

## Country Context Report - Ghana

### **General Country Information**

#### **Africa Education Initiative Program Component(s)**

Ambassadors' Girls' Scholarship Program  
Teacher Training

#### **Primary Language(s)**

English: Official, Instruction Grades 1-4, Instruction Grades 5-7/8

Ewe: National

Akan: National

Moshi-Dagomba: National

Ga: National

#### **Population**

	Total	Male	Female
Total	20,467,747	10,231,555	10,236,192
Under 14	7,960,024	4,021,570	3,938,454

#### Sources

cia.gov - <http://www.cia.gov/cia/publications/factbook/geos/>

#### **Ministry of Education Officials**

##### Minister of Education

Ministry of Education

Minister of Education, Youth and Sports

Kwadwo Baah-Wiredu

##### Primary Education Coordinator

Ministry of Education

Coordinator

Florence Daaku

##### Curriculum Development Coordinator

Ministry of Education

Coordinator

Edward Darko

## **U.S. Embassy**

Ambassador  
US Embassy  
Ambassador  
Mary Carlin Yates  
Ring Road East  
P.O. Box 194  
Accra, Ghana  
Phone: +233-21-775348  
Fax: +233 -21-776008

## **USAID**

Director  
USAID  
Sharon L. Cromer  
E45/3 Independence Avenue  
P.O. Box GP 1630  
Accra  
Ghana  
Phone: +233-21-228440  
Fax: +233-21-231937

## **Basic Education General Information**

### **Breadth of Basic Education Activities**

Length of Primary School Cycle: 6 Years

Sources  
UNESCO - /education/ev.php?URL\_ID=6304&URL\_DO=DO\_TOPIC&URL\_

### **Early Childhood Education**

Early childhood education is provided.

Early Childhood Care and Development (ECCD), and the possibility of making pre-school education an integral part of the formal education system is being seriously considered. Although children enrolled in pre-school centers increased from 14% in 1999 to 19.4% in 2000, the children currently attending pre-schools are mainly those of relatively affluent parents living in towns and cities.

Sources  
Country Reports on Human Rights Practices - 2000 - <http://www.state.gov/g/drl/rls/hrrpt/2000/af/803.h>

## **National Curriculum**

A national curriculum exists.

At the senior secondary school level the new curriculum has been designed to serve two purposes:

- To prepare students for a wide range of occupations.
- To provide a solid educational foundation for post-secondary education and training.

### Sources

UNESCO - [www.unesco.org/iau/cd-data/gh.rtf](http://www.unesco.org/iau/cd-data/gh.rtf)

## **National exams - At what level are national exams written?**

Basic Education Certificate Examination (BECE) and Senior Secondary Certificate Examination (SSCE).

### Sources

Country Reports on Human Rights Practices - 2000 - <http://www.state.gov/g/drl/rls/hrrpt/2000/af/803.h>  
UNESCO - [www.ibe.unesco.org/Regional/AfricanProjects/Africa](http://www.ibe.unesco.org/Regional/AfricanProjects/Africa)

## **What are the key basic education challenges?**

- Lack of access to schools
- Centralized education system
- Significant gap between girl's primary school enrollment and completion
- High dropout rates
- Lack of community involvement
- Outdated and ineffective teaching methodology
- Poor quality teaching and learning
- Weak management capacity at all levels of the educational system.

### Sources

dec.org - [http://www.dec.org/pdf\\_docs/PDABX925.pdf](http://www.dec.org/pdf_docs/PDABX925.pdf)

## **Is primary education 'free' (legally)?**

Free primary education is provided.

Education is free legally - The Government's Education Strategic plan for 2003 to 2015 is to provide Free Compulsory Universal Basic Education (FCUBE).

Education in Practice - While the Government states that basic education is free, in practice schools impose fees of up to US\$50 per term, and students also must purchase uniforms and books. In addition, teachers often withhold material during their regular lessons and ask students to pay additional fees for after-hours "tutoring" in those subjects as a way to supplement their incomes.

### Sources

Country Reports on Human Rights Practices - 2000 - <http://www.state.gov/g/drl/rls/hrrpt/2000/af/803.h>  
U.S. Department of State - <http://www.state.gov/g/drl/rls/hrrpt/2001/af/8379>.

## **What are the barriers to student access and participation in basic education?**

- There are low enrollment and retention rates in northern regions and many rural areas.
- Senior Secondary Schools (SSS) are under enrolled – particularly new community secondary schools.
- Over 60% of university admissions come from less than 20% of secondary schools.
- Gender concerns: Unequal enrollment rates, unequal retention and completion rates, child abuse, low female literacy, poor transition rates to Junior Secondary School (P6-JSS)
- Uneven locational distribution of special needs services, high attrition rate of teachers completing special needs training and lack of necessary equipment and financing within the special education sub-sector
- Low enrollments hinder achievements of goals of FCUBE and EFA
- Inequitable balance between different socio-economic and gender groups within tertiary institutions
- Under-representation of females in teaching and managerial roles – particularly in tertiary level institutions
- Lack of appropriate role models leading to further discouragement of girls from entering the education system
- Language barriers in the classrooms, i.e. children not understanding English in which all lessons are taught.

### Sources

AEL - Facing Language Barriers in the Classroom - <http://www.ael.org/eisen/qom0599.htm>  
Country Reports on Human Rights Practices - 2000 - <http://www.state.gov/g/drl/rls/hrrpt/2000/af/803.h>  
Gedforum - Education Strategic Plan 2003 - 2015 - <http://www.girlseducation.org/gedforum/viewforum.p>

## **In what ways is the education system addressing the needs of marginalized groups? Are there special schools?**

Special schools exist.

### Girls

The government established the Girls` Education Unit (1997) to increase girls` enrollment to equal that of boys by 2005. Female education is prioritized by government at all levels, including technical and vocational education, with the following goals:

- Enrollments and completion rates of boys and girls at parity at all levels by 2015
- Gender parity in primary schools by 2005 and Junior Secondary Schools by 2008
- Gender-appropriate technical and vocational courses introduced in schools by 2005.

### The Poor

The purpose of Education Strategic Plan (ESP) is to assist in the poverty reduction process through the development of a learning society, thereby enhancing Ghana`s human resource. The strategic plan is designed to ensure that all learners gain the necessary knowledge, master the necessary skills and acquire the necessary attitudes for them to develop as individuals, to improve their social well-being and to improve Ghanaian society.

### Addressing Child Labor and Promoting Schooling

The government of Ghana has initiated a number of policies and programs aimed at curbing the vulnerability of children to all forms of child labor exploitation. These include the promulgation of the Children`s Act of 1998, the Free Compulsory Universal Basic Education (FCUBE) program, and the Universal Children`s Law enacted out of the Constitutional provision on Children`s Rights.

Furthermore, the Ministry for Employment and Social Welfare is attempting to address the problems of street children through the "Jobs for Africa" program, through direct grants to street children, and

through tax exemptions for Non Government Associations (NGOs), which work with children in need. In addition, numerous donors have supported the FCUBE program that was designed to increase access for children of school-going age, targeting especially ages six through nine.

#### Profile of Special Education in Ghana

United Nations Education, Scientific and Cultural Organization (UNESCO) surveys have shown that schooling for children with special educational needs is still predominantly provided in a segregated educational system and that the rates of attendance are very low, with less than 1% of children with disabilities enrolled in special education programs.

Provision of an education for children with disabilities in Ghana can be characterized as a two-track system—the regular school system and special schools. Children with disabilities may attend mainstream schools, but they are at high risk of repeating grades and dropping out of school. At present, the education system does not have the capacity or programs to effectively integrate and serve special needs students—even if they were identified, which they are not. The provision of services for children and youth with disabilities in Ghana can be summarized as follows:

- Approximately 22 schools
- Residential, except for one day school in Accra
- Majority established in the 1970s or earlier
- Categorically-based (schools for the mentally retarded, deaf, blind; and deaf/blind)
- A total enrollment of 3,362 (preschool through senior secondary level)
- Uneven representation of females in special schools (a total of 1,228 or 37 %)
- Uneven geographic distribution: 45% of schools located in two regions - Eastern and Greater

#### Accra

- Uneven provision of services by category: A total of 13 of the 22 schools serve the hearing impaired
- Uneven provision of services by level opportunity for senior secondary schooling very limited.

#### Sources

Country Reports on Human Rights Practices - 2000 - <http://www.state.gov/g/drl/rls/hrrpt/2000/af/803.h>  
dol.gov - <http://www.dol.gov/ilab/media/reports/iclp/Advanci>  
Gedforum - [www.girlseducation.org/gedforum](http://www.girlseducation.org/gedforum)  
ghana-usaid-procurements.net - <http://www.ghana-usaid-procurements.net/SO%208%20portal.unesco.org> - [portal.unesco.org/education/ev.php?URL\\_ID=6304&URL](http://portal.unesco.org/education/ev.php?URL_ID=6304&URL)  
UNESCO - [www.ibe.unesco.org/Regional/AfricanProjects/Africa](http://www.ibe.unesco.org/Regional/AfricanProjects/Africa)

### **What is the stage of development of the education system?**

The Ghanaian government is trying to expand access, improve the quality of teaching and learning, improve the supply of curricula materials and to motivate teachers. To improve the education system the government's goals encompass the following:

**Preschool:** Provide pre-school education in collaboration with District Assemblies, the private sector, community based organizations(CBOs), non-governmental organizations(NGOs) and faith based organizations(FBOs). A national policy on pre-school has been formulated and published and a fee free tuition policy circulated. A pre-school education curriculum for pre-service teacher training has been developed along with provisions for training and upgrading pre-school teachers and care givers.

**Basic Education:** Provide and ensure access to free basic education and promote compulsory universal basic education(FCUBE). The basic education policies seek to ensure that all children receive six years of fee-free primary education and three years of fee-free junior secondary education. Specific numerical targets have been established by the government.

Infrastructure: Encourage the private sector, CBOs, NGOs, FBOs, inter-government organizations (IGOs) and development partners to participate in improving the educational infrastructure. The government seeks to increase by 35% primary school infrastructure and to increase by 22% JSS infrastructure by 2015.

Sources

Gedforum - <http://www.girlseducation.org/gedforum/viewforum.p>

### **Primary School Enrollment by Year and Grade**

Year	Grade	Total	Male	Female	Urban	Rural
2001	Total	2,446,417	1,000,000	1,446,417		

### **Average Distance to School by Year and Grade**

Year	Grade	General	Urban	Rural
2004	Grade 7/8	5.00 km		
2004	Grade 4	5.00 km		
2004	Grade 1	5.00 km		

### **Are there alternatives to traditional schools?**

The MOE has established 20 vocational institutions throughout the country (two institutions in each region). Vocational education is provided in secondary/technical schools, technical institutes vocational schools/training centers and other post-basic education training institutions.

Sources

ghana.gov.gh - <http://www.ghana.gov.gh/studying/education/index.p>

### **Which approaches is the country taking to combat HIV/AIDS?**

At the community level, the Quality Improvement in Primary Schools (QUIPS) program has promoted the active involvement of community members in school governance and quality teaching and learning activities. The capacity of community members has also been built to oversee school improvement activities through the initiation of the development, revision and implementation of School Performance Improvement Plans (SPIP). Goals include:

- HIV/AIDS programs operational in schools/institution by 2004
- All new teachers trained in Sexually Transmitted Infections/Human Immunodeficiency

Virus/Acquired Immune Deficiency Syndrome

(STI/HIV/AIDS) basic counseling, prevention, care and support by 2005

- All currently serving teachers trained in STI/HIV/AIDS and basic counseling, prevention, care and support by 2006

- IEC programs for HIV/AIDS in place by 2004
- Program for pupil/student peer education in place by 2004
- HIV/AIDS workplace program in place by 2004.

Sources

Gedforum - Education Strategic Plan 2003 - 2015 - <http://www.girlseducation.org/gedforum/viewforum.p>

## **Are there political conflicts and what is the impact of these conflicts on education?**

There is no evidence of political conflict.

## **Are there on-going, recently completed projects relating to the following areas?**

### Teacher Training

#### Basic Education Coalition

In the quality improvement in primary schools (QUIPS) program, USAID contributes substantially to the objectives of the education reform to improve the quality of teaching and learning, to improve access and participation in education, to strengthen management efficiency and decentralize management of the education sector, and to foster increased community involvement.

QUIPS is designed to develop, demonstrate, and replicate the conditions and processes required for improving school standards and, ultimately, pupil learning throughout the education system by establishing model (or partner) schools. Micro-grants for school infrastructure or resource acquisition were included in the USAID intervention. District education officials selected schools for the QUIPS program. The QUIPS partnership between school and community is fostered initially by launching the project in a meeting of teachers, parents, community representatives, district officials, and members of the technical assistance team.

#### Sources

Basic Education Coalition - [www.basiced.org/stories/ghana1.php](http://www.basiced.org/stories/ghana1.php)

### Girls' Education

In response to local conditions and factors, the Strategies for Advancing Girls Education (SAGE) Ghana design features a three-dimensional approach to advancing girls' education in a systematic, strategic way, at the system dimension, the school dimension, and the community dimension.

The three-dimensional approach designed by SAGE addresses the system, schools, and communities. However, to remain realistic about what can be accomplished in a one-year period, SAGE will deal with a slice through each of these dimensions. The SAGE team designed a program that includes 9 total proposed activities to be carried out at the school, community and system levels. The 9 program activities are as follows:

- Providing the GES/GEU (Girls' Education Unit) Assistance in Projecting a Girls' Education National Vision and Strategy for the Next Two to Three Years
- Capacity Strengthening in Planning for the National Office of the Girls' Education Unit
- Facilitate and Support the Production of Regional and District Girls' Education Handbook (In collaboration with World University Service of Canada)
- Training, based on the DGEOs' (District Girls' Education Officers) Handbook, of the RDGEOs, DGEOs, Circuit Supervisors, and Facilitators of the 7 SAGE districts
- Participate in the Revision of the Six Instructional Manuals for Trainers of Teachers to Ensure that they are Gender Sensitive and Girl-Friendly
- Participate in the Revisions of the Manual for Instructional Leadership and Management Skills for Trainers of Head Teachers, Circuit Supervisors, and Assistant Directors for Supervision, to Ensure that the Manuals are Gender-Sensitive and Girl-Friendly
- Increasing the Number of Women as Members of SMCs (School Management Committees) in the 35 SMCs where SAGE is working
- Adapting the CSA Tool on Community/Family/School Partnerships to make it Gender Sensitive and Girl-Friendly, and Training the 35 SMCs on that tool

• Leveraging the CSA Radio Program to ensure a gender sensitive approach and girl-friendly messages.

Sources

SAGE Website - <http://sage.aed.org/>

Mitigating the Impact of HIV/AIDS on Education

Reproductive Health Services for Youth and Teachers

To close the gap in knowledge for youth with regard to sexual and reproductive health, and to promote behavior change for safer sex practices, The Centre for Development and Population Activities (CEDPA) worked with four — Muslim Family - Counseling Services (MFCS), Young Women's Christian Association (YWCA), Young Men's Christian Association (YMCA), and the Ghana National Association of Teachers (GNAT) — to deliver HIV/AIDS prevention education to youth and vulnerable populations.

• YWCA provided reproductive health services to 65,735 vocational school girls, female trade apprentices, and reproductive-age women through CBDs, mobile health clinics, and peer educators. It was one of the first organizations in Ghana to introduce the female condom into its program. The YWCA services generated a Couple Years Protection (CYP) of 6,545, including male condoms, pills, vaginal foaming tablets, and female condoms.

Sources

CEDPA (The Centre for Development and Population A - [http://www.cedpa.org/publications/pdf/ghana\\_commun](http://www.cedpa.org/publications/pdf/ghana_commun))

**What is the status of Muslim education?**

In the northern region, Islamic values and beliefs are considered more important than those of the secular world. Almost all Muslim children are sent to Islamic schools for two to three years to study the Koran. As a result, they can be as old as 14 when they enter the public education system. Not only are they much older than their non-Muslim classmates, they receive less support from their parents.

Sources

Radio Netherlands - <http://www.rnw.nl/humanrights/html/family.html>

**Additional Basic Education General Information**

**Donor Information**

World Bank (WB) - 2004

US\$ 78,000,000

Education Sector Project

African Development Bank (ADB) - 2000

US\$ 27,550,000

2003

US\$ 6,890,000

Development of Senior Secondary Education Project (Education III)

United States Agency for International Development - 1999

US\$ 50,500,000

Quality Improvement in Primary Schools (QUIPS)

United Nations Children Fund (UNICEF) - 1999

Childscope

Department for International Development (DFID) - 1998

US\$ 84,900,000

Education Sector Support Program

World Food Program (WFP) - 1998

US\$ 4,528,105

Assistance for Education of girls in Ghana's Northern Savannah Areas

Canadian International Development Agency (CIDA) - 1998

US\$ 3,500,000

The Ghana Girl Child Education Project

Sources

globalmarch - An Overview of Education Funding - <http://www.globalmarch.org/education-campaign/educ>

## Teacher Training

### What are the barriers to teacher sufficiency?

- Poor public image of teaching profession makes it hard to attract good graduates into TTCs
- Low level of teacher commitment due to a lack of incentives and poor working conditions, which translate into the above poor performances of pupils
- Lack of effective use of Information and Communication Technology (ICT) as a tool for teaching and learning national development.

Sources

Gedforum - [www.girlseducation.org/gedforum](http://www.girlseducation.org/gedforum)

### What is the design of pre-service teacher training programs?

Qualified individuals:

The 38 initial TTCs are grouped into two programs, Group One and Group Two. While Group One Colleges offer science, mathematics, agriculture science, technical skills, social studies, literature in English and vocational skills, Group Two Colleges offer life skills, social studies, literature in English and vocational skills.

Out of the 38 Colleges, three colleges offer only Group One subjects, 13 colleges train teachers in Group One and Two subjects and 22 colleges offer only Group Two subjects, one college has specialized in training teachers for physical education, whilst another offers a French option. At the moment, the minimum entry requirements for the three year certificate (for "A" course holders of senior secondary school examination certificate) are:

Entry into Group One Colleges:

At least Grade E in core English, core mathematics and either core life skills or core Ghanaian language and in Elective Subjects in science, agriculture or technical subjects.

Entry into Group Two Colleges

Requires at least Grade E in core English, core mathematics and either science or core agriculture science and environmental studies and in 2 elective subjects in Arts, Vocational or business subjects.

The comparative entry requirements for those with the traditional School Certificate/General Certificate of Education (SC/GCE) Ordinary Level certificates who wish to enter into Group One Training Colleges are credits in: English, mathematics, two science subjects and a pass in an arts subject, while entry into Group Two Colleges will require credits in: English language, credit in mathematics, credit in two arts subjects and a pass in a science subject.

The following core subjects are common subjects that must be studied compulsorily in TTCs in the country:

Basic mathematics, basic science, Ghanaian language, cultural studies, physical education and agricultural science.

The first year is devoted to foundation studies to strengthen the background knowledge of the students. The second year emphasizes methodology. The third year, the trainees will be allocated to schools and teach under the supervision and guidance of school mentors and link tutors from the TTCs.

Sources

[ibe.unesco.org](http://ibe.unesco.org) - [www.ibe.unesco.org/International/lce/ministers/Gha](http://www.ibe.unesco.org/International/lce/ministers/Gha)

### **What is the design of in-service teacher training programs?**

The In-service training courses are organized nation-wide and involve teachers at basic and senior secondary school levels and are obligatory for all teachers to attend. The program covers courses in school administration, management and financial administration for principals of basic education schools. Courses are offered in continuous assessment and guidance and counseling for principals and teachers. Orientation courses have also been organized in various subjects as well as a course in reading skills for primary school teachers who have completed the pre-service training.

Sources

[ibe.unesco.org](http://ibe.unesco.org) - [www.ibe.unesco.org/International/lce/ministers/Gha](http://www.ibe.unesco.org/International/lce/ministers/Gha)

### **Number of Teacher Training Institutions. Names and Addresses of Prominent Institutions**

#### **General**

Contact(s):

University of Cape Coast  
Vice Chancellor  
Prof. Addow Obeng  
University Post Office, Cape Coast, Ghana  
Phone: +233-42-32378  
Fax: +233-42-32485/32484  
[ucclib@ucc.gn.apc.org](mailto:ucclib@ucc.gn.apc.org)  
[http://www.ghanauniversities.com/university\\_cape\\_coast.htm](http://www.ghanauniversities.com/university_cape_coast.htm)

### **Science**

#### **Contact(s):**

University of Ghana – Legon  
Vice Chancellor  
Prof. Kwadwo Asenso-Okyere  
P.O. Box 25, Legon, Accra, Ghana  
Phone: +233-21-500390  
Fax: +233-21-502701  
Balme@ug.gn.apc.org

### **Technical**

#### **Contact(s):**

University College of Education  
Principal  
Prof. J. Anamuah-Mensah  
P O Box 25, WINNEBA, Ghana  
Phone: +233-432-22361  
Fax: +233-432-22397  
ucew@ug.gn.apc.org

### **Early Childhood Education**

#### **Contact(s):**

##### **Sources**

WES org - Education in Ghana - <http://www.wes.org/ewenr/00march/practical.htm>

## **Minimum Requirements for Teacher Training Recruitment**

### **General**

Senior Secondary Certificate Examination

### **Technical**

Certificate A, Specialist Certificate

### **Early Childhood Education**

Senior Secondary Certificate Examination

##### **Sources**

unesco.org - <http://www.unesco.org/iau/cd-data/gh.rtf>

## **What are current methods of teacher training?**

Primary-school teachers are trained at post-secondary TTCs, which train teachers for both the primary and junior secondary levels. Candidates must complete a three-year program of study (formerly four years until 1987) leading to the Teacher`s Certificate A. Since the restructuring, all teaching candidates are required to study the following core subjects during their training programs: education, cultural studies, physical education, English, basic science, basic mathematics, Ghanaian language and basic agricultural science.

Secondary-school teachers are trained at post-secondary training colleges. Programs last two to four years and lead to a diploma or degree in their subject (technical education, Ghanaian languages, agricultural sciences, etc.). Graduates are then qualified to teach at the secondary level and at TTCs.

##### **Sources**

WES org - Education in Ghana - <http://www.wes.org/ewenr/00march/practical.htm>

### **Is there evidence of curriculum revision?**

#### Innovative teaching practices

The teaching and learning strategies are based on objective-driven curricula. The specific objectives in the syllabi are pupil-centered, i.e., what the pupil will be able to do after instruction has taken place. Correspondingly, the teaching/ learning activities are pupil-centered and involve role-play, group participation, discovery method, debate, brainstorming and discussion.

#### Remove gender bias from textbooks

The Ghanaian state has taken some steps to bridge the gender gap, especially at the primary and secondary levels. For instance, the educational reform in 1987 reviewed the curriculum and attempted to reduce gender stereotyping by making it obligatory for boys and girls to take all subjects taught in schools. Until 1986 girls alone did the subjects home science, cookery and needlework, while boys did carpentry and other technical subjects. The new subjects are technical skills and life skills, and all pupils are obliged to do both. The reform also involved a review of textbooks to make them more gender sensitive, with the result that many of the books show illustrations of boys and girls.

#### Life Skills

One area where Ghana is making every effort to improve is the promotion of the acquisition of life-skills by adolescents and the youth. The current national curriculum seeks to equip pupils with skills and strategies, which deal with demands and challenges of current job-markets.

#### Sources

ibe.unesco.org - [www.ibe.unesco.org/International/lce/ministers/Gha](http://www.ibe.unesco.org/International/lce/ministers/Gha)  
scientific-african - <http://www.scientific-african.de/scholars/prah/Gen>  
Gedforum - [www.girlseducation.org/gedforum](http://www.girlseducation.org/gedforum)

### **How is the assignment to schools done?**

Recruitment of staff is done exclusively by the principal of a college whose only guiding rule is to keep within the officially recommended staff-student ratio of 1:15. This leads to situations where some departments are understaffed and overburdened, whilst others are overstaffed and under-utilized.

#### Sources

sussex.ac.uk - <http://www.sussex.ac.uk/usie/muster/reports/MDP%20>

### **Are there incentives for teachers to teach in rural areas?**

Incentives for teachers in rural areas exist.

The Girls` Education Unit (GEU) explored the possibility of giving incentive packages to female teachers in order to encourage them to work in deprived and remote areas. The aim of this would be to provide girls in such areas with female role models. This research was conducted in 2000

The ex-Minister of Education, Cristopher Ameyew Akumfi, felt that teachers needed to be motivated to perform effectively. Apart from an increase in salary the department sensitized citizens on the important role of teachers. The Best Teacher Award Scheme at the national level contributes to the recognition and motivation of teachers who excel in their work. Other incentive packages, including accelerated promotion for excellence in teacher performance, are being developed.

#### Sources

Ghana.edu.gh - <http://www.ghana.edu.gh/present/girlsEducation.htm>  
ibe.unesco.org - [www.ibe.unesco.org/International/lce/ministers/Gha](http://www.ibe.unesco.org/International/lce/ministers/Gha)  
imf.org - <http://www.imf.org/external/np/pfp/1999/ghana/>

### **Are there programs for the professional development and support of head teachers and school administrators?**

Programs for the professional development of teachers exist.

In fiscal year 2003, USAID/Ghana funded various training programs for different categories of teachers in support of the Quality Improvements in Primary Schools (QUIPS) program. A total of 1,450 teachers were trained in improved teaching methods and assessment procedures, as well as preparation and use of teaching and learning materials. Heads of TTCs and 405 circuit supervisors also benefited from the same training and support services. In addition, 78 tutors from TTCs upgraded their knowledge and skills in lesson notes preparation as well as preparation and use of teaching and learning materials, so that they will in turn transfer these skills to their teacher trainees. Head teachers and circuit supervisors were also introduced to two recently developed handbooks that would assist them to ensure that learning takes place in schools and improve the quality of teaching and learning in primary schools.

#### Sources

usaid.gov - <http://www.usaid.gov/missions/gh/education/backgro>

### **Are working conditions sufficiently competitive to attract and retain quality teachers?**

No, teachers are extremely frustrated because working conditions have deteriorated leading to poor quality teaching and ill-prepared students. Low salaries are one of the major problems, as well as lack of accommodation.

#### Sources

italy.peacelink.org - <http://italy.peacelink.org/newsfromafrica/articles>

### **Stability of Teachers**

Average Time Teachers Stay at School: 3 Year(s)

District sponsorship of student trainees would help resolve teacher shortages in rural and disadvantaged areas. Student trainees are contracted to serve in the district for at least three years.

#### Sources

Ghana.gov - [www.ghana.gov.gh/studying/education/index.php](http://www.ghana.gov.gh/studying/education/index.php)

## **Girls' Education**

### **What are the primary reasons for girls' low enrollment and completion rates?**

- Girls are needed at home or in the family business.
- Social custom discourages parents from sending girls to school.
- Poverty prevents parents from paying fees, and buying uniforms and books.
- There are no support services, such as reliable transportation and child care, for older students.
- Poor quality or bias against girls in the education system often leads to a high drop-out rate.

#### Sources

Ministry of Education - <http://www.ghana.edu.gh/present/girlsEducation.htm>

## **What is the policy on pregnancy?**

### For Girls

The Forum for African Women Educationalists (FAWE) is working to persuade teachers to allow pregnant girls to continue with their education after delivery.

#### Sources

siecus.org - <http://www.siecus.org/inter/nigeria/acti/grow/grow>

## **Is there evidence of curriculum revision?**

### Innovative teaching practices

Strategies to improve the quality of teaching and learning seek to improve the learning environment by making them more girl-friendly such as gender-sensitive curricula; teacher motivation and retention; teaching methodologies that encourage the participation of all students; teacher training in learner-centered methodologies; resources for schools such as furniture, equipment, gender-sensitive textbooks and materials; classroom management; classroom assessment; and pupil achievement in all subjects, especially in the sciences and mathematics. These strategies are expected to result in improving the quality of education so that, as the National Vision states, girls "are well-taught by qualified teachers who understand their needs." The strategies will enable girls to learn, remain in school and make the transition to higher levels of education to achieve their potential, graduate and become productive and contributing members of society.

There are strategies to improve the quality of teaching methodologies that encourage the participation of all students and teacher training in learner-centered methodologies.

#### Sources

Country Reports on Human Rights Practices - 2000 - <http://www.state.gov/g/drl/rls/hrrpt/2000/af/803.h>

### Remove gender bias from textbooks

Encourage the love of learning, education must be relevant and responsive to girls' interests and needs. Curricula and textbooks for basic schools in Ghana have been revised to be more gender sensitive.

#### Sources

Country Reports on Human Rights Practices - 2000 - <http://www.state.gov/g/drl/rls/hrrpt/2000/af/803.h>

### Classroom Management

There is the government's Education Strategic Plan 2003 – 2015 to improve all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, innumeracy and essential life skills.

#### Sources

Gedforum - [www.girlseducation.org/gedforum](http://www.girlseducation.org/gedforum)

### Life Skills

On April 9, 2003 the Ministry of Education launched a new Girls' Empowerment Program to improve the capacity of girls aged 11 to 15 years to prevent HIV infection and other factors that may threaten their ability to fully benefit from the educational provisions of the country.

"I Know My Goal" – (a new Girls' Empowerment program launched by the Ministry of Education) will target girls 11 to 15 years' old as the primary audience and boys, teachers, parents and community members as a secondary audience. Training programs for 900 District Girls Education Officers and teachers will be held throughout Ghana to promote the formation of Sara Clubs in many schools and the facilitation of Sara activities in the communities. USAID supported the development of 5,000 Sara Club kits that contain videos, books, posters, stickers, Sara Game boards, and facilitation manuals. The kit materials deal with the following subjects: 1. The Special Gift: Girls retention in school; 2.

Sara saves her friends: Sexual harassment and HIV/AIDS; 3. The Trap: Sexual exploitation by sugar daddies; and 4. Choices: Teenage pregnancy and positive girl-boy relationships.

Sources

jhuccp.org - <http://www.jhuccp.org/pressroom/2003/04-09.shtml>

**What are the reforms most likely to stimulate the enrollment and persistence of girls in school?**

Prioritize female education at all levels, including technical and vocational education by:

- Eliminating gender stereotyping in teacher preparation and in teaching materials
- Modernizing technical courses, making them relevant and gender-free
- Supporting access programs for females at all levels, particularly at the basic level and entry into

TTCs

- Designing and implementing Information, Education, Communication (IEC) and sensitization programs to raise communities' awareness of the value of formal education for girls, particularly at the basic level

- Designing and implementing a quota system to enable girls from rural areas to enter Senior Secondary School (SSS)

- Providing suitable school facilities for females (student and teachers) at all levels
- Increasing female enrollments at tertiary levels.

Sources

Country Reports on Human Rights Practices - 2000 - <http://www.state.gov/g/drl/rls/hrrpt/2000/af/803.h>

Ministry of Education - <http://www.ghana.edu.gh/present/girlsEducation.htm>

**Are schools safe for girls? What is the most common threat to the safety of schoolgirls?**

Sexual assault is the most common threat to the safety of schoolgirls. There are frequent reports of teachers sexually assaulting their female students. The girls often are reluctant to report the attacks to their parents, and social pressure often prevents parents from going to the police and other authorities.

Sources

U.S. Department of State - <http://www.state.gov/g/drl/rls/hrrpt/2001/af/8379>.

**Is there evidence of reforms to reduce the cost of schooling?**

Evidence of reforms to reduce the cost of schooling exist.

The Girls' Education Unit (GEU), (which was established within the Ministry of Education in 1977 by the Minister of Education and later transferred to the Ghana Education Service) has begun the process of establishing a Female Education Scholarship Scheme for girls whose families cannot afford the costs of education. The scholarship will provide needy girls with enrollment fees, uniforms, footwear, stationery and stipends.

Sources

Ministry of Education - <http://www.ghana.edu.gh/present/girlsEducation.htm>

## Textbooks and Other Learning Materials

### Textbook/Pupil Ratio

Textbook targets for 2003 to 2015 are:

- Primary pupil textbook ratio to be 1:1 for all subjects by 2005
- JSS pupil textbook ratio to be 1:1 by 2004 for all subjects by 2005.

#### Sources

Gedforum - [www.girlseducation.org/gedforum](http://www.girlseducation.org/gedforum)

### Are textbooks free?

Free textbooks are available.

Resource allocation for the Free Compulsory Universal Basic Education Program (FCUBE) program has been increased to ensure total implementation. New textbooks have been printed and distributed throughout the country. Basic and secondary education books covering the syllabus including additional reading supplementary books of various assortments totalling 6,762,390 have been distributed.

#### Sources

Ghanaweb.com - [www.ghanaweb.com/GhanaHomePage/pressreleases/artik](http://www.ghanaweb.com/GhanaHomePage/pressreleases/artik)

### Are teaching guides and other resources available?

Teaching guides are available.

In fiscal year 2003, USAID/Ghana funded various training programs for different categories of teachers in support of the QUIPS program. Teachers were trained in improved teaching methods and assessment procedures, as well as preparation and use of teaching and learning materials. Head teachers and circuit supervisors were also introduced to two recently developed handbooks that would assist them to ensure that learning takes place in schools and improve the quality of teaching and learning in primary schools.

#### Sources

Country Reports on Human Rights Practices - 2000 - <http://www.state.gov/g/drl/rls/hrrpt/2000/af/803.h>  
USAID - <http://www.usaid.gov/missions/gh/education/backgro>

### Are learning/teaching materials available in all regional languages?

No, children are taught to read in English, and all textbooks are in English.

#### Sources

Ghanaweb.com - [www.ghanaweb.com/GhanaHomePage/pressreleases/artik](http://www.ghanaweb.com/GhanaHomePage/pressreleases/artik)

## **What are the mechanisms for development/distribution of teaching and learning material?**

### Development

The textbook policy, is for 15 titles to be produced for basic schools by publishers. Publishers will choose writers for interested titles (70% should be Ghanaians). Five books will be selected for each title.

### Distribution

USAID developed teaching materials for pre-reading pupils and beginners in the first year, and introduced them to 1,700 teachers and head teachers in 172 schools across the country.

### Sources

Country Reports on Human Rights Practices - 2000 - <http://www.state.gov/g/drl/rls/hrrpt/2000/af/803.h>  
UNESCO - [www.ibe.unesco.org/Regional/AfricanProjects/Africa](http://www.ibe.unesco.org/Regional/AfricanProjects/Africa)  
USAID - <http://www.usaid.gov/missions/gh/education/backgro>

## **To what extent is information communication technology available/used in basic education?**

### ICT Available

Educational policy makers, non-governmental organizations (NGO), bilateral and multilateral donor organizations, and school administrators are making collective efforts to promote Information Communication Technology (ICT) in Ghanaian secondary schools. Because of the efforts of NGOs and donor organizations in particular, ICT facilities have extended to some schools, mostly in urban communities. Many secondary schools in Ghana can now boast of computer labs through which students are gaining basic computer literacy. A number of these schools have Internet capabilities, enabling students to deepen their connection to the outside world. Although this is encouraging information, extensive review of documents of NGOs that are spearheading ICT implementation in Ghanaian schools reveals that most secondary schools now benefiting from ICT are either located in urban areas or are classified as premier secondary schools. Computer literacy education in Ghana has been concentrated in major urban areas. A few better schools in outlying areas have attempted to "catch up" with their urban counterparts by contracting with private companies to provide computer education. The costs for private computer training are prohibitive and it is rare, if ever the case that all students have access. Other schools have taken part in the Ghana Education Service sponsored scheme where for every hundred textbooks they purchase from a private firm, they receive one computer system.

### Sources

[tc.columbia.edu](http://tc.columbia.edu) - [www.tc.columbia.edu/cice/articles/om161.pdf](http://www.tc.columbia.edu/cice/articles/om161.pdf)

## **Description of Transportation Systems and Projected Improvements**

### Railways:

total: 953 km

narrow gauge: 953 km 1.067-m gauge (2002)

### Highways:

total: 39,409 km

paved: 11,665 km

unpaved: 27,744 km (1999 est.)

### Waterways:

1,293 km

note: Volta, Ankobra, and Tano Rivers provide 168 km of perennial navigation for launches and lighters; Lake Volta provides 1,125 km of arterial and feeder waterways

### Merchant marine:

total: 9 ships (1,000 GRT or over) 20,559 GRT/27,531 DWT

note: includes some foreign-owned ships registered here as a flag of convenience: Brazil 1, Saint Vincent and the Grenadines 1, Spain 1 (2002 est.)

ships by type: petroleum tanker 3, refrigerated cargo 6

### Airports:

12 (2002)

#### Airports - with paved runways:

total: 7

2,438 to 3,047 m: 1

1,524 to 2,437 m: 4

914 to 1,523 m: 2 (2002)

#### Airports - with unpaved runways:

total: 5

914 to 1,523 m: 3

under 914 m: 2 (2002)

### Sources

CIA - The World Factbook - [www.cia.gov/cia/publications/factbook/](http://www.cia.gov/cia/publications/factbook/)

## Community Participation in Basic Education

### In what ways is the community involved in basic education?

#### Recruitment of Teachers

The District Sponsorship Scheme is aimed at ensuring the constant supply of trained teachers to rural/deprived areas. Districts experiencing difficulties in meeting the need for qualified teachers are allowed to sponsor candidates for training. It is incumbent upon such students to teach in districts that sponsor them for at least three years. Most rural areas have benefited greatly from the scheme.

#### Preparation of food

Food Assisted Education (FAE) or Food for Education (FFE) programs are based on using food to support educational objectives in a variety of ways. Before participating in a school-feeding program, communities are sensitized on their roles and responsibilities in the education of their children and on the expectations of the intervention. Communities are encouraged to contribute supplemental foodstuffs as needed for the lunches.

#### Provision of labor

Communities provide the overall responsibility and labor for ensuring safe, secure, and leak-proof storage facilities for all commodities, providing safe and neat kitchens, volunteer cooks, and cooking utensils.

#### Serving in committees for school development, Parent Teacher Association (PTA)

A community-based committee oversees the use of resources and assists teachers in running the program effectively. Teachers and community members involved in the program undergo management training and annual workshops.

#### Sources

UNESCO - [www.unesco.org/iau/cd-data/gh.rtf](http://www.unesco.org/iau/cd-data/gh.rtf)  
equip123.net - [http://www.equip123.net/EQ\\_Review/2\\_1.pdf](http://www.equip123.net/EQ_Review/2_1.pdf)  
EQ Review - [http://www.equip123.net/EQ\\_Review/2\\_1.pdf](http://www.equip123.net/EQ_Review/2_1.pdf)

### What is the level of community participation vs. government share of social and financial responsibility for basic education?

District Assemblies build, equip and maintain schools under their areas of jurisdiction. All the 110 District Assemblies have established District Education Funds for this purpose. Subject to the approval of District Assemblies, communities may impose special levies on their members for the purpose of raising funds for school projects. Community participation has been identified as one of the areas that can help to improve access to basic education. To facilitate this participation, community structures such as District Education Oversight Committees, School Management Committees, District Education Planning Teams and Parent Teacher Associations have been put in place.

#### Sources

UNESCO - [www.unesco.org/iau/cd-data/gh.rtf](http://www.unesco.org/iau/cd-data/gh.rtf)

## **Are NGOs and civil society involved in education? What role do they play? Who are they?**

NGOs and civil society are involved in education.

Summaries of the activities of the select NGOs currently supporting the education sector in Ghana.

### **Action Aid/Ghana**

Action Aid Ghana is based in Accra with a support office in Tamale and field offices in Bolgatanga U.E/R, Bawku U.E/R, Chereponi N/R and in the Brong-Ahafo. Its major services to education are the provision and renovation of infrastructure for education, the provision of educational materials, in-service training and upgrading of teachers' skills, capacity-building of PTAs, peace education designed to minimize ethnic conflict, shepherd schools for children who cannot attend classes during normal school hours.

### **Catholic Relief Services/Ghana (CRS)**

Catholic Relief Services/Ghana works in the areas of disaster relief, education and self-help community development, however, education is its main focus. It promotes enrollment and attendance through the provision of food to school children. It also promotes girls' enrollment through take-home food rations provided at the end of every month. Girls must achieve 85% attendance in order to qualify for these rations. In addition, CRS assists communities with school infrastructure and provides school furniture.

### **World Vision International/Ghana**

World Vision International/Ghana has its headquarters in Accra with regional offices in most of the regions. It has an integrated approach to development with education being only one of its many projects. Its education program covers both formal and non-formal education. Specifically, World Vision International/Ghana provides school infrastructure at pre-school, basic, secondary and vocational levels.

### **The Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT)**

GILLBT is affiliated to the University of Ghana. Its main objectives are to provide written materials for Ghanaian languages and to translate the Bible and other Christian books into these languages. Its Literacy and Development unit runs developed functional literacy program in all its areas of operation. Under this program, GILLBT has developed teaching materials in Northern Ghanaian languages which are being used on the GES curriculum at P1-P3 levels. GILLBT also runs special evening classes for children who formerly attended their adult literacy classes. Through this program GILLBT has been able to convince many rural parents to let their children continue their education in formal schools.

### **Plan International/Ghana**

Plan International/Ghana matches children from a particular community with "foster parents" abroad. The money is then used collectively for development projects within the community which are directly beneficial to the children. Education is an important part of Plan's development program. Its education program has two main components, namely the Quality Formal Education Program and the Early Childhood Development Program. The Quality Formal Education Program involves the construction and repair of school buildings, construction of teachers' bungalows, provision of school furniture, supply of school textbooks and other learning materials, provision of school uniforms, a scholarship scheme from JSS to SSS for deserving pupils, in-service training for teachers in Mathematics and English and a school health program. The Early Childhood Development Program

involves school construction, provision of furniture and playground equipment, training of pre-school attendants at the National Nursery Teacher Training Institute, and training of School Management Committees (SMCs).

#### Forum for African Women Educationalists/Ghana (FAWE)

FAWE/Ghana is a chapter of an international organization headquartered in Kenya. It brings together women Ministers of Education, university Vice-Chancellors, Permanent Secretaries and other prominent women educationalists, for the purpose of promoting the education of girls and women in Africa. It organizes advocacy, awareness and sensitization programs about the importance of girls' education, through workshops, the media and the FAWE newsletter.

#### Volunteer Service Overseas (VSO)/Ghana

VSO is an independent British NGO which assists in community development through providing practical assistance in the form of volunteers. VSO's main assistance to education in Ghana is the supply of volunteer teachers to Senior Secondary Schools, Vocational and Technical Colleges and Teacher Training Colleges.

#### School for Life (SFL)

The School for Life is a Ghanaian NGO working in partnership with the Ghanaian-Danish Communities Association (GDCA), its sister organization. Its major services to education are the running of afternoon classes in functional literacy and basic innumeracy for children. Classes are held in existing school facilities. The curriculum is taught exclusively in the mother tongue and was designed with much input from the Ghana Education Service (GES). All the class facilitators are volunteers trained by SFL who provides teaching materials including reading and writing materials and furniture.

#### World University Service of Canada (WUSC)

WUSC began implementing the Canada-Ghana Girl-Child Education Enhancement Project in 1997. It is designed to enhance girl-child education at the primary and junior secondary levels within the Northern, Upper East, and Upper.

#### CARE International/Ghana

Care International Ghana has an education program called School and Community Oriented Education (SCORE), which focuses on re-vitalizing the relationship between schools and communities. In each of SCORE's target communities they encourage communities to form PRA teams and they have organized training programs for PTAs and School Management Committees (SMCs). As a result, many communities have become far more active in education.

#### Partners for Internet in Education (PIE)

The Partners for Internet in Education is a non-profit membership association formed in February 1997 with some initial assistance from USAID's Leland Initiative, to bring together schools, companies, organizations and individuals interested in promoting and using the Internet and computers to enhance teaching and learning in schools.

Care International

Samuel Duh  
P.O. Box C2487  
Accra  
Ghana  
Phone: +233-21-226001  
Fax: +233-21-764 547  
Email: care@ghana.com / care-togo@cafe.tg

Camfed International

22 Millers Yard  
Mill Lane  
Cambridge CB21RQ - UK

Phone: +44 (0)1223-362648  
Fax: +44 (0)1223-366859  
info@camfed.org  
<http://www.camfed.org/>

Action Aid

P.O. Box AN19083  
Accra-North, Ghana  
  
Phone: +233-21-224788  
Fax: +233-21-764930  
aaghana@actionaid.org / aaghana@ghana.com  
[www.actionaidghana.org](http://www.actionaidghana.org)

Catholic Relief Services (CRS)

209 West Fayette Street  
Baltimore, MD 21201-3443  
Phone: +410-625-2220 or 800-736-3467  
<http://www.catholicrelief.org/>

Forum for African Women Educationalists (FAWE)

Chania Avenue, off Wood Avenue, near Yaya Centre, Nairobi

P.O. Box 21394, 00505 Ngong Road, Nairobi.  
Phone: +254-02-573131(Pilot line), 573351, 573359  
Fax: +254-02-574150.  
fawe@fawe.org  
<http://www.fawe.org>

Partners for Internet in Education (PIE)

Plan International

School for Life (SFL)

World University Service of Canada (WUSC)

1404 Scott Street, Ottawa, Canada, K1Y 4M8

Phone: +613-798-7477

Fax: +613-798-0990

wusc@wusc.ca

<http://www.wusc.ca/contact/>

Volunteer Service Overseas (VSO)

Sources

Camfed International - <http://www.camfed.org/>

ghana.education - [www.ghana.edu.gh/partners/ngos.html](http://www.ghana.edu.gh/partners/ngos.html) - 17k

UNESCO - [http://www.unesco.org/education/efa/ed\\_for\\_all/bac](http://www.unesco.org/education/efa/ed_for_all/bac)

## Impact of HIV/AIDS on Basic Education

### **How is HIV/AIDS affecting the supply and quality of education, the number of teachers dying each year of HIV/AIDS and the educational management's ability to plan long-term?**

#### Educational Management's Ability to Plan Long-Term

The District Assemblies should:

- Maintain oversight responsibility over the district local level response to the HIV/AIDS/STI epidemic budget for HIV/AIDS/STI activities ensure that Heads of Ministries, Departments and Agencies (MDAs) in their districts integrate HIV/AIDS/STIs prevention programs into their main-line activities
- Facilitate the establishment of District HIV/AIDS/STI Advocacy Networks
- Support both new and existing institutional structures involved in HIV/AIDS/STI activities
- Encourage Assembly Members to address HIV/AIDS/STI in their electoral areas.

The District Planner should:

- Develop as much district-specific information about the epidemic as possible, make it available, and interpret the implications of HIV/AIDS projections for district-level development and integrate the elements of the District Response Initiatives on HIV/AIDS into their planning and programming activities
- Place HIV/AIDS strategic planning high on the district planning agenda
- Encourage local responses to the epidemic and support involvement of a broad range of government and non-governmental organizations.

Sources

Disease Control Unit - [www.dec.org/pdf\\_docs/PNACN254.pdf](http://www.dec.org/pdf_docs/PNACN254.pdf)

### **Is there provision for the education of orphans and vulnerable children?**

There is provision for the education of orphans and vulnerable children.

The Ghanaian Government's Education Strategic Plan for 2003 to 2015 is to provide material support to those children orphaned as a result of HIV/AIDS to complete their education.

Sources

Gedforum - [www.girlseducation.org/gedforum](http://www.girlseducation.org/gedforum)