrolled as proportion of number population of secondary schools going age increased from 55.9% to 62.6% between 2017/18 and 2018/19 academic years. Significantly, transition rate from JHS3 to SHS1 increased from 78.2% to 87.7% between 2017/18 to 2018/19.

Noteworthy, is the spike in transition rate from 2016/17 to 2018/19. Whereas transition rate stagnated at 67% between 2014/15 to 2016/17, the Ministry recorded a 20-percentage point increase in transition rate following the implementation of free SHS. This is indicative of the expanded secondary education opportunity that has been occasioned by Free SHS.

Table 24: SHS enrolment statistics by region 2018/19

Region	Public Schools	Private Schools	Total Schools	%Private Enrolment	GER (%)	NER (%)	Transition rate, JH3 to SHS1(%)	Completion Rate (%)
Ashanti	126	39	165	3.6%	74.9	44.1	102%	66.2
Brong Ahafo	78	39	117	23.3%	66.6	34.6	81%	71.5
Central	70	18	88	4.7%	72.9	42.8	86%	60.0
Eastern	97	33	130	8.9%	91.1	51.8	146%	78.9
Gr. Accra	50	35	85	6.6%	37.1	20.6	51%	33.6
Northern	51	30	81	6.4%	50.2	25.3	84%	43.7
Upper East	34	18	52	2.8%	62.5	26.8	90%	57.0
Upper West	31	5	36	2.4%	58.3	20.2	92%	51.6
Volta	99	19	118	3.2%	67.1	28.9	100%	56.0
Western	54	11	65	5.9%	43.5	23.9	62%	39.2
TOTAL	690	247	937	6.9%	62.6	33.7	87.7%	55.9%

Gender

Secondary education has not reached gender parity in enrolment. Percentage female participation increased marginally from 47.6% in 2017/18 to 48.0% in 2018/19 academic years. Similarly, GPI improved from 0.92 to 0.95 over the same period. Whilst the registered improvement in gender parity is encouraging, the Ministry will have to generate evidence and invest in measures that could contribute to the attainment of gender parity in secondary school enrolment in the years ahead. Table 25 below details the progress made over the years.

Table 25: SHS Gender parity statistics

	2014/15	2015/16	2016/17	2017/18	2018/19
% Female enrolment	47.4	48.2	48.7	47.6	48.0%
GPI	0.91	0.94	0.96	0.92	0.95
Transition rate SHS1 (%) – Male	66	66	65.1	76.9	80.8
Transition rate SHS1 (%) – Female	69	69	68.6	79.7	81.0

At the Regional level, Eastern Region records more females than males enrolled in secondary education. Out of total enrolment, 50.4% are females and GPI stand at 1.09. Similar to Eastern Region, Upper East Region has GPI of 1.04 and Volta Region has GPI of 1.0, indicating gender parity in enrolment. Worryingly, Greater Accra and Northern Regions of low GPI of 0.74 and 0.89 respectively. Research into the factors that contribute to low GPI in the two Regions and factors contributing to gender parity in enrolment in Upper West, Eastern and Volta Regions will be undertaken to inform decisions on bridging gender gap in secondary education participation.

3.3 Quality - 2018 commitments and achievements

During the period under review, the Ministry invested in measures that promote quality secondary education delivery. The commitments were to improve access to Teaching and Learning Materials (TLMs), enhance the capacity of teachers and strengthen the management of schools for results.

First, input indicators on the quality of education improved over the period. As can be seen in table 27 below, student teacher ratio reached 20 at the national level. At the Regional level, PTR is 18 in the Upper West and Volta Regions and 26 in Northern Region. Although there are Regional

variations, PTR across the Regions is within the ESP recommended levels for quality service delivery. Access to textbooks has improved. The Ministry has been working to reach student core textbook ratio of 1¹. From table 27, access to textbooks has averaged 0.81 for English and Mathematics and 0.77 for Integrated Science. This indicates that out of every 100 students, 81 have access to English and Mathematics textbooks. This is significant improvement in access to textbooks at the secondary level. This is attributable to investment under free SHS that provides the full set of core textbooks to each beneficiary.

Table 26: SHS Quality indicators by region 2018/19

Region	Student to Teacher Ratio	Student to Trained Teacher Ratio	Trained Teachers (%)	Textbook per student			Student to classroom ratio	Student to seating ratio	Student to desk ratio
				English	Math	Science			
Ashanti	22	23	93.1	0.85	0.83	0.80	52	0.65	0.65
Brong Ahafo	19	19	92.8	0.67	0.65	0.66	44	0.73	0.73
Central	20	22	90.1	0.81	0.87	0.81	42	0.74	0.73
Eastern	22	24	86.2	0.74	0.77	0.70	50	0.82	0.82
Gr. Accra	23	25	80.8	0.91	0.89	0.86	46	0.77	0.77
Northern	26	29	82.3	0.80	0.80	0.80	50	0.92	0.92
Upper East	21	23	83.6	0.84	0.89	0.83	41	0.66	0.66
Upper West	18	18	93.1	0.84	0.90	0.77	39	0.67	0.67
Volta	18	19	87.7	0.86	0.84	0.77	35	0.68	0.69
Western	21	22	87.8	0.83	0.77	0.74	48	0.74	0.74
TOTAL	20	22	88.6	0.81	0.81	0.77	46	0.74	0.74

Other Quality Improvement Interventions

In addition, the Ministry invested in the following to improve the quality of secondary education:

- 4 Core Textbooks (Integrated Science, Core Mathematics, English Language and Social Studies) provided to every student
- Semester system introduced. This has increased student teacher contact hours from 1,080 hours to 1,134 hours
- WASSCE boot camp organized for selected schools. This exercise engaged heads and teachers of selected challenged schools to support them in preparing their students for WASSCE
- 853,009 core mathematics revision books supplied to students
- 39,494 Technical drawing boards and instruments supplied to technical students
- Academic Intervention Grant of seventy-five cedis (GHS 75.00) paid per student per semester. This grant finances interventions deemed necessary to support students achieve their optimum learning potential

West African Secondary School Certificate Examination (WASSCE)

The measures undertaken by the Ministry may have contributed to improvement in WASSCE results. At the national level, proportion of students obtaining A1-C6 in core mathematics reached 38% in 2018. Average WASSCE performance in mathematics was highest among schools in Brong Ahafo Region that recorded 61% pass rate and lowest in the Northern Region where the schools

¹ Each student has 4 core textbooks. This includes Mathematics, English, Integrated Science and Social Studies

averaged 4% pass rate in mathematics. In English language, Schools in Brong Ahafo averaged 54% pass rate, the highest in the country and schools in Upper East Region recorded 17% pass rate in 2018, the lowest in the country.

Figure 15: Proportion of Students Obtaining A1-C6 WASSCE core subjects by region

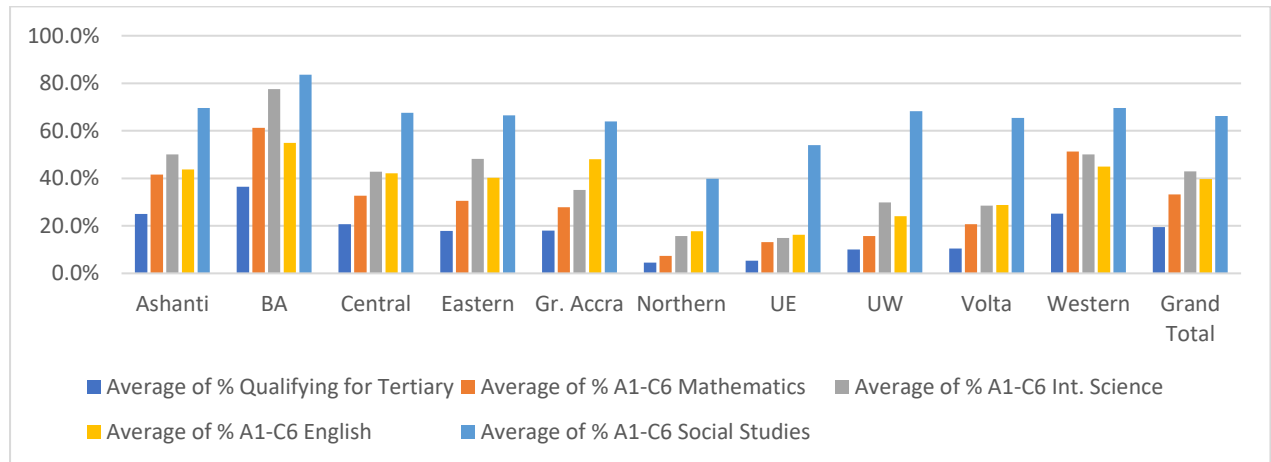


Figure 16: Proportion of Students Obtaining A1-C6 in WASSCE by gender and region

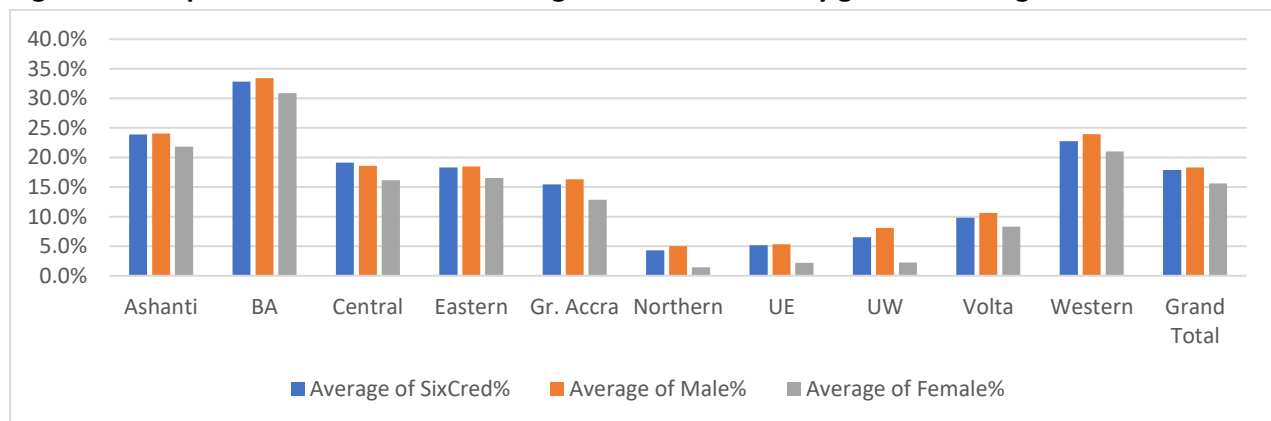
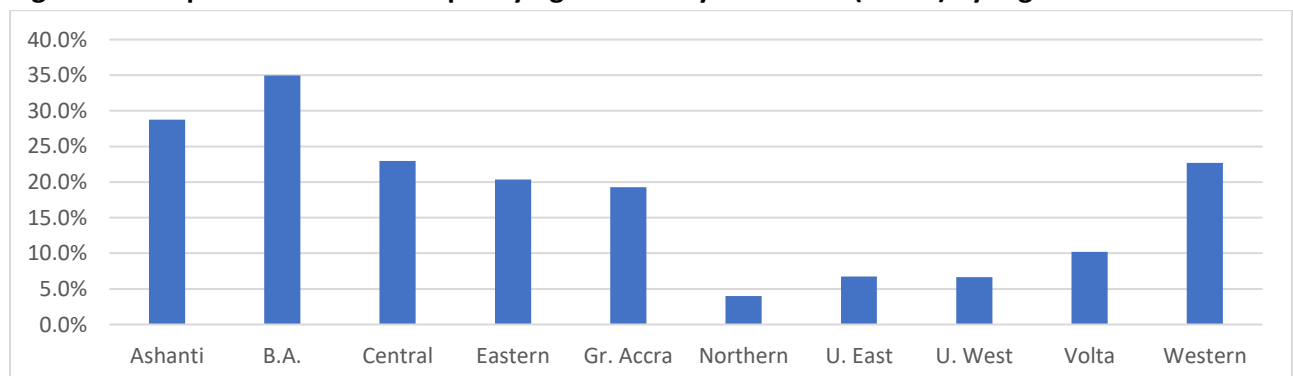


Figure 17: Proportion of students qualifying for tertiary education (A1-C6) by region



3.4 Analysis

Access

Policy initiatives undertaken by the Ministry to improve access and retention in secondary education. Free SHS has resulted in significant increase in enrolment. The proportion of students placed by CSSPS that fail to take up places and enrol has declined by 15 percentage points from 2016 to 2018, an indication that secondary education may be possible to many eligible students who could have been unable to attend. Worryingly, 11% of all students placed failed to enrol. This in spite of free SHS. This needs to be investigated and evidence generated to inform policy measures that will ensure the attainment of the goal of universal secondary education. Transition rate from JHS to SHS reached 87.7% in 2018/19 academic year. This exceeds the ESP target of 80%. Policy measures such as the double track school calendar has enabled increased numbers of students to be participate in secondary education.

Secondary education completion rate reached 50% in 2018/19 academic year. Out of the population of 18-year olds that should complete SHS, only 50% do that on schedule. This shows that the Ministry has to work at improving secondary completion rate. The NER at has improved slowly, reaching 31% in 2018/19 academic year. This falls short of the ESP target of 34% in 2018/19. To teach secondary NER of 50%, the Ministry must intensify effort at right aged enrolment at the basic level.

Quality

Given the fair distribution of input to across Regions, variations in WASSCE performance between Regions needs further investigation. Whereas WASSCE pass rate measured by the proportion of students that obtain qualification to tertiary education was 35% in Brong Ahafo region, Northern Region recorded a pass rate of 4%. Availability of trained teachers may contribute to the observed variations in performance. Student to trained teacher ratio is 19 in Brong Ahafo and 26 in Northern Region, indicating better access to trained teachers in Brong Ahafo than the Northern Region. In Western and Central Regions, student to trained teacher ratio is 22. WASSCE pass rate in Western is 23% and pass rate in Central Region is 23.5%. Availability of trained teachers may therefore be a significant factor in WASSCE performance. The Ministry has to research into the factors that contribute to observed variations in performance between Regions.

4. Technical and Vocational Education and Training (TVET)

Under the provision of TVET, the ESP 2018-2030 defines the strategic goal as “*Strengthened competency-based skills development in TVET*”. The ESMTDP 2018-2021 has several defined strategies and activities aiming to support the goal in the upcoming three years.

The sector review of TVET will first highlight policies and reforms implemented during 2018/19 with the objective to meet the ESP strategic goal. The following sections will review sector performance in terms of access and quality. The final section provides an overall analysis of TVET performance.

4.1 Policies & reforms

To achieve the sector’s TVET goal, the Ministry continued with reforms of the TVET sub-sector. Currently, public TVET service is delivered under nineteen (19) different ministries. The TVET delivery landscape in the country is therefore very fragmented with negative implications for overall system governance and development and coordination for efficiency, quality and relevance of training provision. Government committed to realign all TVET programmes and management under the Ministry of Education for standardization in curriculum delivery, accreditation, certification and qualification.

In pursuit of the TVET reform initiative, the Ministry has conducted infrastructural needs assessment of the TVET institutions to the re-aligned. In addition, Pre-Tertiary Education Bill laid before Parliament. The Bill provides for the creation of TVET Service that will be responsible for the implementation TVET and skills development policies and manage all public TVET institutions that will be re-aligned to the Ministry of Education.

4.2 Access - 2018 commitments and achievements

The Ministry committed to expand access and increase enrolment in TVET institutions during the reporting period. In 2018/19 school year, the following was done:

- The Ministry has partnered with AVIC International for the construction of training workshops for all 8 Technical Universities, 2 Polytechnics and 13 Technical and Vocational Institutes. This is intended to expand TVET capacity in the country.
- The Ministry engaged Planet Core to expand and upgrade 35 NVTI institutions across the country
- Pre-construction works for the construction of 32 state-of-the-art TVET Centres across the country concluded. First phase of 9 TVET centres scheduled to commence in 2020.

In addition to the investment being made to expand TVET capacity, the Ministry through COTVET undertook measures to promote youth interest in TVET programmes. This includes:

- My TVET Campaign was undertaken to improve the image of TVET and change attitudes towards skills training
- TVET Career Guidance and Counselling project for 100 Junior High School across the country was implemented

- Maiden National Skills Competition was organized. The objective was to showcase and introduce to the variety of skilled career areas

The measures pursued have contributed to increase in enrolment in TVET institutions. As can be seen in table 27 and 28, total enrolment increased from 42,513 from 2013/14 to over 63,582 in 2017/18. Between 2017/18 and 2018/19, enrolment from 63,582 to 76,770 representing 20.7% increase in enrolment. Noteworthy is the increase huge increase in enrolment in GES managed TVET institutions. From table 29, enrolment in 47 GES managed TVET institutions increased from 49,418 in 2017/18 to 59,583 in 2018/19 school year. Annual increase in enrolment of 20.6% is the highest recorded in the last 5 academic years. Conversely, enrolment in private TVET institutions declined between 2017/18 and 2018/19 academic years. As can be seen, private enrolment declined from 5,836 to 4,486 during the period.

Table 27: Technical Vocational Institutes Indicators Trend

Type of Institution		2014/15	2015/16	2016/17	2017/18	2018/19
Public institutions	<i>GES</i>	45	45	47	47	47
	<i>Other</i>	75	64	73	68	82
	Total	120	109	120	115	129
Private institutions		65	55	58	62	48
Total institutions		185	164	178	177	177
Public Enrolment	<i>GES</i>	32,230	38,459	45,215	49,418	59,583
	<i>Other</i>	6,596	9,897	9,217	8,328	12,701
	Total	38,826	48,356	54,432	57,746	72,284
Private Enrolment		3,687	4,815	4,678	5,836	4,486
Total Enrolment		42,513	53,171	59,110	63,582	76,770

Female Participation in TVET

Female participation in TVET programmes also recorded an increase between 2017/18 and 2018/19. As can be seen in table 30, female participation increased from 18.2% to 21.5%. This increase may be attributable to programmes undertaken to change public perception of TVET.

Table 28: Percentage female enrolment trend in TVIs

Type of Institutions		2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Public TVIs	GES	16.5	18.3	17.1	17.9	17.7	18.2	21.5
	Other	52	43.6	42.8	50	37.7	37.7	40.2
	Total	25.2	24.2	21.5	23.2	21.1	22	24.8
Private TVIs		55.4	59.6	60	50.6	52	52	52.4
Total TVIs		31.4	29.1	24.8	25.7	23.6	23.6	26.7

Ghana TVET Voucher Project

To improve access to TVET especially for the needy, the Ministry continued with the implementation of Ghana TVET Voucher Project during 2018/19 school year. Under the project,

the Ministry committed to equip 10,000 youth with employable skills in the following trade areas: Cosmetology, Consumer electronics, Automotive repairs, Welding, Garment Making, Plumbing, Furniture Making, Electrical Installation, Block laying and tiling, and Catering and hospitality.

8,537 youth have received training vouchers to be trained at accredited training institutions. Out of the total training vouchers awarded, 3,936 have completed their training and 4,583 are undergoing training.

4.3 Quality - 2018 commitments and achievements

In the 2018/19 academic year, the Ministry prioritised improvement in the quality of TVET. This focused on teachers was pursued by the Ministry during the period under review. As table 31 shows, the system improved on all key input indicators of quality TVET. For instance, percentage trained teachers in GES managed TVET institutions increased from 85.4% to 89%. Similarly, percentage of teachers with technical qualification increased from 78.5% to 82%. Worryingly, percentage trained teachers and proportion of teachers with technical qualifications all declined in the private TVET institutions. Percentage trained teachers decreased from 38% in 2017/18 to 30% in 2018/19.

Table 29: Teacher indicators for TVIs 2014-2019

Type of institutions and indicators		2014/15	2015/16	2016/17	2017/18	2018/19
GES	Student teacher ratio	14.4	16	19	19	18
	% trained teachers	82	81.9	81.7	85.4	89.0
	% teachers with technical qualification	59.8	60.9	63.7	78.5	81.9
Other public	Student teacher ratio	6.5	10.7	9.1	9.1	11.4
	% trained teachers	47.2	40	42.2	43.1	36.7
	% teachers with technical qualification	40.6	24	23.7	43.6	34.9
Total public	Student teacher ratio	11.9	14.5	16.1	16.1	16.4
	% trained teachers	71.1	70.3	70.9	75.9	75.7
	% teachers with technical qualification	53.8	50.6	51.7	72.5	72.8
Private	Student teacher ratio	5.9	7.8	7.7	7.7	10.5
	% trained teachers	48.6	48.3	39.7	38.1	30.3%
	% teachers with technical qualification	39.3	29	25.2	32.4	21.1%

Competency Based Training (CBT)

To further improve the quality of TVET, the Ministry working through COTVET initiated the expansion of Competency Based Training (CBT) to 100 TVET Institutions across the country. Under this initiative, 76 TVET Institutions have been accredited to run CBT programmes at various levels of the National TVET Qualifications in their institutions. In addition, the capacity of 1224 formal/informal facilitators, assessors and internal verifiers built in the use of CBT packages and delivery. Moreover, CBT curriculum packages for pre-tertiary programmes in 10 trade areas has been reviewed and validated.

4.4 Analysis

Current measures being pursued by the Ministry to improve TVET seem to be yielding results. The significant increase in enrolment in GES managed TVET institutions may be attributable to free

SHS and initiatives undertaken to improve interest in TVET over the period. Increase in enrolment in other public TVET institutions may be the results of initiatives by COTVET to improve public perception and interest in TVET. These measures have to be continued with in order to achieve the goal of increasing enrolment in TVET institutions. Whereas key input indicators for the delivery of quality TVET has been improving in public TVET institutions, they are declining in private TVET institutions. This threatens the delivery of quality TVET service. Whilst ongoing reform efforts will address this challenge when completed, there should be engagement with the private providers to ensure that they improve the conditions for the delivery of quality TVET

5. Inclusive and special education

Inclusive and special education is one of the seven pillars of the education system and as such included in the ESP 2018-2030. The target for Inclusive and special education under the ESP 2018-2030 is to *“Improve access for persons with disability, the vulnerable and the talented”*. Inclusive education concerns the provision of education for both children with disabilities who are already in and out of school. The Ministry and relevant stakeholders agree with the new direction on inclusive education and is gradually moving towards an inclusive education system. The ESP over the medium term has absorbed the Inclusive Education Policy and its medium term costed implementation plan.

5.1 Access - 2018 commitments and achievements

Table 32 indicates the number of the different types of special education schools that exist and how this has developed over time.

Table 30: Numbers of Special Schools and Enrolment

Type of special school	2016/17			2017/18			2018/19		
	Tot. School	Reported	Enrol	Tot. School	Reported	Enrol	Tot. School	Reported	Enrol
Hearing impaired ⁺	13	13	4222	13	13	4329	13	13	4542
Visually impaired ⁺⁺	7	7	759	7	7	753	7	7	737
Intellectually disabled ⁺	12	12	1321	12	12	1382	12	12	1605
Hearing impaired SHS	1	1	387	1	1	403	1	1	493
Integrated SHS	8	8	210	8	8	235	8	8	243
Total (excluding duplicates)	41	41	6899	41	41	7102	41	41	7,620
<i>Schools in more than one category</i>	8	8		8	8		8	8	

⁺ One private school included in this figure

⁺⁺ Five of the seven schools recorded in 2015/16 are solely for the visually impaired; the remainder are units within other schools

* This figure does not include the enrolment of 733 pupils across 26 basic schools that are unit schools (i.e. integrate the intellectually disabled within their school)

The Special Education Division in collaboration with Royal Dutch Visio, Ghana Health Service, and Department of Children has completed a stakeholder meeting and has developed a draft proposal on early Intervention for Children with Visually Impairment (0-6yrs) in Six Districts in the country. The selection of the Districts was based on the availability of School/Unit for the Blind. The Districts include Akwapim North; Wa Municipal; Cape Coast Metro; Tano North; North Tongu and Hohoe Municipal. Currently, the Division with support from Royal Dutch Visio has begun training teachers in Schools for the Blind on early detection.

The SpED unit is working to establish or convert part of existing structures to resource centres, which is planned under the Disability Trust Fund support as part of the development of the comprehensive basic education improvement programme to promote an inclusive education. The Ministry working with relevant stakeholders in the space of addressing needs of PWDs have received a grant of USD 250,000 under the global Disability Trust Fund. This initiative was made possible by the collaborative efforts of World Bank, UNICEF and the SPED of GES. This fund will support to conduct a reverse study tour/workshop on best practices for transforming existing institutions into IE resource centers and to develop and cost a strategy to convert existing special

schools / regional assessment centers into IE resource centers, with an emphasis on PPP arrangements.

The SpED of the GES in collaboration with the HIV/AIDS secretariat and School\Health Education Programme Unit (SHEP) and with support from UNESCO has completed the production of Fifty (50) braille copies each of the following manuals: (i) the Alert School Model Manual (ii) Assertiveness; (iii) The Risk game (iv) Kojo, Ama& Musa Story; (v) The Power Model (vi) The STI Quiz. These manuals will be used by teachers in Schools for the blind to educate pupils on HIV/AIDS. These materials have been distributed to the two main schools for the blind and the four-unit schools. Through a consultative meeting with relevant stakeholder a Safe School Resource pack developed by Guidance and Counselling Unit was adapted to suit the needs of the Special Schools. A draft document has since been developed and is currently undergoing reviews.

A manual providing the minimum standards for disability friendly school infrastructure has been produced and disseminated.

The National Assessment Centre over the period conducted health assessment for some students from across the ten regions. The Centre screened them and those who needed further assessment were referred to appropriate health facilities. Those whose issues could be dealt with easily at their level were looked at and discharged. The centre assessed a total number of 107 children made up of 66 boys and 41 girls in 2017/18 academic year. The total number of children assessed for 2018/19 academic year stands at 286 (Boys: 138; Girls: 149). Out of this, 36 boys and 43 girls have been referred for further assessment while a total 115 (Boys: 55; Girls: 60) have been placed appropriately. The table below gives the breakdown.

CONDITION	2017/18			2018/19		
	Male	Female	Total	Male	Female	Total
Hearing Impairment	19	10	29	41	21	62
Intellectual disability	40	23	63	37	35	72
Speech Disorder	0	1	1	-	-	-
Visual Impairment	3	1	4	11	15	26
Autism	0	2	2	20	21	41
Cerebral Palsy	0	2	2	10	22	32
Multiple Disability	1	0	1	-	-	-
Learning Difficulty	3	2	5	14	28	42
Physical Disabilities				4	7	11
TOTAL	66	41	107	139	149	286

The Division, with support from UNICEF/USAID has revamped the 10 Regional Assessment Centres. As a result, the centres have been given supplied with assorted assistive devices (wheelchairs, crutches, hearing aids, spectacles, walking sticks) and basic screening materials. In addition, GES has procured 12 audiometers for hearing assessment and has since been distributed to the 10 RAC and the National Assessment Centre.

In order to promote inclusive practices in our schools, the Division in collaboration with UNICEF has developed an IE INSET Module to be use for in-service training for teachers. Currently, 50,000 copies of the INSET Module have been printed for distribution.

The IE policy requires that every child is included no matter his/her circumstance. In view of this, there was the need to create a conducive environment for everyone to learn sign language so that the Deaf is not excluded in our schools and communities. To achieve this, the Division in collaboration with relevant stakeholders has developed a harmonized Ghanaian Sign Language Dictionary. Currently, with the support from UNICEF, 10,000 copies of the dictionary have been printed and ready for distribution.

5.2 Quality - 2018 commitments and achievements

UNICEF facilitated mainstreaming inclusion in the pre-service teacher education curriculum reform, and the development and availability of an inclusive education in-service teacher training module. Based on UNICEF experience in early health screening in 20 districts and related advocacy, GHS and GES led the drafting of a national school health screening policy, applying an inclusive lens for primary and secondary schools. Ghana's work on inclusive education was acknowledged internationally, including the Global Partnership for Education financing conference, Technical Round Table hosted by IIEP-UNESCO, and learning clinic for policymakers and implementers in sub-Saharan Africa organized by the World Bank.

UNICEF supported the adoption and rollout of guidelines for an education sector response on the prevention of adolescent pregnancy and retention of young mothers in schools.

6. Non-formal and complementary education

The ESP 2018-2030 strategic goal for complementary (non-formal) education is to improve opportunities for non-literate youth and adults to have free access to meaningful quality education and training.

The Complementary Education Agency (CEA) coordinates non-formal education and training activities. Through these activities CEA offers quality and equitable lifelong learning opportunities, functional literacy and skills development programmes for youths and adults outside formal education across Ghana. This section of the report covers the activities of the CEA of the MOE for the 2018/19 academic year.

During 2018/19, the Non-Formal Education Division (NFED) transited into a new outfit called the Complementary Education Agency (CEA). The draft CEA bill received Cabinet approval and has been laid in parliament to be pass into an Act.

The CEA sub-sector has contributed immensely to the country's economy through the value-addition of capacity building for the non-literate beneficiaries of the National Functional Literacy Programme (NFLP). Beneficiaries of the NFLP are imparting their skills towards the improvement of their standard of living and the development of their communities which ultimately contributes substantially to national progress.

6.1 Policies & reforms

The key policies and reforms of the CEA for the 2018/19 academic year include:

- Provide quality basic literacy services to new groups in reading, writing and numeracy in the adopted fifteen (15) Ghanaian Languages and in English.
- Increase the number of learners in classes especially youth and women.
- Identify neglected communities and recruit learners and facilitators for basic literacy.
- Upgrade occupational skills of learners, e.g. IGA groups.
- Promote the application of acquired functional skills of learners to create wealth and reduce poverty.
- Sustain the learning interest and literacy skills of neo-literates through the creation of a literate environment in the local language and in English. E.g. provision of book boxes.

6.2 Access - 2018 commitments and achievements

The agency is committed to expand access through the functional literacy and community education programmes to reduce illiteracy rate especially among adult population. A total of 2610 Batch 22 local language classes are on the ground and engaging in functional literacy activities. A total number of 54,871 learners have enrolled and are participating in the activities of these classes.

6.2.1 Complementary Basic Education

The Complementary Basic Education (CBE) programme is a GOG programme currently funded by DFID. The programme aims to provide over 200,000 out-of-school children between the ages of 8-14 years' access to quality education. This is line with SDG 4: ***Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.***

The CEA is currently working together with the GES to implement the CBE programme with the aim to take over implementation within a year.

A national CBE policy aimed at expanding the mandate of CEA (NFED) to cover the CBE programme has been put together by MOE with support from stakeholders. A CBE desk has been established in the CEA (NFED) headquarters with a Desk Officer. Desk Officers have also been appointed and deployed in REOs and DEOs to support and oversee the implementation of the CBE on the ground under their jurisdiction.

6.3 Quality - 2018 commitments and achievements

6.3.1 Development of Basic English and Basic Numeracy Primers

The Basic Literacy Unit is working closely with the Materials Development Consultant to finalise the Basic English Materials. The Basic Numeracy Primer 1 and its corresponding Facilitator's Manual are currently being developed.

6.3.2 Development of Financial Literacy Materials

Development of Financial Literacy Materials and Facilitator's Guide has commenced. The content outline of the primer has been completed whilst primer content is being expanded with the support of the Financial Literacy Committee.

6.3.3 Remedial Classes

Establishment of remedial classes is gradually taking root in some regions. Currently, Brong Ahafo has 8 remedial classes. In addition to the JHS remedial classes the region has also piloted the Senior High School Remedial in Sunyani where 16 students have been enrolled to be prepared for the 2020 examination.

Two districts in the Volta region, namely, Jasikan and North Tongu are also running pilot JHS remedial classes.

7. Tertiary

The Education Strategic Plan 2018-2030, positions the Tertiary education sub sector to deliver world class higher education for all graduates from the second cycle institutions. This means graduates of the tertiary institutions should be equipped with cutting edge practical skills to meet the needs of the job market both locally and internationally. Tertiary education in Ghana is under the supervision of the National Council for Tertiary Education (NCTE) and the National Accreditation Board (NAB).

The various institutions responsible for providing tertiary education are the (a) traditional universities, technical universities/polytechnics, colleges of education, private universities and other accredited tertiary education institutions. There are other institutions under other Ministries such as Agricultural Colleges, nursing training institutions, etc.

7.1 Policies & reforms

In the ESP 2018-2030, the MoE recognised the need for a comprehensive policy framework for tertiary education, as there was no one single point of reference document representing a coherent and holistic policy framework.

In May 2018, Minister of State (Tertiary), in consultation with the NCTE, commissioned an Expert Team with the following terms of reference:

- Produce a reference document pooling together various isolated policies in use and institutional best practices that will position institutions to better discharge their mandates
- Take cognizance of National Vision, 1992 Constitution and existing legislative arrangements
- Propose additional policies and guidelines considered essential to deal with emerging trends in the governance and effective running of tertiary education institutions
- Take cognizance of current policy and reform initiatives of Government.

The development of the Tertiary Education Policy (TEP) was required for to ensure a Tertiary Education system that can respond effectively and sustainably to the needs of the learning society and knowledge-driven economy that Ghana aspire to.

The holistic TEP spells out clear guidelines for the ultimate structure, planning, development, regulation, operations and overall governance and accountability of the tertiary education system in one place.

7.2 Access - 2018 commitments and achievements

The available statistics show that tertiary education is being delivered by 153 accredited tertiary institutions as of 2018/19. These tertiary institutions are made up of public universities, public specialized/professional colleges, chartered tertiary institutions, technical universities, public and private colleges of education as detailed in table 33.

Table 31: Number of Tertiary Institutions

Institution	2014/15	2015/16	2016/17	2017/18	2018/19
Public Universities/university colleges	9	9	9	9	9
Public Specialized/Professional Colleges	8	8	8	8	8
Chartered Private Tertiary Institutions		3	3	3	3
Private Tertiary Institutions	65	65	79	79	74
Technical Universities/ Polytechnics	10	10	10	10	10
Public Colleges of Education	38	38	46	46	46
Private Colleges of Education	8	8	2	2	3
Total	138	141	157	157	153

Enrolment in the tertiary institutions has continued to experience remarkable increase over the past years with current total enrolment at 491,038 registering an increase of 12.2% over the 2018/19 academic year. Private enrolment represents about 14.7% of total enrolment and in terms of institutions constitutes 52.3%.

ESP 2018-2031 set a target of 17.99% as a key performance indicator for tertiary GER for the academic year 2018/19. However, NCTE records 17.55% as the GER for the year under review which indicates that, the target was not totally achieved but also shows a steady improvement towards that goal.

The year under review also records a GPI of 0.80. ESP set a target of 1 at the GPI, the Ministry in steadily moving towards achieving this target at the tertiary level.

Table 32: Enrolment across Tertiary Institutions

Details	14/15	15/16	16/17	17/18	18/19
Public Institutions					
Public Universities	147,180	219,596	219,596	244,079	284,058
Polytechnics	53,978	52,765	52,765	52,533	50,839
Colleges of Education (Public)	36,563	42,753	42,753	48,153	48,085
Specialized/Professional Institutions	11,735	10,786	13,278	11,258	11,788
Public Nursing Training Colleges	N/A	N/A	13,601	10,821	23,200
Colleges of Agriculture	N/A	N/A	163	610	649
Total Public Institutions	238,574	248,507	342,156	367,454	418,619
Private Institutions					
Total Private Institutions	75,272	72,239	79,966	70,122	72,419
Total					
Total tertiary enrolment	313,846	320,746	422,122	437,576	491,038

Gender and enrolment

The ESP 2018-2030 sets a target of 42.16% female enrolment as a percentage of total enrolment to be achieved by 2018/2019. Statistics shows that females constitute 44.3% as the percentage of the total enrolment at the tertiary level indicating over reaching the target for the 2018/2019 academic year.

Female enrolment in Nursing Training Colleges and Private Colleges of Education are greater relative to other institutions. Females are underrepresented in most of the categories of tertiary institutions especially at the Colleges of Agriculture with only 17.4% female participation. In table 35, enrolment is presented by type of tertiary institution by gender.

The ESP target for the academic year for female enrolment as a percentage of total enrolment (%) was 42.16 at tertiary level which was met with 44.3% and is illustrated in Table 35.

Table 33: Enrolment in tertiary institutions by gender for 2018/19

TYPE OF INSTITUTION	Male	Female	Total	% Female
Public Universities	164,186	119,872	284,058	42.2
Polytechnics/Technical Universities	37,208	27,580	64,788	42.6
Public Colleges of Education	31,095	19,744	50,839	38.8
Private Colleges of Education	25,434	22,651	48,085	47.1
Public Specialized Institutions	2,970	4,124	7,094	58.1
Private Tertiary Institutions	5,831	5,957	11,788	50.5
Public Nurses Training	6,041	17,159	23,200	74.0
Private Nurses Training Colleges	140	397	537	73.9
Colleges of Agriculture	536	113	649	17.4
Grand Total	273,441	217,597	491,038	44.3

Enrolment in Science and Arts programmes

Enrolment numbers in tertiary science programmes are significantly growing. During the academic year, 186,796 students enrolled into science programmes, which against 304,242 enrolling into Arts programmes, represent 38.0% of total enrolment. In terms of gender division, females represent 39.7% in science programmes and 47.2% in arts programmes. More females tend to offer Arts programmes compared to the sciences.

The set ESP target for the academic year for science to humanities ratio is 37:63, the actual for 2018/19 academic year was a ratio 38:62. Whilst the sector is overachieving the target for science to humanities ratio, the target for 2019/20 academic year is 45:55 and by 2030 the target is 60:40. In order to achieve these ambitious targets interventions must be taken to increase the demand and capacity of science programmes in the sub-sector.

Table 36, shows enrolment of public and private science and arts students presented by type of tertiary institution and gender.

Table 34: Enrolment in Science and Arts Programme by Gender and Institution

Type of Institution	Science			Arts		
	Male	Female	Total	Male	Female	Total
Public Universities	64,134	38,756	102,890	100,052	81,116	181,168
Technical and Polytechnics	17,560	6,191	23,751	13,535	13,553	27,088
Public Colleges of Education	6,993	2,732	9,725	18,441	19,919	38,360
Private Colleges of Education				2,970	4,124	7,094
Public Specialised Institutions	1,680	373	2,053	4,151	5,584	9,735

Private Universities	15,624	8,367	23,991	21,584	19,213	40,797
Public Nursing/Health Training Colleges	6,041	17,159	23,200			
Private Nursing/Health Training Colleges	140	397	537			-
Colleges of Agriculture	536	113	649			-
Total	112,708	74,088	186,796	160,733	143,509	304,242

The table below shows enrolment in Public Universities in Science and Arts by category of programme

Table 35: Student enrolment Public Universities - Type of programme

Enrolment Public Universities	Science			Arts		
	Male	Female	Total	Male	Female	Total
Regular	58,766	34,874	93,640	55,676	39,263	94,939
Distance	2,665	1,002	3,667	40,684	39,093	79,777
Sandwich	2,703	2,880	5,583	3,692	2,760	6,452
Total	64,134	38,756	102,890	100,052	81,116	181,168

Student Loan Trust Fund (SLTF)

The SLTF, an Agency under the Ministry of Education was established in December 2005 under the Trustees Incorporations Act 106, 1962. The SLTF Act 820 of Act 2011 was passed on November 10, 2010 by Parliament and later received Presidential Assent on June 14, 2011. The object of the Trust Fund is to provide financial resources and the sound management of the Fund for the benefit of students of accredited tertiary institutions pursuing accredited tertiary programmes.

The Trust Fund commenced operations in January 2006 (i.e 2006/07 academic year), having taken over the functions of students' loan administration from the Social Security and National Insurance Trust (SSNIT), which operated the Students Loan Scheme for over two (2) decades. Since its inception till date, about 175,000 beneficiaries have received student loans.

Table 36: Trend in Students Loan Beneficiaries and Expenditure

Year	Total Beneficiaries	Amount(GHS)
2007/08	23,841	8,789,385.00
2008/09	34,465	12,585,340.00
2009/10	35,183	13,152,970.40
2010/11	26,954	13,916,440.05
2011/12	18,605	10,108,172.67
2012/13	13,833	8,072,857.00
2013/14	17,095	15,228,035.60
2014/15	23,298	22,001,753.00
2015/16	30,159	28,939,831.32
2016/17	31,301	52,239,796.05
2017/18	31,980	78,933,897.42
2018/19*	30,834	75,921,544.47

***NB: Disbursement for 2018/19 academic year is still ongoing**

For the 2018/19 academic year, the Trust Fund has disbursed to a total number of 30,834, borrowers with a total amount of 75,921,544.47 as the end of August 2019.

After the implementation of the fifty percent (50%) increment in loan amounts as part of the fulfilment of the Manifesto promise by the current Government, the minimum loan amount increased from one thousand Ghana cedis (GH¢1,000) to one thousand five hundred Ghana cedis (GH¢1,500). The maximum amount has also been increased from two thousand Ghana cedis (GH¢2,000) to three thousand Ghana cedis (GH¢3,000).

COE Allowances Disbursement

In 2017, as part of the current Government's Manifesto Promise, after restoration of payment of allowances to trainees of the Public Colleges of Education, SLTF was given the mandate by Government to disburse the Teacher Trainee Allowance effective the 2017/18 academic year.

At the close of the 2017/18 academic year, a total number of 47,923 trainees of the 46 Public Colleges of Education have been successfully paid their allowances. The total amount disbursed in the 2017/18 academic year was GHC 78, 142,812.00

For the 2018/19 academic year, the Trust Fund has been able to disburse to 47,278 students of the 46 Public Colleges of Education their monthly allowances. The total cumulative amount paid to the COE students at the end of the second quarter of 2019 was GHC57, 819,610.

Loan Repayments/ Recovery

The total loans collected as at end of August 2019 was GHC19.33 million and was paid by 21,779 borrowers. For 2018 financial year, a total amount of GHC 26,514,962 was collected from a total number of 26, 201 borrowers whose loans were due.

Mobile Money & Online Payment Platforms

Mobile Money Payment Platform was successfully deployed in July 2018 to enhance loan recoveries and augment funds available to be given to new loan applicants. Since its implementation a total number of over 2,000 borrowers have used the Mobile App in paying their loans.

The Fund in collaboration with GT Bank has added Mobile Money and Online banking as additional repayment platforms to enable more borrowers to conveniently repay their loans. This has enabled borrowers outside Ghana to easily repay their loans through Visa and MasterCard.

Strategies to reach out to borrowers living outside Ghana, for loan recoveries have been initiated. Loan repayments have been received from borrowers in USA, Australia, UK and Canada.

Online payment platform, myghpay.com had been created for borrowers in diaspora to repay their loan using MasterCard and Visa. Follow up sensitization visit to United States of America was made to engage and educate Ghanaian community on the importance of repaying Students Loan in Ghana, repayment platforms available and reached out to defaulters abroad.

Databank Scholars Programme Students Loan: SLTF is having a partnership with a private investment bank (Databank) to provide a diversified loan product. It is financial assistance designed for needy but brilliant students from deprived Districts particularly from the three Northern Regions to enable them enter tertiary institutions.

Major challenges the Trust Fund faces are:

There has been delays in release of funds from GETFund resulting to late disbursement of second semester loans to borrowers. Further, the increase in number of students eligible for the loan without a corresponding increase in funding sources.

The major challenge with repayment is non-compliance of Section 24 of SLTF Act 820 by Employers: Failure on the part of employers to enquire from their employees at the commencement of their employment if they are SLTF beneficiaries in order to notify the Trust Fund as well as making deductions from salaries of such employees for subsequent loan repayment to the Trust Fund as stipulated in section 24 of SLTF's Act 820, Act 2011 is a major challenge. SLTF has thus intensified its employer engagement to educate them of their obligations.

8. Education Management

Under the provision of Education Management, the ESP 2018-2030 defines the strategic goal as *'Improved planning and management efficiency in the delivery of education'*. The ESMTDP 2018-2021 has several defined strategies and activities aiming to support the goal in the upcoming three years.

The sector review of education management will highlight policies and reforms implemented under 2018/19 with the objective to meet the ESP strategic goal.

Under the ESMTDP 2018-2021, institutional strengthening and capacity building of the MOE and its agencies is at its core.

National Inspectorate Board

The National Inspectorate Board (NIB) has during the 2018/19 academic year undertaken reforms and activities to strengthening their mandate to determine and inspect the standards in public and private schools to ensure their improvement and to enforce standards in these schools to ensure quality education. The relevant reform for NIB under the ESP 2018/2030 is:

- **Introduction of a new school supervision and inspection system through the National Inspectorate Board (NIB):** Leads to the establishment of a new inspection framework, inspection tools, and revised inspection protocols, in partnership with Education Development and Office for Standards in Education (OFSTED).

The NIB intends to extend their scheme of service and have submitted financial clearance to the Ministry of Finance additional staff is required for NIB to undertake the extensive commitment to inspect all Ghanaian schools under a three-year period.

In order for inspections to be carried out by NIB in an accountable manner the agency have developed an Inspection Handbook. The Handbook lays out the areas, competencies and behaviour of teachers and students that the inspectors will monitor. The development process of the handbook was done in a participatory manner through various stakeholder consultations. The document also includes how the inspection data and analysis will be shared with the schools inspected and relevant stakeholders.

The Handbook also includes a harmonised lesson observation tool, which can be used to do rapid inspections regarding teaching quality in classroom. Previously various lesson observation tools across the agencies. This tool will be used by all agencies to enable accurate analysis.

Ghana Education Service

The Ghana Education Service (GES) has during the 2018/19 academic year initiated and undertaken reforms and activities to strengthening their mandate to ensure and coordinate implementation of all policies pertaining to basic education and second cycle education. The relevant reforms for GES under the ESP 2018/2030 are:

- **Basic education decentralisation reform:** Leads to the devolution of basic education to District Assemblies, impacting the functions of the Ghana Education Service (GES), NTC, NaCCA, and NIB.

- **GES institutional reform:** leads to the streamlining of GES's operations to increase efficiency and reduce the redundancies resulting from basic education decentralisation, and a comprehensive reform of human resources systems.

GES has, together with the Education Workforce Initiative (EWI), done a thorough review of its workforce to better deliver quality education. GES has performed interviews across all education levels to identify job descriptions that could be transformed to better serve the sector. Together with EWI, GES have produced a report and operational plan in order to implement the identified transformed workforce that ultimately will transform the education system to a learning system. The implementation process and next steps will be continued during 2019/20 academic year.

As identified in the basic education sector, the deployment of trained teachers varies immensely across the country. GES has committed to improve teacher deployment and transfers through a strategy in the ESMTDP 2018-2021. This effort is financed under the GALOP and a first draft has been developed. Finalisation and implementation of the strategy will be carried out during 2019/20 academic year.

Another commitment, led by GES, is a comprehensive Accountability Framework for the whole education sector. The initial stages of the Accountability Framework were initiated under the 2019/20. The first phase will cover basic education (KG-JHS3) and internal stakeholders within the education sector. It will focus on i) roles and responsibilities and ii) data necessary to identify if activities have been carried out for the following functions of the sector:

- *Inspection:* External audits of school quality, including using that information to improve schools or the wider system.
- *National assessments:* Assessments of student learning outcomes, including using that information to improve schools or the wider system.
- *School monitoring:* Regular information on school and teacher quality, including using that information to improve schools or the wider system.

The intention is to create a dynamic framework that will allow for adding additional functions, actors and levels of the sector. The finalization of the Framework is planned for January 2020.

National Teaching Council

The National Teaching Council (NTC) has during the 2018/19 academic year initiated and undertaken reforms and activities to strengthening their mandate to uphold the standards of the teaching profession by the provision of a quality assurance process to support the delivery of education in a school in a professional and competent manner by licensed teachers. The relevant reform for NTC under the ESP 2018/2030 is:

- **Operationalisation of a pre-tertiary teacher professional and management development framework through the National Teaching Council (NTC):** Leads to the

establishment of a teacher licensing and registration system in Ghana, and a framework for teacher career progression based on the acquisition of skills and competencies.

The NTC has during the 2018/19 academic year established the teacher licensing and registration system as well as a Continuous Professional Development (CPD) Framework. Newly trained teachers, not yet in the system, are required to write and pass an exam following their studies in order to receive their license. For in-service teachers, licences will be available to purchase, but in order to renew a license a certain number of CPD points must be achieved in order to be able to renew your license.

Teachers are required to renew their license every other year. The CPD framework outlines the required CPD points for each teacher rank as well as prescribed points for various CPD activities and modules.

The CPD points will be registered through the newly developed NTC teacher portal. The Portal contain teacher level data and will be linked with GES HR systems and other relevant data bases during 2019/2020 academic year. The CPD points achieved will inform the renewal of teaching licensing by NTC, but also used for promotion decisions within the GES.

Whilst the NTC has developed the necessary framework and tools to establish a teacher licensing and registration system, as well as the CPD framework, these are in early stages. Implementation will continue during 2019/20 academic year.

National Council for Curriculum and Assessment

The National Council for Curriculum and Assessment (NaCCA) has during the 2018/19 academic year initiated and undertaken reforms and activities to strengthening their mandate to provide quality human resource training at the Basic and Secondary education level through the use of a structured curriculum in a specified learning area provided by the Minister. The relevant reform for NaCCA under the ESP 2018/2030 is:

- **Pre-tertiary curriculum reform through the National Council for Curriculum and Assessment (NaCCA):** Leads to the design and implementation of a new pre-tertiary education curriculum with standards and assessment frameworks.

The NaCCA has during the 2018/19 academic year developed and successfully implemented a new standards-based curriculum for KG1 to P6. The development of the curriculum was carried out in a participatory manner and during the Spring 2019. The training of all KG1 – P6 teachers was done during the summer to ensure implementation of the new curriculum at the start of the academic year 2019/20.

To ensure the implementation of the curriculum, additional refresher trainings will be carried out as well as a baseline for the fidelity of implementation and impact of the curriculum on learning outcomes.

As part of the effort of implementing a new curriculum, NaCCA has initiated the process of developing an Assessment Framework that will guide and outline the necessary assessments to appraise student learning. The Framework encompasses all types of assessments in schools,

weekly, termly, end of term and biennial national exams. The first national biennial assessment will be carried out at the P4 level in 2021.

NaCCA will finalise the Assessment Framework during the 2019/20 academic year and progress and work on the operational plan for the national assessments, including the development of a test item bank.

In order for NaCCA to carry out the kind of interventions described above additional staff and resources are required. NaCCA therefore also intends to extend their scheme of service and have submitted financial clearance to the Ministry of Finance.

The Ministry of Education

The MoE are to develop education policies and the agencies to implement and regulate according to their mandate. In order for MoE to ensure the policy goal “improved planning and management efficiency in the delivery of education”, several measures have been put in to place.

Reform Secretariat

The reform secretariat was established by the MoE during 2017/18 academic year to ensure the implementation of the reform agenda under the ESP. The reform secretariat has had quarterly meetings, accounting to the Minister, on the priority reforms during the 2018/19 academic year to ensure progress on these.

The reforms are the following:

- 1. Policy on teacher education reforms through Transforming Teacher Education and Learning (T-TEL):** Leads to the conversion of the Colleges of Education (COEs) into University Colleges and the roll-out of a new Bachelor of Education teacher education curriculum to improve the quality of new teachers for the basic education sector.
- 2. Pre-tertiary curriculum reform through the National Council for Curriculum and Assessment (NaCCA):** Leads to the design and implementation of a new pre-tertiary education curriculum with standards and assessment frameworks.
- 3. Legal, institutional, and regulatory reforms:** Leads to the creation of a new agency that combines the functions of the National Accreditation Board (NAB) and the National Council for Tertiary Education (NCTE).
- 4. Tertiary education reform:** Leads to the conversion of the National Film and Television Institute (NAFTI) and the Ghana Institute of Journalism (GIJ) into two separate universities; and the consolidation of the Kumasi Campus of the University of Education Winneba and a few existing COEs into a Technical Teacher Training University, in addition to other governance and regulatory reforms.
- 5. Technical, vocational education, and training (TVET) reforms:** Realigns all technical and vocational institutions (TVIs) to be under the MOE and creates a Technical and Vocational Education Service to govern them.

6. **Operationalisation of a pre-tertiary teacher professional and management development framework through the National Teaching Council (NTC):** Leads to the establishment of a teacher licensing and registration system in Ghana, and a framework for teacher career progression based on the acquisition of skills and competencies.
7. **Introduction of a new school supervision and inspection system through the National Inspectorate Board (NIB):** Leads to the establishment of a new inspection framework, inspection tools, and revised inspection protocols, in partnership with Education Development and Office for Standards in Education (OFSTED).
8. **Basic education decentralisation reform:** Leads to the devolution of basic education to District Assemblies, impacting the functions of the Ghana Education Service (GES), NTC, NaCCA, and NIB.
9. **Public-private partnership initiative for school management:** Leads to the MOE and GES partnering with non-state actors to manage and deliver effective education service in public senior high schools (SHS).
10. **GES institutional reform:** leads to the streamlining of GES's operations to increase efficiency and reduce the redundancies resulting from basic education decentralisation, and a comprehensive reform of human resources systems.
11. **Information and communication technology (ICT) in education reforms:** Seeks to develop early desire and competences in children to use ICT, equip pre-tertiary learners with ICT skills, infuse ICTs into education management, and transform teacher development and tertiary education through technology-based training.
12. **Secondary education reform (four pillars):** With the Free SHS Programme, the MOE seeks to absorb all fees paid at the SHS level, and additionally to expand physical infrastructure, improve quality, and promote skill development and equity.

The MOE is planning additional processes and harmonisation of data systems to ensure efficient implementation of the ESP through the development of an Accountability Dashboard during the 2019/20 academic year.

National Education Week 2019

The performance of MoE and its agencies for 2018/19 academic was reviewed during the annual National Education Week (NEW) 2019 in August at the Royal La Palm Beach Resort. The theme for the NEW 2019 was *“Reforming the Education Sector for Effective Service Delivery: Embracing Innovations”*. In line with the theme, NEW 2019 brought focus to innovative ideas, practices and initiatives that could catalyze the achievement of set targets in the Education Strategic Plan (ESP 2018-2030). It brought together over 220 participants comprising of policy makers, policy implementers, teachers, schools' leaders, researchers, academia, sector development partners, civil society organisations and media practitioners. In addition, the 2019 NEW had the participation of participants from sister countries within the sub-region and beyond.

Legal reforms

During the academic year 2018/19 a number of Bills were developed and reviewed to support the efforts to ensure effective education sector delivery. Table 38 outlines the objective and status of the different Bills.

Table 37: 2018/19 Status of Education Sector Bills

Name	Status	Objective
Chartered Institute of Bankers Bill	Passed by Parliament, yet to receive Presidential assent	The aim of the Bill is providing stimulus for the development of competent and qualified human resources to enable banks and financial institutions to offer efficient and competitive services. It will provide for compliance with best practices by all the key players within the banking sector and in the process facilitate effective fiscal and monetary transactions.
Chartered Institute of Human Resource Bill	Laid in Parliament, Education Select Committee done reviewing	The legislation aims to establish an institute to facilitate human resource management, in both public and private sector organisations in the country. The Institute of Human Resource Management Practitioners, Ghana registered as a professional body in 1981. It does not have the legal status and backing to be able to regulate, control, set standards and manage the specialist practice of human resource management as well as improve the skills of practitioners in this field in both the private and public sectors. The centralised training of practitioners will prevent the application of different levels of standards in the profession.
University of Technology and Applied Sciences Bill	Laid in Parliament, Education Select Committee done reviewing	The purpose of the Bill is to establish the University of Technology and Applied Sciences to be an outstanding internationally acclaimed applied research and practical-oriented educational institution, dedicated to the development of technology and applied sciences to be located in Navrongo.
Ghana Library Services Bill	Laid in Parliament, Education Select Committee yet to review	The object of the Bill is to revise the law relating to Public Libraries and to establish the Library Services to provide, equip, manage and maintain public libraries at the National, Regional and District levels and for related matters.
Ghana Book Development Bill	Laid in Parliament, Education Select Committee yet to review	The Bill aims to provide a coordinated monitoring system to ensure standard of books are in accordance with international best practice and to promote reading is promoted in Ghana at all levels which will in turn translate into better academic performance by students, lifelong reading and learning as well as increased literacy rates.

University of Business and Integrate Development Studies Bill	Laid in Parliament, Education Select Committee yet to review	The objective is to establish the University of Business and Integrated Development Studies as a public tertiary institution in Wa, Upper West region to be an outstanding internationally acclaimed applied research and practical-oriented educational institution, dedicated to the development of business and integrated development studies.
Pre-Tertiary Education Bill	Laid in parliament, published to invite public comments.	The objective is to provide a decentralised pre-tertiary education system and an educational system to produce individuals with the requisite knowledge, skills and values to become functional and productive citizens for national development, to establish a TVET Service and to provide for related matters.
Education Regulatory Bodies Bill	Laid in parliament, published to invite public comments.	The Education Regulatory Bodies Bill, 2018 is split into six parts. The purpose of the Bill is to establish regulatory bodies to regulate the education sector in Ghana effectively and efficiently
Chartered Institute of Marketing Bill	Laid in parliament, published to invite public comments.	The Bill aims for establishment of the Chartered Institute of Marketing by an Act of Parliament. The Institute seeks to advance marketing practice by developing quality marketing professionals to ensure a high quality of service and maintain international standards. Action is necessary to ensure that ethical marketing practices are used and marketing is used as an effective tool for business development in Ghana.
Ghana Communication Technology University Bill	Laid in parliament, published to invite public comments.	The purpose of this Bill is to establish Ghana Communication Technology University as a public tertiary institution to provide education in Information Communication Technology. The Ghana Technology University was established in 2006 and it has since provided long term and short-term education and training in Information Technology for diverse stakeholders both in Ghana and the sub region of West Africa. The University plays a leading role in the use of technology to enhance teaching and training at the tertiary level.
Ghana National Research Fund Bill	Laid in parliament, published to invite public comments.	The objectives of the Bill are: <ul style="list-style-type: none"> • to provide financial resources to support, promote and publicise research, technology generation and innovation in tertiary and specific research institutions • Evaluate the status and needs of research and development to tailor to national and international aspirations • Promote the transfer of Technology and Knowledge, the implementation of research results and findings and protect the rights of the Researcher in respect of any discovery or invention

University of Skills and Entrepreneurial Development Bill	AG for gazette	A specialised University is established with the aim of producing teachers who are equipped with the requisite knowledge, skills and aptitudes to train TVET students in the second-cycle level of education. The University will develop to the level of awarding degrees up to the level of Doctor of Philosophy in TVET. The University will be situated at the current campus of the University of Education in Kumasi and have additional campuses at 10 Colleges of Education that offer TVET training
Complementary Education Bill	AG for gazette	The object of the Bill is to establish the Complementary Education Agency to provide for educational programmes outside the formal education system. The Complementary Education Agency aims to provide learning opportunities and complementary education for those who are outside the mainstream Ghanaian education system to equip them with requisite knowledge, skills and attitudes needed for their personal, community and national development.
UNESCO Bill	AG (MoE provided draft)	The main object of this Bill is to propose a legislative framework – <ul style="list-style-type: none"> • To establish a National Commission for UNESCO for Ghana as a body corporate; • To streamline its administration and functions; and • To outline the responsibilities of Government ministries, departments, agencies and civil society organisations and individuals interested in the activities of UNESCO
Chartered Accountants Ghana Bill	AG written back to MoE with comments	The Bill aims to establish the Institute of Chartered Accountants to regulate the accountancy profession and practice and to provide for the conduct of examinations by the Institute and for related matters
National University for Film, Journalism And Languages Bill, 2019	To be resubmitted to Cabinet for approval	The object of this Bill is to establish the National University for Film, Journalism and Languages as a public tertiary institution in Ghana to be an outstanding internationally acclaimed applied research and practical-oriented educational institution, dedicated to the development of Film, Journalism and Languages.
Public Universities Bill	Under consultation	The purpose of the Public Universities Bill is to provide the procedure for the establishment, principles of management, the legal status, the procedure for financing and administration and supervision of the activities of Public universities and related matters
National Service Scheme	Under review	This is a Bill seeking the amendment of the Ghana National Service Scheme Act, 1980 (Act 426). The key objects of this Bill is therefore to bring the Law in alignment with the prevailing practice under the Scheme's current operations and to vest the Ghana

		National Service Scheme with the requisite corporate legal personality.
Ghana Education Trust Fund	Under review	There is a need to amend the GETFund Act which was drafted 18 years ago to enable the fund to perform more efficiently and respond to evolving issues and change in Government policies.

9. Education Finance

Public finance of education and its management through the effective resource allocation to ensure value for money is pivotal across all levels of education in the light of the competing priorities.

Based on the experience of industrial countries that have emphasized the role of education in supporting economic growth and social cohesion, an appropriate range for the overall level of investment in education as a share of gross domestic product (GDP) is between 4 and 6 per cent. UNESCO and the African Union's suggestion is that actual expenditure should be approximately 6% of GDP.

Ghana has devoted substantial resources to the education sector in recent years. Education expenditure has been growing at a faster rate, in both nominal and real terms, than the total government expenditure.

In 2018, total education spending was GHS 12.77 billion, an increase of 21.4% from 2017 expenditure of GH¢10.52 billion. GoG expenditure increased from GHS 7.7 billion to GHS 8.9 billion in 2018, while expenditure from Internally Generated Funds (IGF) and our development partners increased significantly by 43.5% and 103.1% respectively.

Table 38: Education Expenditure Trends

Source	2015	2016	2017	2018
GoG	5,911,248,108	5,344,942,995	7,780,822,227	8,923,607,898
Donor	362,480,036	370,003,368	136,921,929	278,020,253
IGF	1,468,389,272	1,789,154,574	1,844,769,647	2,647,401,930
GETFund	759,225,644	1,493,404,911	549,339,210	869,395,369
DACF	0	84,264,183	1,639,036	56,300,967
ABFA	195,273,001	0	211,717,458	-
Tot. Educ. Expenditure	8,696,616,061	9,081,770,031	10,525,209,507	12,774,726,417
GDP	133,296,767,072	168,738,380,320	202,010,000,000	300,596,100,000
Tot. GoG Expenditure	39,238,025,415	51,125,042,600	51,939,200,000	58,196,960,205
Educ. Exp. as % of GDP	6.5%	5.4%	5.2%	4.2%
Educ. Exp. as % of GoG Exp.	22.2%	17.8%	20.3%	22.0%

The total education expenditure by source, indicate that around 70% of the 2018 expenditure is financed through government discretionary sources. The additional 30% were financed from Donor, IGF, GETFund and DACF sources. The share of Internally Generated Funds (IGF) in education financing continues to grow over the years. It increased from 17.5% in 2017 to 20.7% in 2018.

Table 39: Education expenditure 2018

Sources	Compensation	Goods & Services	Capex	Total	%
GoG	8,755,390,019	115,066,469	53,151,410	8,923,607,898	69.9%
Donor		238,441,608	39,578,644	278,020,253	2.2%
IGF	86,424,778	1,201,574,448	1,359,402,704	2,647,401,930	20.7%
GETfund	-	322,726,991	546,668,378	869,395,369	6.8%
DACF	-	27,542,154	28,758,814	56,300,967	0.4%
Total	8,841,814,796	1,905,351,670	2,027,559,950	12,774,726,417	100.0%

Disaggregating education expenditure by level shows that the largest proportion of education expenditure in 2018 went to tertiary education. The sub-sector received 29.3% of the sector's expenditure. This is as a result of the growth in the share of IGF in education financing at that level. The tertiary sector generated 77% of the 2018 education IGF funds.

The share of 2018 expenditure to SHS was 17.6% (excluding Free SHS) followed closely by Primary with 16.6% and then JHS and Pre-school at 14.8% and 10.3% respectively as shown in Table 40.

Of total expenditure (from all sources) 69.2% went to compensation. Goods and services received 14.9%, of which the largest source was IGF. Investment in capital expenditure received 15.9% of total expenditure, with the highest contributor being the GETFund.

Table 40: Total expenditure by level of education 2018

Level	Compensation	Goods & Services	Capex	Total	%
Pre-school	1,263,425,553	14,582,189	37,023,955	1,315,031,697	10.3%
Primary	1,985,383,012	33,862,468	99,104,807	2,118,350,287	16.6%
JHS	1,839,603,141	15,653,159	35,822,091	1,891,078,391	14.8%
SHS	1,195,040,921	722,559,696	333,680,919	2,251,281,535	17.6%
TVET	90,322,537	55,005,236	20,915,589	166,243,362	1.3%
SPED	13,883,797	39,811	-	13,923,608	0.1%
NFED	41,834,741	450,000	-	42,284,741	0.3%
Tertiary	1,343,041,030	944,853,071	1,456,430,663	3,744,324,765	29.3%
Management	1,069,280,064	118,346,041	44,581,926	1,232,208,030	9.6%
Total	8,841,814,796	1,905,351,670	2,027,559,950	12,774,726,417	100%
% Share	69.2%	14.9%	15.9%		

GoG expenditure 2018

In 2018, 98.1% of education expenditure from the Government's consolidated budget went to compensation, as shown in Table xx, while goods and services received 1.3% of government spending and capital expenditure received 0.6%.

Table 41: GoG Expenditure by Level of Education

Sub-Sector	Compensation	Goods & Services	CAPEX	Total	%
Pre-School	1,263,425,553	5,295,315	1,035,254	1,269,756,122	14.2%
Primary	1,985,383,012	10,026,342	3,508,360	1,998,917,715	22.4%
JHS	1,839,603,141	6,871,429	1,207,796	1,847,682,365	20.7%
SHS	1,194,006,567	42,388,182		1,236,394,749	13.9%
TVET	90,244,682	3,809,530		94,054,213	1.1%
SpED	13,883,797	39,811		13,923,608	0.2%
NFED	41,834,741.09	450,000		42,284,741	0.5%
Tertiary	1,258,100,294	26,426,972	3,000,000	1,287,527,266	14.4%
Management	1,068,908,231	19,758,888	44,400,000	1,133,067,119	12.7%
Total	8,755,390,019	115,066,469	53,151,410	8,923,607,898	
% of Total	98.1%	1.3%	0.6%	100.0%	