

MINISTRY OF EDUCATION

**EDUCATION SECTOR PERFORMANCE
REPORT**

2018

GHANA

Education Sector Performance Report 2018

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
GHS	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
GSTDTP	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

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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

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1. INTRODUCTION

In this 2018 Education Sector Performance Report (ESPR), we provide an analysis of sector performance over 2016/17 and 2017/18 academic years. Besides, this report gives record of sector programmes under implementation over the period and or prior to this with at least three to five-year performance trend where appropriate and gives attention to discussions on lessons and good practices from within the sector, the sub region as well as the global perspective on education. This report emphasizes the ongoing changes in the education sector, which aim to transform the landscape into being more accountable and efficient in achieving results. The ESPR provide readers and all stakeholders, including the general public, an account of sector's overall performance. The following documents and reports have informed the 2018 ESPR:

- The 2017/18 Annual School Census Education Management Information System (EMIS);
- 2017 Annual reports of Agencies of the MoE;
- 2018 Quarterly reports (Q1 and Q2) from Agencies of the Ministry;
- Implementation status reports of selected projects such as SEIP, CBE etc.;
- MoE Annual Financial reports of 2017;
- 2017 WAEC examination results on BECE and WASSCE;
- Monitoring reports from Ministry Agencies including GES, NFED, CENDLOS, COTVET;
- Financial reporting for 2017 from Government and Donors; and
- The Education Strategic Plan (ESP) 2018-2030.

1.2 The Education Strategic Plan (ESP)

The draft ESP was completed and appraised in June 2018. The ESP 2018-2030 was developed alongside the Education Sector Medium-Term Development Plan (ESMTDP) 2018–2021 and the Education Sector Analysis (ESA) 2018. All three documents were developed under the leadership of the Ministry of Education (MOE) and supported by the agencies of the MOE. The documents benefited from the contributions of numerous individuals and teams who supported with analysis and drafting, as well as providing oversight and strategic direction. Development partner and other stakeholders also shared qualitative and quantitative data and literature to inform the process and gave significant amounts of time to contribute to and guide the process.

The Education Sector Analysis covers a national analysis of financing and management of the sector, and disaggregated analysis of each level of the education system by access, quality and management and financing separate.

The Education Strategic Plan 2018-2030 (ESP) is organized around seven programme areas that 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,

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- Non-formal Education,
- Tertiary Education and
- Education Management and Finance.

The seven programme areas with the respective strategic goals are presented in table 1. The ESP sets out three broad policy objectives which are inspired by national (National Medium-Term Development Framework), continental (Agenda 2063/continental Education Strategy for Africa) and global (the Sustainable Development Goals by 2030) objectives on education as presented in figure 1 below:

Figure 1: Linkage of the ESP to national, continental and global objectives on education

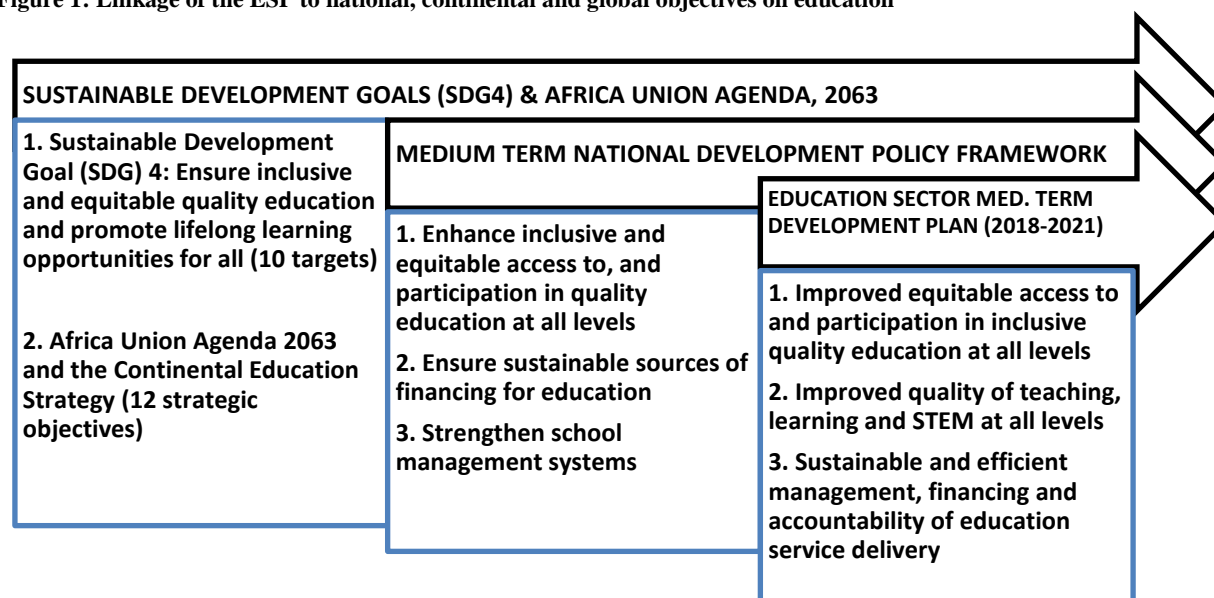


Table 1: Programme Strategic Objectives of the ESP

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

1.3 Structure of the ESPR

The 2018-2030 Education Strategic Plan is the embodiment of Ghana's commitment to education at sectoral, national, continental and global level. This report is structured around the seven programme presented above. This report forms the baseline for the ESP 2018-2030 and in the subsequent years the targets will be juxtaposed with actual performance

2. BASIC EDUCATION

2.1 Introduction

The basic education sub sector delivers eleven years of free education made up of two year KG, six year primary education and three year junior high education under the FCUBE policy. The government has committed to expand access to free education by addressing both demand and supply components and include a three-year free secondary education. The period under review witnessed the finalization and approval of the Education Strategic Plan 2018-2030 and initiation of work on the (i) KG policy and operational plan, (ii) CBE policy review, introduction of basic education improvement reforms and the Ghana Accountability for Learning Outcomes Project (GALOP)

2.2 Expansion of basic education programme to include three-year senior high school

The Ministry and government in keeping to the commitment of the SDGs (Goal 4) and support all Ghanaians to access adequate free quality education has by policy extended the free compulsory basic education to cover second cycle education. In this regard, the leadership of the MoE has initiated the legal and policy reforms to expand the FCUBE policy to cover free three-year second cycle education (senior high and technical vocational education and training). Approval for the realization of this initiative was granted by Cabinet. Whilst the legal reforms are underway, the provision of education for deserving Ghanaians cannot wait and the government has developed the Free SHS policy (discussed in detail under senior high education) and commenced implementation of the programme.

2.3 Development of an Early Childhood Education Policy

The government agenda for education over the medium term includes prioritization of kindergarten education as a strategy for re-defining and addressing quality education challenges from the foundation level. A Technical Working Group (TWG) supported by was established which is leading the development of an Early Childhood Education Policy. Additionally, the TWG has the responsibility to (a) to work with relevant stakeholders to increase clarity and accountability in service delivery; (b) drafting a KG operational plan, aligned with the Education Strategic Plan (c) development of a national campaign on right-age enrolment for KG and primary education and (d) revisiting and strengthening inter-ministerial coordination for early childhood development with a distinct focus on early learning, including (e) harnessing civil society support to improve service delivery; and (f) advocate raise and leverage resources to increase investments in early learning. A validation report on the situation of ECCD has been produced that will inform the next phase of development of the Early Grade Education Policy in 2019. Additionally, Teaching and Learning Materials for KG was identified to align with the new Early Grade Curriculum Framework. The process identified three different packages for effective instructional delivery at the KG level based on relevance and availability of resources:

Minimum TLM packages: The minimum school package refers to those items/resources/materials that are mandatory for every KG classroom. These resources and materials have been identified as necessary to support the processes of teaching and learning. They include items that teachers can collect and/or pick in the surrounding – collectables as well as those the teacher can make. In addition, there should be some items that must be provided and or purchased for use as TLM. Finally, additional space and print rich materials that every school should have constitute the minimum TLM KG package. To ensure availability of space for enrolling pupils and assure a safe conducive learning environment,

- (a) A contract was awarded for the construction of additional 85 new Kindergarten blocks to create 6,800 additional KG places. Work is currently at 48% completion

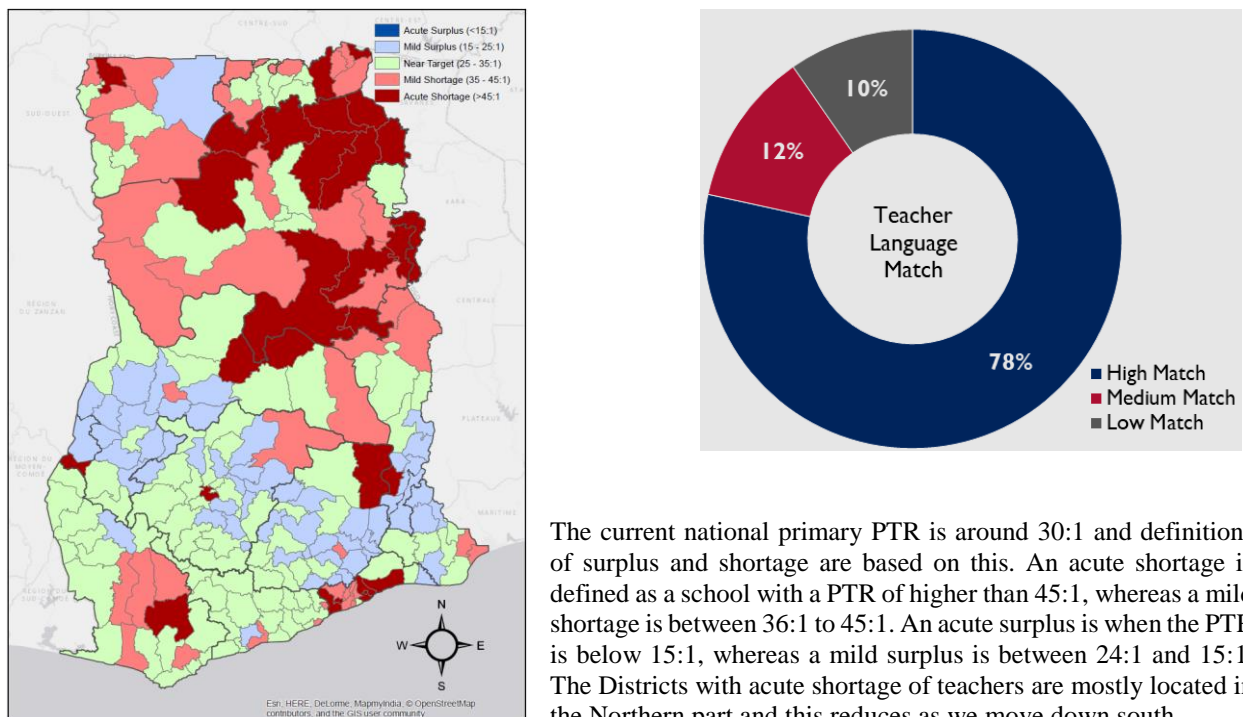
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- (b) A contract has been awarded for the construction of 58 No 6-unit primary classroom blocks to create additional 13,920 places. Work is on-going with 7 project sites at 85% complete; 21 are 72% complete and the remaining 30 projects are 65% complete.
- (c) Construct 12No. JHS blocks (3-Unit schools) to create additional 1,440 JHS places. Contracts have been awarded with a 70% completion rate.

2.4 Introduce and implement efficient teacher utilization strategies

The ESP hinges on an efficient teacher utilization approaches to ensure that every pupil has access to a teacher in the medium term and all have access to a qualified and certified teacher in the long term. This includes strategies such as licensing of teachers, introduced multi-grade teaching methodologies for schools with low enrolment numbers and decentralized school-based targeted teacher deployment. This is expected to be accompanied by an efficient teacher rationalization policy. In line with this, a teacher rationalization study¹ was undertaken with the first report providing the PTR situation of all 216 districts categorizing them into (a) acute surplus; (b) mild surplus; (c) near target; (d) mild shortage and (e) acute shortage. The next phase will involve school level determination of PTRs.

Figure 2: Geographical distribution of PTRs in 2016/17 & local language match²



A language mapping exercise also conducted with support of USAID, showed that even based on the current status quo, there is more than 75percent of teachers with working and communication knowledge on local languages matching with that of the communities in which they teach.

¹ Supported by USAID.

² Source: Teacher Rationalization, Retention, and Language Study: National Situation Analysis, USAID, 2018

2.5 Strengthening Teacher Accountability to Reach all Students

The Strengthening Teacher Accountability to Reach all Students (STARS) program is a catch-up program that builds on the lessons from the teacher-led model known as the Teacher Community Assistance Initiative (TCAI). It focuses on equipping teachers to teach at each child's level by leveraging the role of existing education personnel including Head teachers and Circuit Supervisors to support teachers with improved monitoring, coaching and mentoring. The targeted grade levels are P4 to P6, with focus on English and Mathematics.

STARS is a partnership involving the Ministry of Education (MoE), UNICEF, Innovations for Poverty Action (IPA). Within MoE four agencies are involved in the partnership namely Ghana Education Services (GES), National Inspectorate Board (NIB), National Teaching Council (NTC) and the National Council for Curriculum and Assessment (NaCCA). The achievements thus far include the development of Targeted Instruction Teacher and learning materials, Training manuals for facilitators and head teachers, and materials for circuit supervisor enhancing supervision. The baseline study for STARS has been completed in 210 schools from 20 districts within 7 regions.

2.6 Increment of Capitation Grant by 100 percent

Capitation grant has been increased from 4.5 to 9.0 Ghana cedi during the 2017/18 academic year. This has come along with a base-grant providing every school with the same amount of the first tranche and the second tranche, distributed based on enrolment.

2.7 The Complementary Basic Education (CBE) Programme

CBE is another intervention focused on using home grown approaches to address learning outcomes for out-of-school children. The program aims to fast track students with literacy, numeracy and life skills, based on their learning needs and allowing them to mainstream into formal schools. Under the guidance of a Steering Committee chaired by the Chief Director, and relevant Agencies including development partners the programme with support from DFID, USAID, UNCIF, Educate A Child, and Plan International, has supported a total of 248,556 out-of-school children between 2012 and 2017.

The programme guided by an active Steering committee has been implemented by the Crown Agents, and Plan International and with support from UNICEF, DFID, USAID, "Educate A Child"³ and the National Service Scheme (NSS). In the 2017/18 cycle the GES was supported by DFID to implement the programme to reach 20,000 learners in 14 selected districts. Table 2 below provides details of performance statistics over the period 2012-2018. The development partner supported CBE programme by USAID, DFID and UNICEF has reached its end line, with that of Plan International Ghana with Educate A Child still running. The government through the MOE has initiated steps to fully take over the implementation of the programme from where USAID, UNICEF and DFID support ended leveraging on the continued support of relevant actors. The major initiatives include (a) reconstituting of the CBE Steering Committee, (b) review of the CBE policy and (c) annual financial commitment to support CBE programme and (d) GES and NFED partnership for implementing the cycle six with the NFED eventually taking over the implementation.

³ Under the REACH Project.

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Table 2: CBE programme performance statistics from 2012-2018

CBE Cycle	Management Unit	Enrolment Target	Enrolment Achieved	Expected % Girls Enrolment	% Girls' Enrolment Achieved
2012/2013	Crown Agent	20,000	20,577	50	43.49
2013/2014	Crown Agent	20,000	26,313	50	45.86
2014/2015	Crown Agent	50,000	57,000	50	49.58
2014/2015	Plan International				
2015/2016	Crown Agent	50,000	52,823	50	49.77
2015/2016	Plan International				
2016/2017	Crown Agent	50,000	51,030	50	52.30
2017/2018	Crown Agent	20,000	20,813	50	54.20
2017/2018	GES	-	20,000		
Total		210,000	248,556	-	-

2.8 The Basic Education Reform Program

The government as part of commitment to reform the delivery of basic education with emphasis on improving learning outcomes, has embarked on a programme support all low performing schools to improve learning outcomes as well as institutionalizing accountability measures that will guide and support all basic schools to continue to achieve better learning outcomes. This initiative known as the Ghana Accountability for Learning Outcomes Program (GALOP) supported by World Bank and the Global Partnership for Education (GPE) with a US\$45 million IDA credit facility and a grant of US\$24.4 million respectively. The GPE grant includes a US\$9.4 million Maximum Country Allocation (MCA) and a US\$15 million multiplier fund grant. Initial discussion with relevant actors and development partners including UNICEF, World Bank, GPE, DFID, JICA, etc with the World Bank as coordinating agency.

The Ministry has organized series of brainstorming sessions with relevant stakeholders that has resulted in the development of a project concept note. The next phase will be the development of a selection criterial document that will inform the project appraisal document and finally development of the Programme implementation manual. The Ministry of Education and relevant stakeholders through the Sector Working Group⁴ will be making a joint application for the fund from both GPE and World Bank and expected to deliver the full application to the Board of Both GPE and World Bank by August, 2019. The joint program would use a Results Based Approach (Investment Project Financing with Disbursement Linked Indicators). The program will be managed and implemented by the Ministry of Education and Ghana Education Service together with relevant Agencies.

2.9 Basic Education level

Table 3 presents the key access performance indicators at the basic education level. The JHS NER has experienced relatively slow growth improving from 46% to 48% from 2010/11 to 2017/18 having hit 50% in 2015/16 and 2016/17.

Table 3: GER and NER statistics at the Basic Level, 2010/11 to 2017/18

Year	KG GER	KG NER	Prim GER	Prim NER	JHS GER	JHS NER
2010/11	98%	60%	96%	78%	80%	46%
2011/12	99%	64%	97%	82%	81%	46%

⁴ Local Education Group

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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	115.6%	74.6%	111.4%	91.1%	86.8%	50%
2017/18	112.4	74.6	106.2	89.3	86.1	48%

2.9.1 Kindergarten

Trends in number of KG schools have seen significant improvements from 19277 in 2012/13 to 24418 in 2017/18. From 2016/17 to 2017/18 number of JGs increased by 1,179 with private sector contributing 962(81.6%) schools and public sector contributing 217 (18.4%) The private sector participation in KG contributes 40% of the total school facilities and 13.5% of total enrolment. The deprived districts analysis revealed similar patterns. KG enrolment numbers illustrates a declining trend, with similar trends recorded for the enrolment related indicators

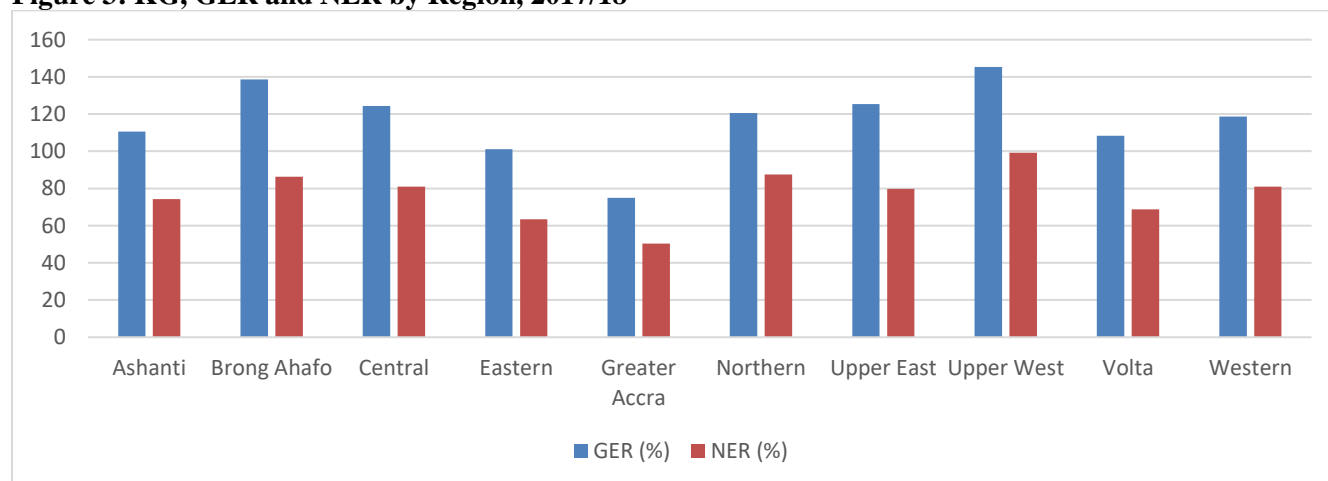
Table 4: Number of Kindergarten Schools

Kindergarten	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Public	13,305	13,492	13,828	14,145	14,432	14,649
Private	5,972	6,608	7,132	7,907	8,807	9,769
Total	19,277	20,100	20,960	22,052	23,239	24,418

Table 5: KG Enrolment Statistics

Indicators	National				Deprived Districts			
	14/15	15/16	16/17	17/18	14/15	15/16	16/17	17/18
KG GER (%)	128.8	123.8	115.6	112.4	148.8	138.8	126.1	121.9
KG NER (%)	82.7	79.5	74.6	74.6	97.1	92.2	83.6	79.8
Enrol. KG	1,766,715	1,770,587	1,774,947	1,778,021	560,691	564,071	554,825	552,510
Enrol. KG (4-5 yr)	1,134,371	1,137,661	1,145,458	1,179,561	365,809	374,588	367,743	361,499
Population (4-5 yr)	1,371,850	1,430,592	1,535,959	1,581,200	376,799	406,394	439,935	453,196
% Private enrolment	27.2	27.3	27.3	27.3	16.5	12.1	12.5	13.5

Figure 3: KG, GER and NER by Region, 2017/18



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2.9.2 Primary Education

Primary enrolment trends showed that the number of primary schools increased to 24,626 in 2017/8 from 23,489 in 2016/17. The private sector represents 38.52% of the total number of primary schools detailed in table 6. Enrolment statistics similarly recorded an increase by 0.18% in 2017/18 from 2016/17. The total increase from 2016/17 to 2017/18 was 1137; with the private sector accounted for 922 (81.1%) and the public Public-215 (18.9%). On the other hand, the population aged 6-11 increased by 4.8 percent. This culminates into a reduction in the NER and GER. The increases in population growth of 5.0 % is twice more than the national projected growth rate of 2.4% by GSS. Since the population is the denominator for determination of overall enrolment related indicators all calculations are affected by the dramatic increase in population. The presentation for deprived districts did not depart from the national analysis.

Table 6: Number of Primary Schools

Primary	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Public	14,360	14,112	14,142	14,405	14,664	14,923	15,138
Private	5,473	5,742	6,360	6,904	7,625	8,566	9,488
Total	19,833	19,854	20,502	21,309	22,289	23,489	24,626

Table 7: Primary Enrolment Statistics

	National				Deprived			
	2014/15	2015/16	2016/17	2017/18	2014/15	2015/16	2016/17	2017/18
Primary GER (%)	110.4	111.3	111.4	106.2	112.2	111.4	110.1	102.2
Primary NER (%)	91.0	91.5	91.1	89.3	93.5	93.7	92.6	86.0
Primary GAR (%)	115.3	118.0	118.6	101.5	128.3	124.4	123.5	102.0
Primary NAR (%)	79.6	81.6	80.5	72.3	91.2	84.0	84.8	72.3
Enrol. Primary	4,342,315	4,358,176	4,393,061	4,401,194	1,225,587	1,220,395	1,216,667	1,189,246
Enr. Prim. (6-11yr)	3,578,821	3,583,941	3,595,905	3,699,575	1,020,947	1,025,970	1,022,482	1,001,248
Population (6-11yr)	3,933,682	3,916,406	3,945,032	4,144,762	1,092,502	1,095,480	1,164,199	1,164,199
% Private enrolment	25.3	25.3	25.8	29.6	12.6	9.7	10.4	13.8

The regional analysis shows that the Ashanti region by far has the largest number of primary schools and also in the distribution of public primary schools. Greater Accra region follows having the second largest number of primary schools, but have most number of private schools. Upper East and Upper West recorded the least in the number of private primary schools. The public primary schools are underrepresented in Greater Accra with only 27.7% participation. Thus majority of the children in primary school are accessing facilities under private management. Some additional work will be required to ascertain why this is the situation in the phase of government commitment to make public education free up to senior high school level. Additionally, what policies are in place to monitor the operations of private schools in the country knowing that at the basic level about 30% of enrolment are under private management?

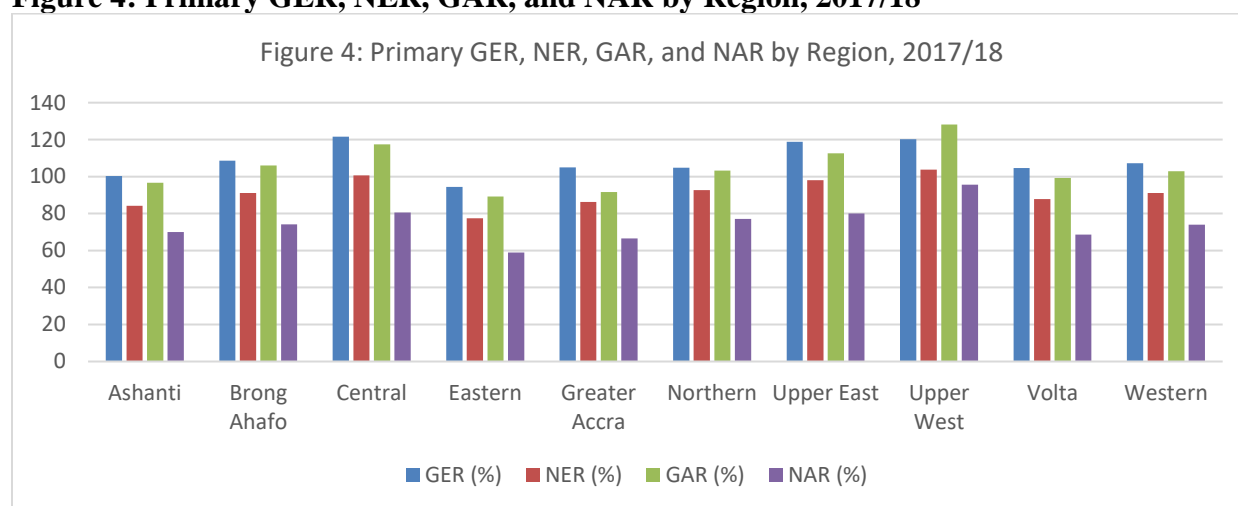
Table 8: Number of primary schools by region and type, 2017/18

REGION	Public	Private	Total
Ashanti	2,387	1,783	4,170
Brong Ahafo	1,780	762	2,542

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Central	1,440	1,373	2,813
Eastern	1,823	971	2,794
Greater Accra	859	2,232	3,091
Northern	2,215	442	2,657
Upper East	751	285	1,036
Upper West	676	72	748
Volta	1,574	548	2,122
Western	1,633	1,020	2,653
Total	15,138	9,488	24,626

Figure 4: Primary GER, NER, GAR, and NAR by Region, 2017/18



2.9.3 Junior High Schools

The total number of JHS for 2017/18 was 16,850 with about 36 % of private sector contribution. From 2016/17 to 2017/18 number of JHS increased by 1046 with private sector contributing 644(61.5%) schools and public sector contributing 402 (38.5%). This is a dramatic improvement from the total of 12,436 in 2012/13. Similarly, enrolment improved by more than 2,744 additional pupils over the past academic year from 2016/17 to 2017/18. At this level, the population growth increased by 2.96 percent from the 2016/17 academic year base. With enrolment unable to equalize the increase in population growth, the related indicators such as GER, NER similarly recorded reduction although enrolment increased as well as appropriate age enrolment by 2.1%. as detailed in table 9.

Table 9: Number of Junior High Schools

JHS	2013/14	2014/15	2015/16	2016/17	2017/18
Public	9,076	9,445	9,905	10,382	10,784
Private	4,006	4,395	4,862	5,422	6,066
Total	13,082	13,840	14,767	15,804	16,850

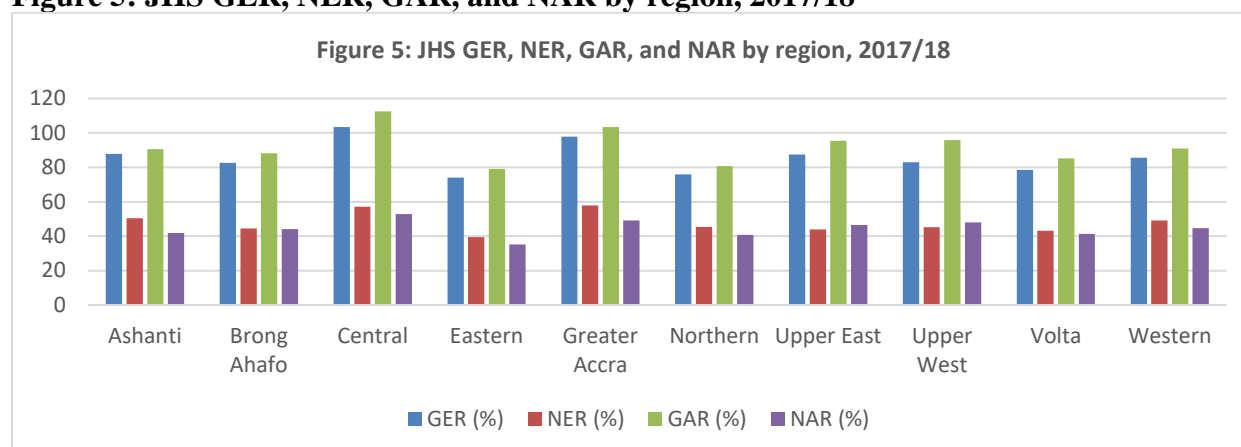
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Table 10: JHS Enrolment Statistics

	2014/15	2015/16	2016/17	2017/18	2014/15	2015/16	2016/17	2017/18
JHS GER (%)	85.4	88.0	86.8	86.1	73.7	76.5	73.8	72.3
JHS NER (%)	49.0	50.3	49.7	48.5	38.5	43.2	42.7	39.3
JHS GAR (%)	93.8	97.4	96.0	91.7	80.8	85.4	76.5	77.9
JHS NAR (%)	44.3	45.5	44.9	43.8	34.0	40.2	53.3	38.2
Transition to JH1 (%)	99.1	94.7	94.3		91.7	83.2	83.2**	88.4**
Enrol. JHS	1,591,279	1,607,382	1,610,834	1,645,764	361,865	361,150	355,317	358,061
Enrol. JHS (12-14yr)	913,255	918,043	921,996	926,634	188,872	203,688	205,821	194,641
Pop. (12-14yr)	1,863,745	1,826,472	1,855,623	1,912,381	490,837	472,045	481,548	495,356
% Private enrolment	22.0	22.0	22.0		9.9	7.9	8.5	8.5

**no data on repeaters

Figure 5: JHS GER, NER, GAR, and NAR by region, 2017/18



2.12 Gender

As a measure of ensuring equitable access to basic education for both males and females, the sector has achieved almost parity at the basic level as at 2017/18 academic year. However, the deprived district recorded a declined gender parity index from 0.93 in 2016/17 to 0.89 in 2017/18 as depicted in Table 11 below. This implies that whilst Ghana has been successful in increasing access to education, regional disparities remain.

Table 11: Gender Parity Index, Basic Schools

	National				Deprived Districts			
	2014/15	2015/16	2016/17	2017/18	2013/14	2015/16	2016/17	2017/18
KG	1.04	1.01	1.0	1.00	0.99	0.99	0.99	0.98
Primary	1.00	1.01	1.01	1.00	0.94	0.97	0.97	0.93
JHS	0.96	0.97	0.98	1.00	0.88	0.93	0.93	0.89

Table 12: Gender Parity Index in basic schools by region 2017/18

Region	KG	Primary	JHS
Ashanti	1.01	1.01	0.99
Brong Ahafo	0.98	1.01	0.95
Central	1.04	1.03	1.04
Eastern	0.99	1.0	1.01
Greater Accra	0.98	1.01	0.99
Northern	0.95	0.95	0.93
Upper East	1.04	1.05	1.16
Upper West	1.06	1.09	1.14
Volta	1.03	1.04	1.0
Western	0.96	0.95	0.93
Total	1.0	1.0	1.0

2.10 Quality

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.

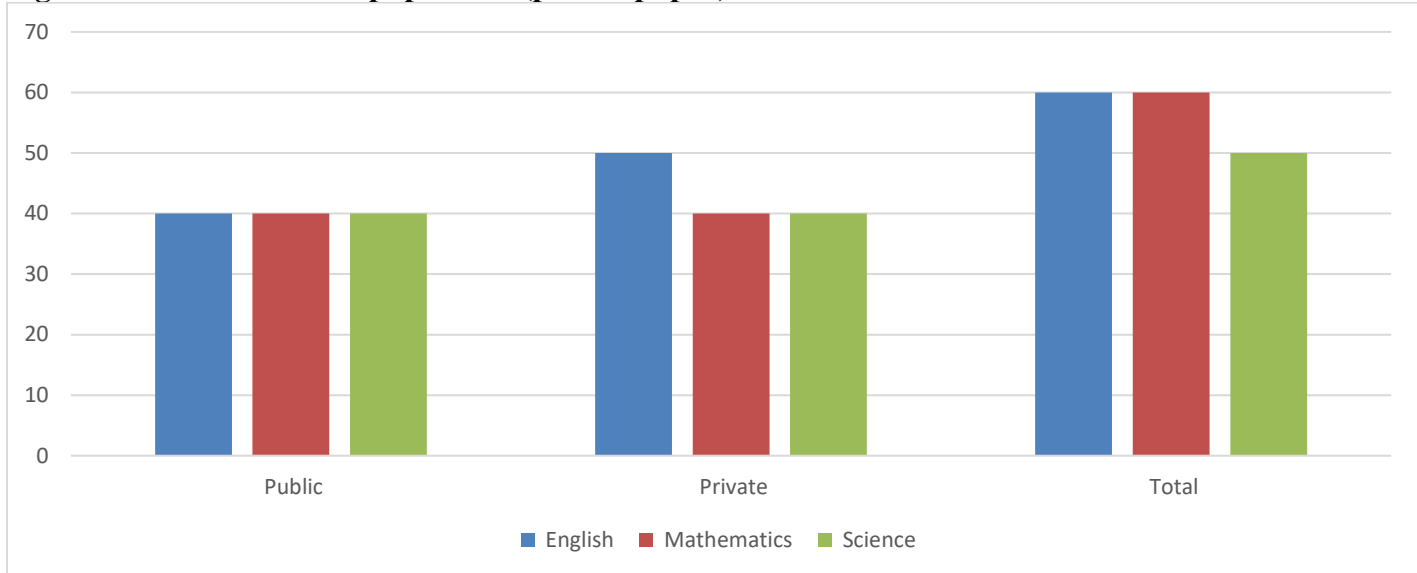
Textbook availability per 100 pupils.

Although it is important to ensure that students have access to textbooks, the actual usage are more critical. Hence one area of concern is to identify such measures. This can be performed through surveys on periodic basis to inform policy decisions. The figures presented under the textbook availability is pegged against every 100 pupils. The analysis shows that at the primary level students in both public and private schools have similar access to textbooks for Mathematics and Science; except for English where more students in private schools have access compared to public schools. At public schools, there are 30 English textbooks and 40 English textbooks for every 100 pupils in public and private schools respectively. In mathematics both public and private schools have 40 text books for every 100 pupils. With the enrolment spread between public and private institutions at primary, this comprises an overall average of two students per textbook across subjects. Table 12 and 13 presents the situation for primary and JHS for English, Mathematics and Science. WHAT IS THE PRESCRIBED PUPIL TO TEXTBOOK RATIO. This will help us to determine if we meet the requirement.

Table 13: Primary textbook to pupil ratio (per 100 pupils), 2017/18

Primary Text Book Pupil Ratio			
	English	Mathematics	Science
Public	30	40	40
Private	40	40	40
Total	50	60	50

Figure 6: JHS textbook to pupil ratio (per100 pupils) 2017/18

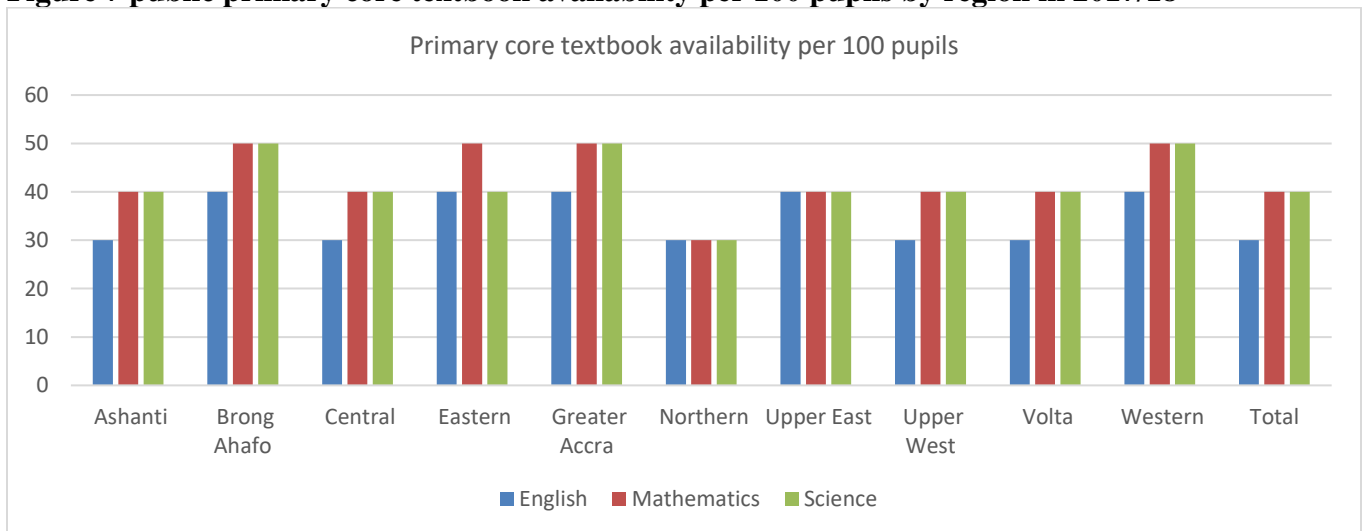


NB: the figures represent textbooks available for every 100 pupils.

At the JHS level, the analysis in public JHS showed evidence of 40 English text books for every 100 students. Similar trend exists in the case of mathematics and English respectively. At the private level the story is the same for mathematics and science, whilst 50 English text books were available for every 100 students.

The regional analysis on the availability of textbooks did not depart from the national statistics as detailed in tables 15 and 16 below. In order to restore the one-pupil-one textbook norm, text books have to be procured and distributed during the next academic year starting 2018-2019. None of the regions have achieved the text book norm of 1:1.

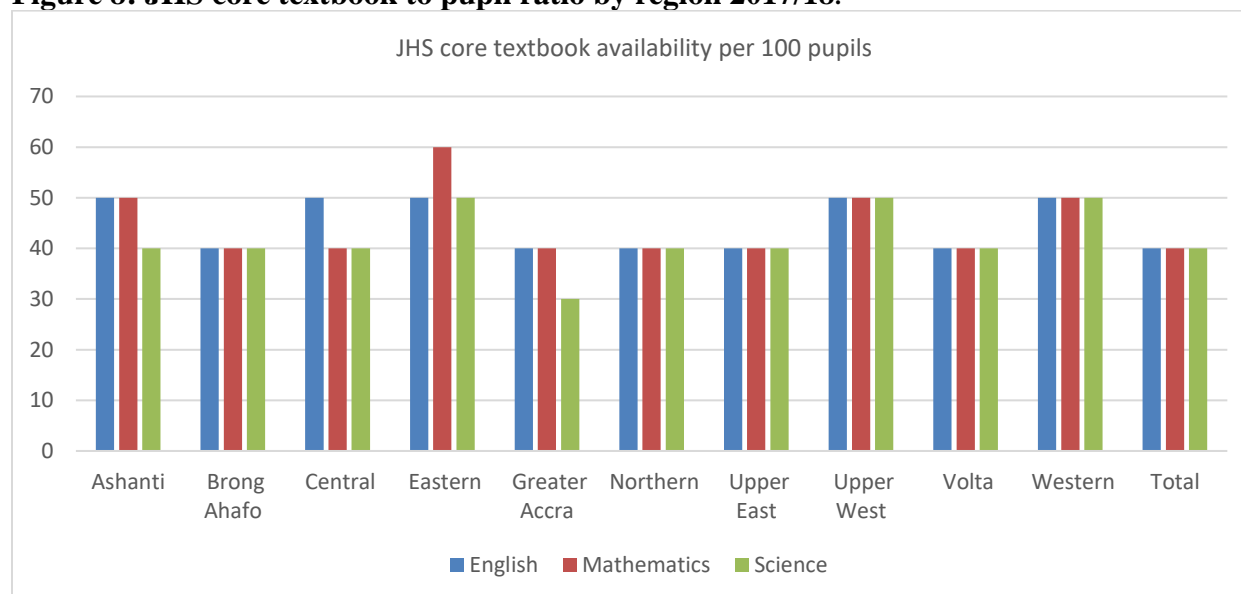
Figure 7 public primary core textbook availability per 100 pupils by region in 2017/18



NB: the figures represent textbooks available for every 100 pupils.

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Figure 8: JHS core textbook to pupil ratio by region 2017/18.



NB: the figures represent textbooks available for every 100 pupils.

Completion rates:

This indicator measures the proportion of students that completes their academic year at the end of level. Here completion rates are calculated for primary and junior high school. It is calculated as percentage expressed by ratio of enrolment of the last grade (P6 and JH3) and the population of the statutory age (11-year olds and 14-year olds) for primary and JHS respectively.

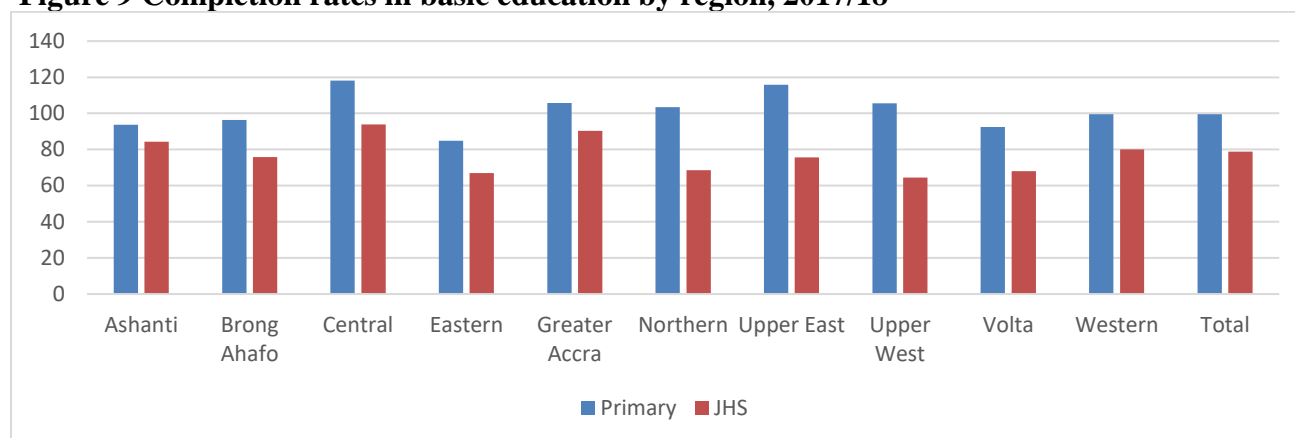
The completion rate in 2017/18 at primary level experienced a decline from 100.8 to 99.6 while at JHS level completion rate increased from 75.2 in 2016/17 to 78.8 in 2017/18. Disaggregating the data for deprived districts indicate a greater decline in completion rate at the primary level from 99.4 in 2016/17 to 86.0 in 2017/18. However, at JHS level the trend indicates, similar to the aggregated data, an increase in completion rate from 62.1 in 2016/17 to 72.1 in 2017/18.

Table 14: completion rates in basic education

Level	National				Deprived districts		
	2014/15	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Primary	99.6	101.6	100.8	99.6	101.5	99.4	86.0
JHS	73.5	76.1	75.2	78.8	65.1	62.1	72.1

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Figure 9 Completion rates in basic education by region, 2017/18



Teachers

Teachers continue to remain the most important asset in education and have a key role in increasing learning outcomes. The quality of teaching and the training of teachers are therefore of highest importance.

Table 15: Number of teachers in public basic schools displays the trends in teacher distribution by type. The number of trained teachers in public basic schools has increased by 15% between 2016/17 and 2017/18, illustrating efforts made in teacher training. Simultaneously, the number of untrained teachers has decreased by 29%, indicating that the rationalizing of teachers and efforts made is making progress. However, disaggregating the data indicates that there are different factors determining if the teacher in a school is trained or not. Depending on education level, the proportion of trained teachers differs with KG level having the lowest percentage. Deprived areas are found to have significantly lower levels of trained teachers. All levels of education, independent on geographic location and education level has experienced an increase in trained teachers between 2016/17 to 2017/18.

Table 15: Number of teachers in public basic schools

KG	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2016/17 to 2017/18 % change
Trained	17,070	20,118	22,934	24,866	27,970	32,084	15%
Untrained	16,038	16,606	14,213	12,851	14,971	10,582	-29%
Total	33,108	36,724	37,147	37,717	42,941	42,666	-1%
Primary	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	% change
Trained	65,889	68,657	72,552	75,660	83,891	91,477	9%
Untrained	29,016	29,082	24,163	21,386	26,542	17,743	-33%
Total	94,905	97,739	96,715	97,046	110,433	109,220	-1%
JHS	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	% change
Trained	60,906	65,225	67,841	70,916	78,205	83,090	6%
Untrained	11,355	11,871	11,993	9,398	8,226	7,728	-6%
Total	72,261	77,096	79,834	80,314	86,431	90,818	5%

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The pupil teacher ratio, Pupil trained teacher ratio and percentage of trained teacher situation is presented in table 16 below in both national averages and for deprived districts for KG, primary and JHS. In table 17, the regional performance on the teacher related indicators are presented for the year 2017/18.

Table 16: teacher indicators for public basic schools

	National				Deprived			
	2014/15	2015/16	2016/17	2017/18	2014/15	2015/16	2016/17	2017/18
KG								
PTR	35	34	30	29	52	53	43	42
PTTR	56	52	63	39	112	103	79	73
% Trained Teachers	62	66	65.1	75.2	47	52	54	57.5
Primary								
PTR	34	34	30	29	40	40	33	32
PTTR	45	43	3	35	72	66	51	47
% Trained Teachers	75	78	76	83.8	56	61	65	67.6
JHS								
PTR	16	16	14	14	20	19	16	15
PTTR	18	18	16	16	26	24	19	18
% Trained Teachers	87.8	90	88.1	91.5	78	82	83	80.8

Table 17: teacher indicators for public basic schools by region, 2017/18

	KG			Primary			JHS		
	% Trained	PTR	PTTR	% Trained	PTR	PTTR	% Trained	PTR	PTTR
Ashanti	81.4	24	30	87.8	26	30	94.2	13	14
Brong Ahafo	71.3	24	24	81.6	26	32	91.1	13	14
Central	74.3	26	35	83.0	29	35	92.3	14	15
Eastern	80.3	22	27	88.2	23	27	92.2	12	13
Greater Accra	87.8	30	34	93.3	37	40	95.2	19	20
Northern	75.1	51	68	80.6	36	44	89.7	17	19
Upper East	69.9	34	49	78.8	32	40	88.1	14	15
Upper West	69.7	38	54	74.4	30	41	84.5	13	15
Volta	73.2	28	38	86.6	28	32	91.6	13	14
Western	64.1	35	54	76.0	31	40	86.8	17	19
TOTAL	75.2	29	39	83.8	29	35	91.5	14	16

Learning outcomes

Performance of pupils at the basic level are assessed through the school-based assessment at the end of each term which is preceded by mid-term exams. On a daily basis, teachers assess students using class exercise and take-home assignment. All of these are school-based, but there are three

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national level standardized exams two of which are sample-based with regional representation and the third is taken by every student at the end of the eleven-year basic education programme known as the Basic education Certificate Examination (BECE). The two-sample based have been administered from 2003 on a biennial basis, testing students at P3 and P6 known as the National Education Exams (NEA). Whilst Ghana has been able to provide access to education for the majority of children, quality of education is lagging behind. This is evident in terms of the percentage of pupils meeting minimum competency and proficiency in literacy and numeracy. In 2016, 54.8 % of P4 students pass Mathematics with at least minimum competencies and proficiency and 70.7% in English for P4. At P6, the proportion of students passing Mathematics increase to 70.8% and English, 71.6%. Including a time trend, in Table 22 below, indicate that the results vary from year to year, confirming the necessity to invest in quality education in Ghana. The data indicate that a positive trend is identified in terms of students passing English, however, according to the data this is not the case for Mathematics at P4 level. Comparing P4 and P6 indicates that students are able to perform better at P6 level.

Table 18: Percentage of pupils in competency range, grade and subject tested 2016

Competency levels	P4		P6	
	Mathematics	English	Mathematics	English
Below Minimum Competency	45.2	29.3	29.2	28.4
Minimum Competency	32.8	33.5	45.9	33.7
Proficiency	22.0	37.2	24.9	37.9
Total	100.0	100.0	100.0	100.0

Table 19: Trends in National Education Assessment, 2005-2016

Year	PRIMARY 3						PRIMARY 6					
	ENGLISH			MATHS			ENGLISH			MATHS		
	Below M-C*	M-C	Proficiency	Below M-C	M-C	Proficiency	Below M-C	M-C	Proficiency	Below M-C	M-C	Proficiency
2005	49.4	34.2	16.4	52.8	28.6	18.6	36.1	40.3	23.6	52.8	37.4	9.8
2007	49.8	35.2	15.0	57.4	28.0	14.6	30.3	43.6	26.1	53.8	35.4	10.8
2009	42.4	37.6	20.0	38.8	36.0	25.2	23.1	41.3	35.6	38.1	48.1	13.8
2011	33.7	42.1	24.2	47.4	34.4	18.2	21.1	43.6	35.3	43.1	40.8	16.1
2013	41.9	29.7	28.4	42.9	35.0	22.1	31.3	29.8	39.0	39.2	50.0	10.9
2016**	29.3	33.5	37.2	45.2	32.8	22.0	29.2	45.9	24.9	28.4	33.7	37.9

* Below M-C = Below Minimum Competency; M-C = Minimum Competency;
2016**: IN 2016 primary 4 pupils were assessed as compared to P3 in previous years.

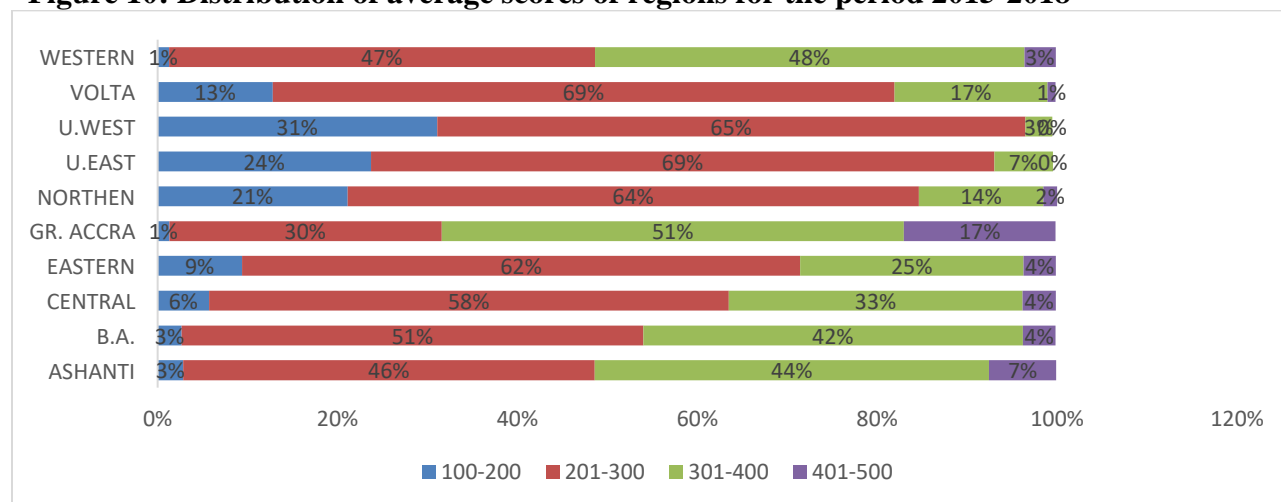
2.11 BECE

In this section of the report, average raw scores of regional and national average scores are presented. The BECE has been and continues to remain the scores for placement of students into SHS. To give a fair presentation of schools and regions, the average raw scores of schools have been tabulated, and aggregated at districts, regional and National levels. The average raw scores for each school are determined by using the sum of the individual pupil total raw scores used by the CSSPS to place students. This is further divided by the total number of pupils who took the

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exams to arrive at the average raw scores and similar approach is used to aggregate this at district and regional levels. Figure 10 below shows the regional average performance for selected subject used in the placement of students. For instance, in the Western region the averages over the period 2015-2018 showed that 51% of the candidates obtained raw scores of more than 300 out of 600 as compared to only 18%, 16%, 4%, and 7% for Volta, Northern Upper West and Upper East respectively. In the same analysis, Greater Accra and Ashanti recorded 68% and 55% respectively.

Figure 10: Distribution of average scores of regions for the period 2015-2018



In table 20, the average regional performance on a yearly basis is presented. Average raw scores for each of the 10 regions for 2015-2018 showed that average performance was relatively higher for 2016 and 2017 as compared 2015 and 2018. It is important to note that these refer to different groups of students, however, the desire of stakeholders is that annual performance should improve over time. Additionally, the weaknesses and strengths of use of averages in decision making is under consideration. These values are within 100 to 600 and thus there are no extreme values that may bias the arithmetic averages.

Table 20: Regional averages in BECE raw scores for 2015-2018

Regional Averages - Raw BECE scores					
Region	2015	2016	2017	2018	2015-2018
ASHANTI	283.6	317.6	314.6	306.2	305.5
B.A.	268.3	309.5	308.9	301.9	297.1
CENTRAL	265.5	293.7	293.0	287.5	284.9
EASTERN	251.9	286.3	274.8	271.8	271.3
GR. ACCRA	307.2	348.2	338.8	340.3	333.5
NORTHERN	229.2	254.2	249.1	250.3	245.6
U.EAST	224.3	235.4	229.2	228.8	229.4
U.WEST	203.1	229.3	220.1	228.9	220.3
VOLTA	235.7	265.8	262.9	251.6	253.9
WESTERN	284.4	318.3	314.0	298.3	303.6

3. SECOND CYCLE EDUCATION

3.1 Introduction

The strategic goal for secondary Education positions the sector to ensure “improved equitable access to quality senior high school education” by enhancing access for all qualified candidates to access quality senior secondary education. This section of the report covers implementation of planned programmes, trends in performance indicators, achievements, challenges and strategies for addressing the bottlenecks encountered during the period under review. Some of the programmes implemented include:

3.2 Programmes and initiatives implemented

3.2.1 Development of the Free SHS Policy

The Ministry in consultation with relevant stakeholders developed the free SHS policy that hinges on the four key policy Pillars namely; Access, Equity, Quality and Skills Development to achieve the following 5 main outputs:

- a. To expand secondary education places, and ensure that all children of Secondary School going age have unhindered Access
- b. To ensure that gender, ethnicity, physical ability and social status do not constitute a barrier to Secondary Education
- c. To ensure that all students who exit secondary education have the academic preparation to pursue further education or the skills to enter the world of work
- d. To provide adequate resources to promote effective teaching and learning in secondary institutions
- e. To equip students in the technical and vocational stream with appropriate functional skills for industry.⁵

3.2.2 Implementation of the Free SHS Programme

This objective of the free SHS programme which aligns with the global agenda for ensuring at least every child around the world is supported to have access to free quality education to senior high level. In the light of this the government under the current Education Strategic Plan seeks to ensure that no qualified student is denied access by removing all financial and physical barriers to senior secondary education in Ghana. Available statistics showed that for the period 2013 to 2016 almost 100,000 students placed each year were unable to enroll due to financial reasons with almost all of them coming from low income family backgrounds. For the period 2017/18 academic year, this number reduced to just over 62,000. Thus about 40,000 (from low income family backgrounds) have been able to enroll under the free SHS. Additionally, the percentage of students in each cohort enrolling over the period 2013-2016 was around 74%; however, for the academic year under review, this has increased to 85%. As detailed below.

⁵ Source: Free SHS Policy

Table 21 trends in admission versus placement 2013-2017

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%

3.2.3 Removal of Physical Barriers

The Ministry working with relevant stakeholders has expanded access by expansion of physical infrastructure through the completion of on-going projects in 26 selected SHS and provided 31 new physical infrastructures of diverse forms. These facilities included: (i) 15 Dormitory Blocks; (ii) 6 No 12 Unit Classroom blocks; (iii) 1 Dining hall with kitchen; (iv) 4 No. Assembly halls; (v) 1 Administration block; and (vi) 1 science laboratory block. Additionally, the following ancillary facilities (furniture and laboratory equipment) have been procured and supplied to schools: (i) 96,413 mono desks; (ii) 32,172 dining hall furniture (11,057 Dining tables and 21,114 pieces of dining hall benches); (iii) 12,953 pieces of Bunk beds; (iv) 1,505 pieces of teachers' table; (v) 1,533 sets of teacher chairs; (vi) 5,135 Computer lab chairs; and (vii) 7,774 sets of whiteboards and accessories. The Ministry also completed and operationalized thirteen (13) of the on-going SHS construction (E-block) project under the Secondary Education Improvement Project (SEIP). The Ministry again absorbed 15 private SHS and 1 private vocational school. For the first-year government provided the following resources to enable every qualifying candidate given admission to be able to **participate effectively in the processes of teaching and learning**:

- (i) Supplementary readers,
- (ii) exercise books,
- (iii) note books,
- (iv) technical drawing instruments.

3.2.4 Enrolment performance under free SHS

A total of 424,092 candidates qualified for placement into the various public senior high, technical and vocational school. Out of this number, 267,322 candidates were automatically placed into their choice of schools by the CSSPS. The remaining 156,770 who were not placed automatically in any of their preferred four (4) choices of schools were given the opportunity to place themselves in schools with available vacancies through the Self Placement approach. A total of 362,075 students had enrolled into the various public SHS/TVET institutions representing 99.6% of the projected enrollment at the beginning of the programme. This is represented by 190,469 males and 171,606 females. The free SHS programme among its core pillars is to ensure that gender, ethnicity, physical ability and social status do not constitute a barrier to Secondary Education, thereby making every qualified candidate have equal opportunities for admission and support to remain, participate in the processes of teaching and learning and acquire the requisite proficiency and competency skills for further studies or to entry the world of work.

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Under the package of ensuring equity in access, the Ministry in consultation with relevant agencies agreed on a formula to allocate 30% of places in “elite schools” to students from Public Junior High Schools. The implementation of the policy also encouraged access for those from low income backgrounds and deprived districts to access secondary education. This has given equal opportunities to students from poor backgrounds to compete with their counterparts from affluent backgrounds.

3.2.5 Introduction of the Double track System of Education

The Ministry of Education introduced the double track system as a short-term measure to address the increasing number students that qualify for admission into senior high schools relative to the available declared vacancies. The 2018/19 academic year saw a significant increase in the number of final year students taking the BECE exams and qualifying for admission into second cycle schools. With the number of new students exceeding the available vacancies declared by heads of schools, the Ministry adopted the double track that system to (a) ease the congestions in the schools and (b) ensure no qualified candidate is denied access. This innovative solution to enable the provision of Free SHS with the current limited infrastructure is a short-term measure whilst government address the limited infrastructure in the short to medium term. The Ministry of Education has securitized the GETFund with a number of financial institutions to allow frontload of funds to support the completion of all on-going school infrastructure (and ancillary facilities) at various stages of completion. The Double track system with two streams know as gold and green track is presented in figure 7 below. Although the double track system of academic calendar has reduced the teaching days from 180 days to 162 days; the contact hours per day has been increased by an hour translating into an increase of the contact/teaching hours from 1080 to 1134 hours per year as presented in table 23.

Figure 11 Double track adopted calendar

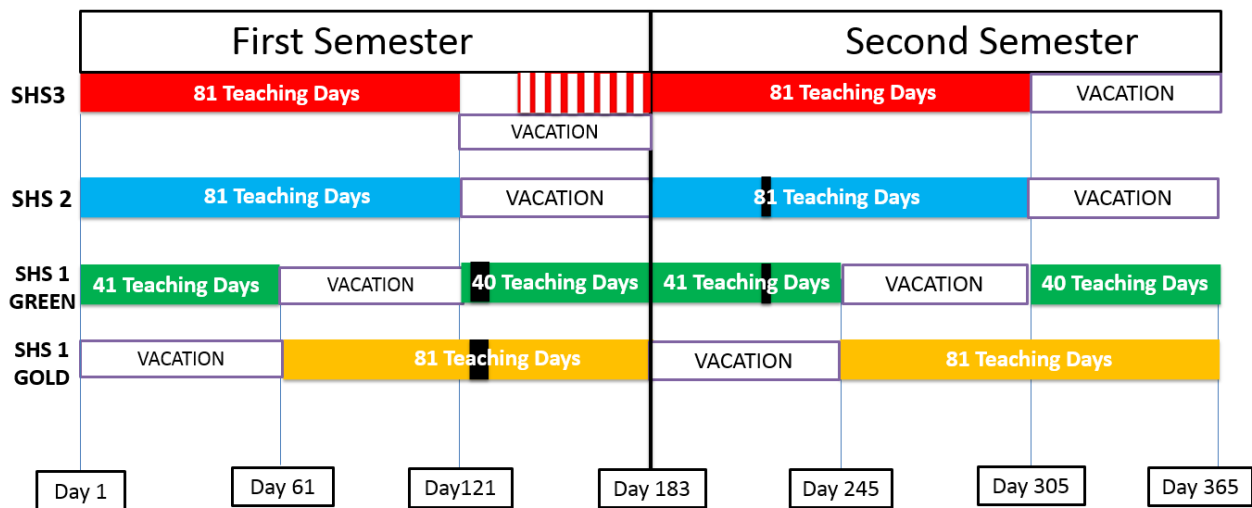


Table 22: Features of the school calendar under single and double track

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	<u>7 Hours</u>
Teaching Days	180 Days	162 Days
Number of days in boarding	265 Days	225 Days

3.2.6 Implementation of the Secondary Education improvement Project (SEIP)

The SEIP was approved by the World Bank Board on May 20, 2014 for an amount of US\$156 million (IDA), signed on July 30, 2014, declared effective on October 3, 2014, and launched on November 4, 2014. The project was restructured on August 30, 2016 to ensure reallocation among disbursement categories and to revise the percentage of expenditures to be financed for all categories up to 100% financing. The Project Development Objective is to increase access to senior secondary education in underserved districts and improve quality in low-performing SHSs in Ghana. An Additional Financing for the SEIP was approved by the WB Board on June 28, 2017 for an amount of US\$40 million signed on January 8, 2018 and declared effective on April 8, 2018. With the signing of the AF, the closing date of the SEIP is extended by two years to November 30, 2021 to coincide with the SEIP Additional Financing. The following activities have been undertaken so far under the project.

- (a) **Training for Maths and Science teachers:** Up to date the programme has enabled training for 309 teachers in Mathematics and 311 in Science. In 2019, the programme aim to ensure that 550 Mathematics and 1100 Science teachers in total have received training.
- (b) **The construction of 23 new SHS** is an additional component of the SEIP, whilst there has been challenges with contractors, progress is being made to ensure that the facilities are being operated from the academic year 2020/21.
- (c) **Status of School Performance Partnerships,** 73.2% of the 125 original SEIP schools have submitted their SPPs for 2018.
- (d) A training of Trainers workshop was held for 15 scholarship Facilitators in August 2018. This was followed by the main training for selection and administration from September to October 2018. Beneficiaries for the main training were 100 Metropolitan/Municipal/District Directors of Education; 231 School Heads and Assistants and 231 school-based scholarship Facilitators.
- (e) **Provision and installation of I-Box learning resources**

3.2.7 Performance Statistics

The 2017/18 annual school census recorded 630 public SHS indicating an increase of 10 from the last exercise. However, the private SHS recorded a decline in the number of schools by 21 resulting in a total of 916 senior high schools. See table 24.

Table 23: Number of Senior High Schools

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

Enrolment in SHS has increased steadily since 2013/14, and with the implementation of free SHS enrolment and transition rates from JHS 3 to SHS is increasing rapidly. This can be seen in Table 24 below. In the academic year 2018/19 this is expected to further increase. Whilst this is a success, this will require the sector to expand infrastructure and ensure that all facilities are functioning to accommodate all the additional students

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Table 24: SHS Enrolment Statistics

Indicators	2013/14	2014/15	2015/16	2016/17	2017/18
GER (%)	43.9	45.6	49.6	50.1	55.9
NER (%)	21.8	22.5	25.2	26.5	29.2
Enrolment Senior High	750,706	804,974	851,312	880,770	958,819
Technical Vocational Institutes	41,065	42,513	53,171	59,110	*63,582
Enrolment (Net age) ⁺	372,226 ¹	397,604 ¹	432,780 ¹	466,803	513,092
Transition rate from JHS3 to SHS1 ⁺⁺	68	68	67	67.8	78.2
Completion rate (%)	40	44	46	48.0	49.9
Private participation (%)	8.8	7.9	7.5	6.1	7.0

⁺ ¹ Correct age = 15-17years ² Correct age = 15-18years

⁺⁺ This indicator uses the enrolment in JHS3 from the previous academic year

Whilst the aggregate SHS enrolment, transition and completion rates are increasing, there exist geographic disparities as table 27 below indicate.

Table 25: SHS Enrolment Statistics by Region, 2017/18

Region	Public Schools	Private Schools	Total Schools	% Private Enrolment	GER (%)	NER (%)	Transition rate, JH3 to SH1(%) ⁺⁺	Completion Rate (%)
Ashanti	112	53	165	5.9	65.2	39.8	89.2	59.4
Brong Ahafo	73	39	112	13.1	57.0	26.4	80.5	54.9
Central	65	23	88	4.4	64.0	35.8	77.7	55.8
Eastern	89	31	120	6.2	80.0	45.4	125.8 ⁶	73.1
Greater Accra	44	55	99	10.3	35.4	18.5	42.7	30.0
Northern	47	34	81	9.7	46.5	18.8	69.3	42.6
Upper East	28	22	50	4.5	59.4	24.2	72.0	50.3
Upper West	31	3	34	1.1	55.7	19.9	81.6	48.3
Volta	88	17	105	2.6	61.3	27.8	108.5	48.6
Western	53	9	62	3.9	38.2	20.7	50.7	34.7
TOTAL	630	286	916	6.6	55.9	29.2	78.2	49.9

2.12 Gender

Whilst basic education gender parity at the national level has been achieved, this is not the case for secondary education. The GPI at secondary level for the academic period was 0.92 which is a decrease from 0.96 from the previous year. However, national level data in table 26 mask regional inequities in gender parity which are presented in table 27.

Table 26: Gender Parity Statistics, SHS

	2013/14	2014/15	2015/16	2016/17	2017/18
% Female enrolment	46.9	47.4	48.2	48.7	47.6
GPI	0.91	0.91	0.94	0.96	0.92
Transition rate SHS1 (%) – Male	67	66	66	65.1	76.9

⁶ The regional transition rate of more than 100% is an indication technically that there were significant transfers from other regions into Eastern Region to access SHS. This is possible at SHS level due to the boarding system students are able to move from one region into another.

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Transition rate SHS1 (%) – Female	69	69	69	68.6	79.7
Completion rate (%) – Male	42	47	48	49.6	50.3
Completion rate (%) – Female	38	42	44	46.9	49.5

Disaggregating the data for gender parity for SHS by region indicate that there are massive geographic disparities. Greater Accra recorded the worst GPI of 0.74 with Eastern recorded the highest of 1.07. However, Greater Accra has female participation rate higher than Northern and Volta which has restively better GPI. In the three northern regions female completion rates are lower than boys. However, the overall completion in these regions are lower than the national average. Greater Accra and Western region recorded the poorest performance in completion rates for both males and females and this requires attention and a further inquiry. This is presented in table 27 below.

Table27: Gender Parity Statistics for SHS by region, 2017/18

Region	% Female enrolment	GPI	Transition rate SHS1 (%) – Male	Transition rate SHS1 (%) – Female	Completion rate (%) – Male	Completion rate (%) – Female
Ashanti	48.3	0.90	89.0	89.4	60.7	58.0
Brong Ahafo	47.8	0.98	75.0	86.3	55.3	54.5
Central	50.1	0.98	74.0	81.2	55.3	56.3
Eastern	51.9	1.07	117.0	135.1	67.7	79.0
Greater Accra	48.3	0.74	46.0	39.9	32.1	28.3
Northern	43.7	0.85	70.0	68.0	46.6	38.2
Upper East	49.6	1.02	72.0	71.8	47.7	53.2
Upper West	45.7	0.91	83.0	80.0	49.9	46.4
Volta	47.3	0.96	104.0	113.0	48.6	49.9
Western	51.6	0.92	48.0	53.8	34.0	35.4
TOTAL	48.2	0.92	76.9	79.7	50.3	49.5

The key quality indicator measures are presented in table 28. These seek to measure quality resources that support better teaching and learning for better learning outcomes. Teacher quality is increasing, text book per student is improving, as well as other variables such as student furniture situation of 1:1.

Table28: Inputs for Quality at SHS

Quality Indicators	2013/14	2014/15	2015/16	2016/17	2017/18
Student to Teacher Ratio	19:1	20:1	21:1	20.8	22:1
Student to Trained Teacher Ratio	23:1	24:1	24:1	23.1	23:1
% Teachers trained	83	84	86	90.1	91.8
Textbook per student – English	0.59	0.56	0.50	0.51	0.72

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Textbook per student – Maths	0.59	0.56	0.50	0.50	0.78
Textbook per student – Science	0.55	0.50	0.44	0.44	0.72
Student to classroom ratio ⁺	43	43	46	47.8	48.8
Student to seating ratio	1.2:1	1:1	1:1	1:1	1.01
Student to desk ratio	1.2:1	1.4:1	1:1	0.86:1	1 :1

The disaggregated indicators for education quality by region indicate geographic disparities. The regional analysis showed that averagely percentage of trained teachers across board is encouraging with the region with least percentage of teachers recording 92.6% and the highest with 98.6%. student to trained teacher ratio ranges from 21.8 to 30.6. Similar trend is recorded for student teacher ratio as reflected in the distribution of percentage of trained teachers. Student classroom ratio also showed that the least region recorded 28.7 and the highest is being Ashanti recorded 44.7

Table 29: Inputs for Quality at SHS by Region, 2017/18

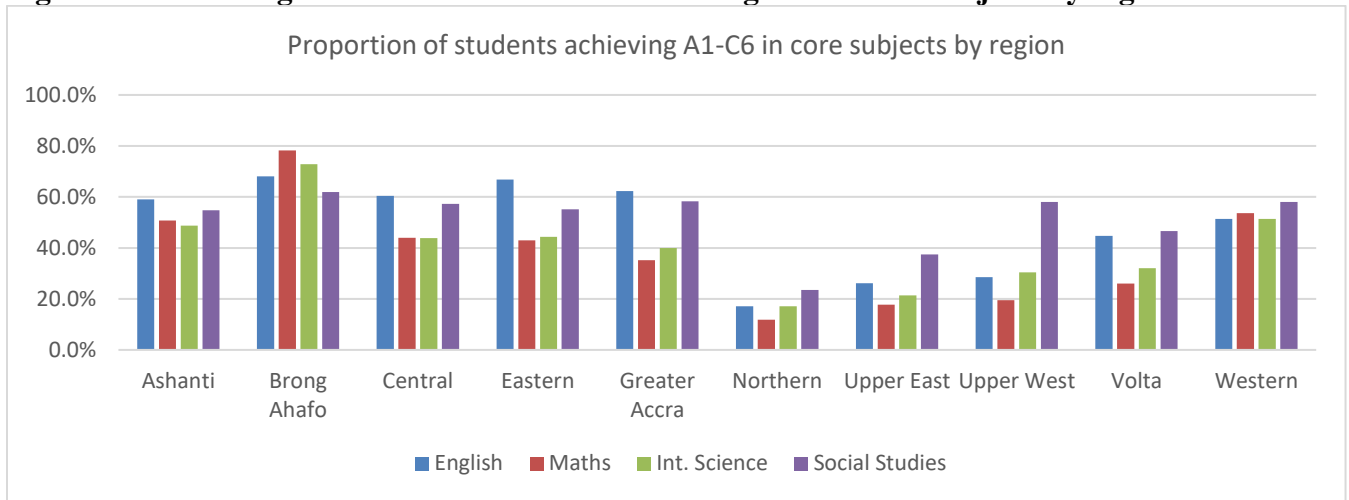
	Student to Teacher Ratio	Student to Trained Teacher Ratio	Trained Teachers (%)	Textbook per student			Student to classroom ratio	Student to seating ratio	Student to desk ratio
				English	Math	Science			
Ashanti	23.0	24.9	95.7	1.2	1.2	1.4	44.7	1.0	1.0
Brong Ahafo	21.4	23.8	93.8	1.6	1.7	1.6	38.2	0.5	0.5
Central	21.6	23.3	95.0	1.6	1.2	1.3	35.2	1.1	1.1
Eastern	23.6	27.0	95.7	1.6	1.3	1.8	41.4	1.1	1.1
Greater Accra	21.6	27.0	92.6	1.4	1.2	1.3	32.8	0.9	0.9
Northern	25.3	30.6	90.3	1.2	1.2	1.1	42.9	1.2	1.2
Upper East	20.0	23.5	92.0	1.1	1.0	1.1	32.2	1.1	1.1
Upper West	19.8	21.8	98.6	1.1	1.0	1.2	32.2	1.2	1.2
Volta	17.4	20.5	98.5	1.3	1.3	1.3	28.7	1.0	1.0
Western	20.5	22.7	98.1	1.4	1.4	1.3	39.7	0.9	0.9
TOTAL	21.7	24.6	95.2	1.3	1.3	1.4	37.8	0.9	0.9

WASSCE

Figure 12: Percentage of WASSCE Students Obtaining A1-C6 core subjects by region From observation on average, Brong Ahafo region recorded the highest percentage of WASSCE students obtaining between grades A1 to C6 in core subjects with over 60% of students obtaining A1 to C6 in WASSCE. Also, Western region, Ashanti region, Eastern region recorded the next highest percentage of WASSCE students who obtain between grades A1 to C6 in core subjects during WASSCE. Northern and Upper West regions produced the lowest percentage of WASSCE students who obtained between grades A1 to C6 in core subjects during WASSCE with about 20% and 25% respectively.

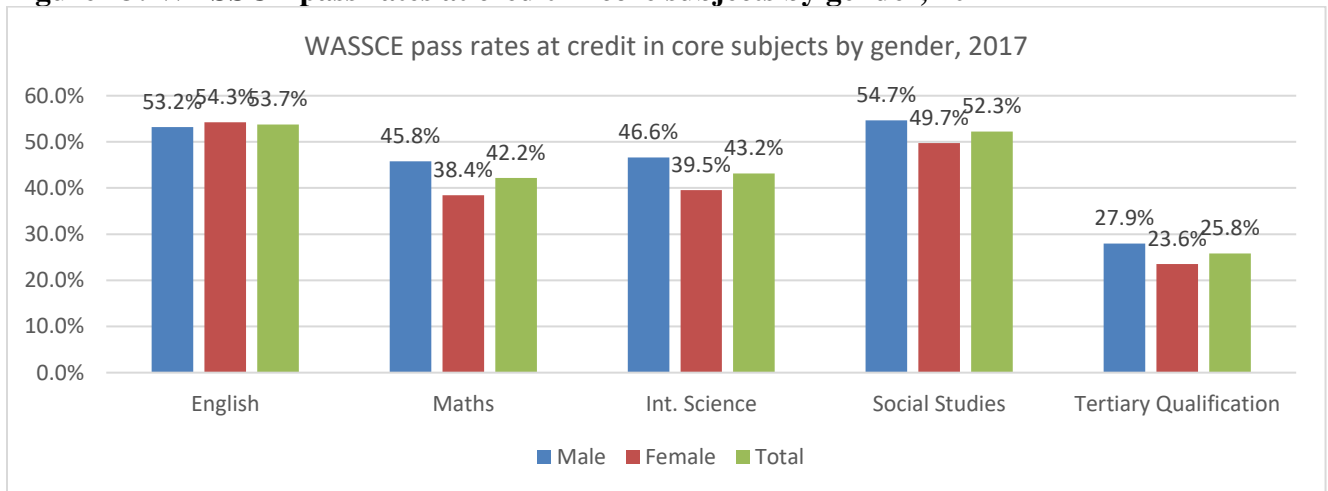
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Figure 12: Percentage of WASSCE Students Obtaining A1-C6 core subjects by region



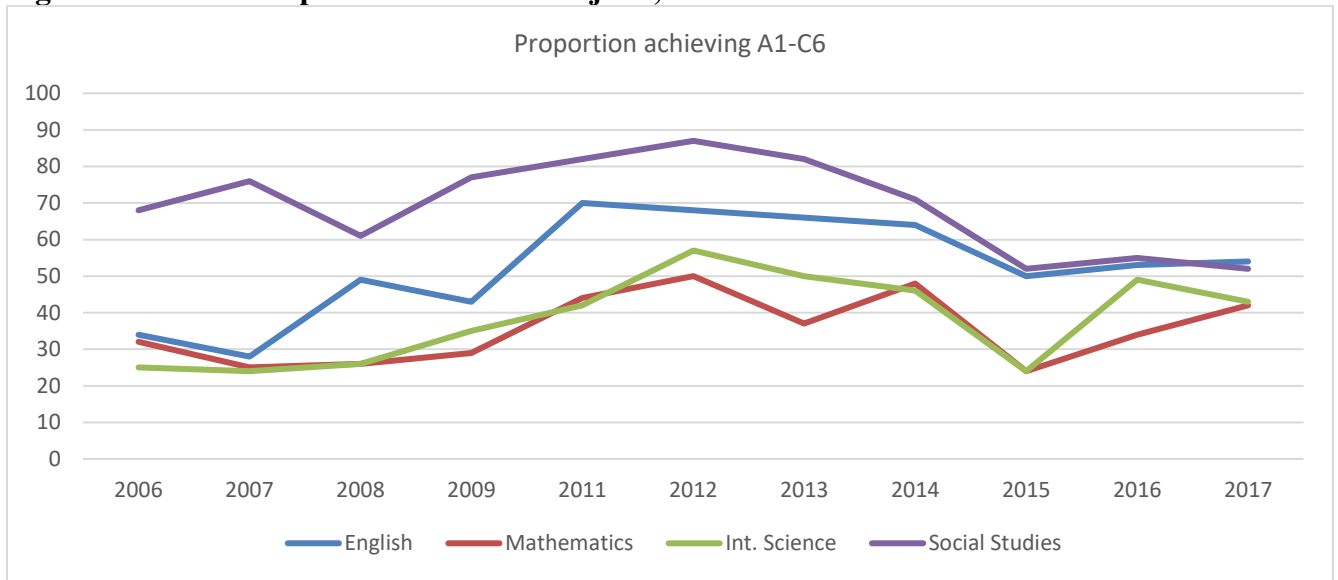
The gender analysis showed that apart from English, boys did better than girls in Mathematics, Science and Social Studies as presented in figure 13. The trend analysis in figure 14 showed relatively better grades in English and Social Studies than Mathematics and Science

Figure 13: WASSCE pass rates at credit in core subjects by gender, 2017



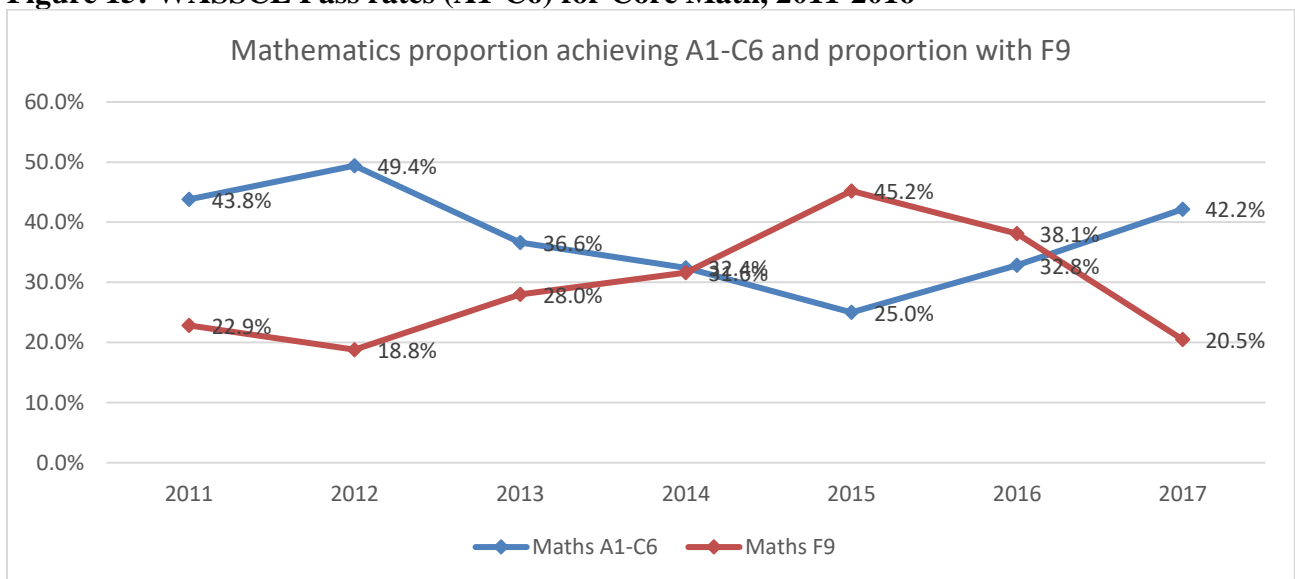
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Figure 14: WASSCE pass rates in core subjects, 2006 to 2017



The proportion of students achieving A1-C6 in mathematics increased from 43.8% in 2011 to 49.4% in 2012. There was a decrease in this figure however between the years 2013 to 2015 (36.6% to 25%). The figure increased for the years 2016 and 2017 moving from 32.8% to 42.2% respectively. It is observed that, the proportion of students with F9 in mathematics has increased gradually for the years 2012, 2013 to 2015. The proportion of students with F9 in maths for these years increased from 18.8%, 28.0% to 45.2% respectively. The figure decreased to 38.1% in 2016 and dropped again to 20.5% in 2017.

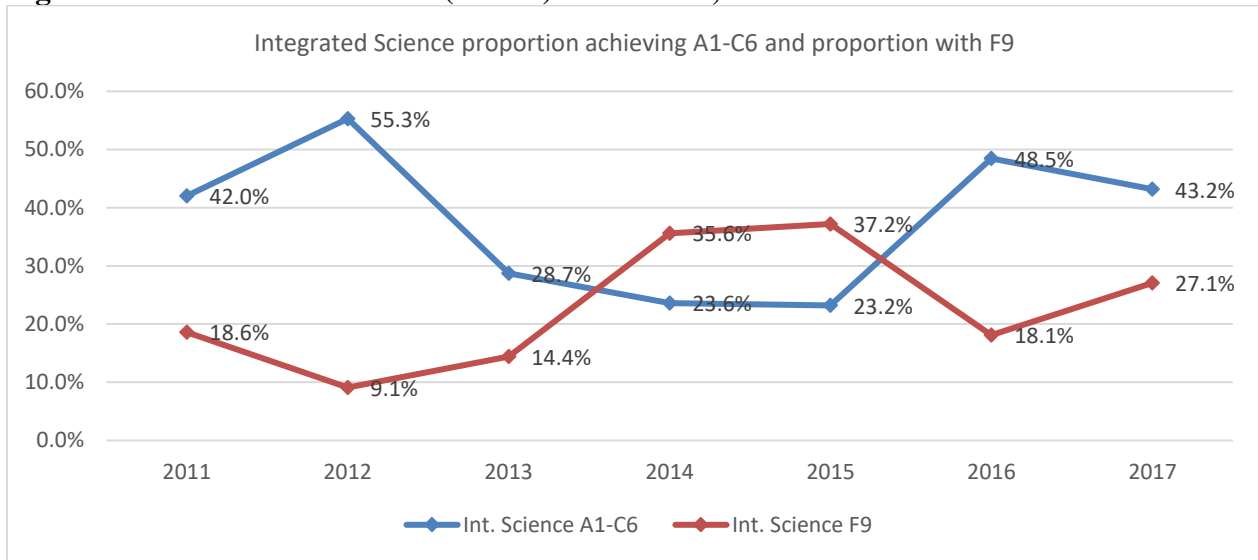
Figure 15: WASSCE Pass rates (A1-C6) for Core Math, 2011-2016



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The proportion of students achieving A1-C6 in Integrated Science increased from 42.0% in 2011 to 55.3% in 2012. The figure decreased over the periods 2013, 2014 and 2015 moving from 28.7%, 23.6% and 23.2% respectively. It however increased to 48.5% in 2016 reducing slightly to 43.2% in 2017. The proportion of students with F9 in Integrated Science exhibited a decrease between 2011 and 2012 moving from 18.6% to 9.1%. This figure however increased from 2013 to 2015 moving from 14.4% to 37.2% and later reduced to 18.1% in 2016. It again increased to 27.1% in 2017.

Figure 16: WASSCE Pass rates (A1-C6) for Science, 2011-2016



4. TECHNICAL VOCATIONAL EDUCATION AND TRAINING

4.1 Introduction

The strategic goal for the technical vocational and education and training is to “strengthen competency-based skill development in technical and vocational education” and equip trainees with the functional technical skills for the work of work and be able to further their education to whatever levels they desire. Technical and Vocational Education and Training (TVET) has enormous potential for moving Ghana’s economy forward but till date there is so much left to be done to make TVET and skills development the driving force of Ghana’s economic growth and development

4.2 Realignment of TVET institutions, management and delivery

Formal or institution-based technical and vocational education and training in Ghana is delivered under fifteen (15) different ministries (see appendix list of institutions and spread). 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 under the current Education Strategic Plan for 2018-2030, committed to realigned all TVET programmes and management under the Ministry of Education for standardization in curriculum delivery, accreditation, certification and qualification.

The Ministry of Education working with the office of the Senior Minister commissioned a 15-member committee to undertake a total overall of the TVET landscape to inform the comprehensive TVET realignment and reforms

4.3 Development of TVET Strategic Plan

A five-year strategic plan has been developed and proved in support of the programmes that will lead to the realignment of TVE in Ghana. The five-year plan will among other things position TVET in Ghana under one sector supported by a TVET Bill and establishment of a TVET Service. A draft TVET Service Bill has been developed that has gone through series of stakeholder discussions with the relevant stakeholders and the Attorney General.

4.4 Performance Indicators

Provision of technical vocational education continues to be managed by a number of sector ministries⁷ and the private sector has still significant participation. In table 31, the trend in the number of and enrolment in technical vocational institutions showed that there has been marked increases in enrolment in TVET programmes. Enrolment increased from 41,065 from 2013/14 to over 63,000 in 2017/18. The enrolment has been accounted for by institutions from GES, other sector Ministries and private sector participation.

Table 30: Numbers of and enrolment in Technical and Vocational Institutes

		2013/14	2014/15	2015/16	2016/17	2017/18
Public institutions	<i>GES</i>	45	45	45	47	47
	<i>Other</i>	73	75	64	73	68

⁷ See technical report on realignment of technical institutions

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	Total	118	120	109	120	115
Private institutions		68	65	55	58	62
Total institutions		186	185	164	178	177
Public Enrolment	<i>GES</i>	27,166	32,230	38,459	45,215	49,418
	<i>Other</i>	8,183	6,596	9,897	9,217	8,328
	Total	35,349	38,826	48,356	54,432	57,746
Private Enrolment		5,716	3,687	4,815	4,678	5,836
Total Enrolment		41,065	42,513	53,171	59,110	63,582

Trends in enrolment in TVET programme in senior high schools increased from 24,396 in 2013/14 to over 49,000 in 2017/18. Enrolment trends for both males and females increased over the period with private sector participation static at 13.6% as detailed in table 32.

Table 31: Numbers and Enrolment in Senior High Technical Schools

Indicators	2013/14	2014/15	2015/16	2016/17	2017/18
Public Schools	149	154	155	164	115
Private Schools	39	38	29	32	62
Total Schools	188	192	184	196	177
Boys Technical Enrolment	22,756 ¹	22,982 ¹	24,464 ¹	26,092	40,362
Girls Technical Enrolment	1,640 ¹	1,925 ¹	1,360 ¹	3,185	9,056
Total Enrolment	24,396 ¹	24,907 ¹	25,824 ¹	29,277	49,418
% Technical Enrolment	13.6	13.3	13.6	13.6	13.6

+ ¹ Correct age = 15-17years ² Correct age = 15-18years

Technical and Vocational Institutes

In Technical and Vocational Institutes (TVI) girls are underrepresented in all public institutions. In private TVI, female enrolment constitutes 52% of the enrolment. If aggregated only 23.6% of enrolled students in TVI are female.

Table 32: Percentage female enrolment in TVIs (all figures %)

		2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Public TVIs	<i>GES</i>		16.5	18.3	17.1	17.9	17.7	17.7
	<i>Other</i>		52.0	43.6	42.8	50.0	37.7	37.7
	Total	19.7	25.2	24.2	21.5	23.2		
Private TVIs		61.4	55.4	59.6	60.0	50.6	52.0	52.0
Total TVIs		30.2	31.4	29.1	24.8	25.7	23.6	23.6

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Table 33: Teacher indicators for TVIs

		2013/14	2014/15	2015/16	2016/17	2017/18
<i>GES</i>	<i>Student teacher ratio</i>	<i>12.1</i>	<i>14.4</i>	<i>16.0</i>	<i>19.0</i>	<i>19.0</i>
	<i>% trained teachers</i>	<i>82.9</i>	<i>82.0</i>	<i>81.9</i>	<i>81.7</i>	<i>85.4</i>
	<i>% teachers with technical qualification</i>	<i>50.2</i>	<i>59.8</i>	<i>60.9</i>	<i>63.7</i>	<i>78.5</i>
<i>Other public</i>	<i>Student teacher ratio</i>	<i>9.9</i>	<i>6.5</i>	<i>10.7</i>	<i>9.1</i>	<i>9.1</i>
	<i>% trained teachers</i>	<i>37.5</i>	<i>47.2</i>	<i>40.0</i>	<i>42.2</i>	<i>43.1</i>
	<i>% teachers with technical qualification</i>	<i>31.8</i>	<i>40.6</i>	<i>24.0</i>	<i>23.7</i>	<i>43.6</i>
Total public	Student teacher ratio	11.5	11.9	14.5	16.1	16.1
	% trained teachers	70.7	71.1	70.3	70.9	75.9
	% teachers with technical qualification	45.2	53.8	50.6	51.7	72.5
Private	Student teacher ratio	8.6	5.9	7.8	7.7	7.7
	% trained teachers	46.5	48.6	48.3	39.7	38.1
	% teachers with technical qualification	37.5	39.3	29.0	25.2	32.4

5. INCLUSIVE AND SPECIAL EDUCATION

5.1 Introduction

The 2018-2030 Education Strategic Plan (ESP) has Inclusive and Special Education as one of the seven pillars of the education system. This section of the ESP which has been elaborated in the medium-term plan for the first four years (2018-2021) expands on what the sector intends to achieve for the education system. 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.

Develop training manual and guidelines for early detection

The Special Education Division in collaboration with Royal Dutch Visio, Ghana Health Service, and Department of Children has developed a draft a proposal on early Intervention for Children with Visually Impairment (0-6yrs) working with six Districts in the country.

Establish / convert part of existing structures to resource centers.

This programme is planned under the Disability Trust Fund support as part of the development of the comprehensive basic education improvement programme to establish functioning resource centers 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 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.

Provision of learning equipment, materials and tools for assessment.

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.

Mainstream those with mild to moderate disabilities.

Learners with mild and moderate disability have been mainstreamed in the Regular schools and as of 2017/18 18,310 children with special educational needs (Boys: 9,846; Girls: 8,464) have enrolled in regular schools (Inclusive Schools) in the 20 focus districts.

National Assessment Centre

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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 center assessed a total number of 107 children made up of 66 boys and 41 girls. The table below gives the breakdown.

CONDITION	male	female	Total
Hearing Impairment	19	10	29
Intellectual disability	40	23	63
Speech Disorder	0	1	1
Visual Impairment	3	1	4
Autism	0	2	2
Cerebral Palsy	0	2	2
Multiple Disability	1	0	1
Learning Difficulty	3	2	5
TOTAL	66	41	107

Special Education Schools and Units

Table 34 indicates the number of the different types of special education schools that exist and how this has developed over time.

Table 34: Numbers of Special Schools and Enrolment

Type of special school	2015/16			2016/17			2017/18		
	Total Schools	of which reported	Enrol	Total Schools	of which reported	Enrol	Total Schools	of which reported	Enrol
Education for the hearing impaired ⁺	14	13	4,218	13	13	4222	13	13	4329
Education for the visually impaired ⁺⁺	7	7	750	7	7	759	7	7	753
Education for the intellectually disabled ⁺	14	13	1,311*	12	12	1321	12	12	1382
Hearing impaired SHS	-	-	-	1	1	387	1	1	403
Integrated senior high schools	8	8	595	8	8	210	8	8	235
Total (excluding duplicates)	35	33	6,874	41	41	6899	41	41	7102
<i>Schools in more than one category</i>	5	5		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)

NON-FORMAL EDUCATION

The Non-Formal Education Agency Bill

The draft Non-Formal Education Agency Bill is under review going through review to enable incorporation of new initiatives introduced by NFED into the document. After the final review, the Bill will be submitted to Cabinet for further review with a cabinet Memo prepared by the Attorney-General's office. The new initiatives include the Complementary Basic Education Programme (CBE), the Community Learning Centres (CLC), Literacy for Kayayei and other street children and the Creation of Tree Farms for Afforestation and Wealth Creation.

The Non-Formal Education Agency Scheme of Service

The Public Service Commission (PSC) has approved the draft Scheme of Service (SoS) for the NFED. The approval paves way for the migration of staff of the Division onto the new scheme and also enable the Fair Wages Salary Commission (FWSC) to input new salary levels for the various grades in the SoS. The SoS becomes the blueprint for recruiting and maintaining the requisite core staff to implement the National Functional Literacy Programme (NFLP) and coordinate non-formal education programmes in Ghana.

Materials Development

NFED working with National Council for Curriculum Assessment (NaCCA) reviewed the Basic English Literacy Materials- Primers 1 and 2 and the Facilitator's Manual. The review included current trends in the teaching and learning of Basic English Language in both Primers. The NFED over the period under review worked closely with and enjoyed the support of the following stakeholders: Mondelez Cocoa Life International, SEND-Ghana, The Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT), National Service Scheme, All Nations International Development Agency (ANIDA) and the Ghana Education Service.

Main areas of supportive collaboration include establishment of classes in cocoa growing areas, income generating activities, training and complementary basic education among others. The Partnership between NFED and Mondelez International Cocoa Life Company supported the establishment of 43 classes covering 4 regions, Ashanti, Eastern, Brong Ahafo and Western.

Table 35: Classes and Learners enrolled in the National Functional Literacy Programme

Batch	Year	Classes/ facilitators	Enrolled			% Female
			Male	Female	Total	
13	2006/ 08	8,500	12,164	19,204	31,368	61%
14	2007/ 09	1,600	11,573	19,612	31,185	63%
15	2008/ 10	1,600	14,813	24,041	38,854	62%
16	2009/ 11	1,600	17,224	24,796	42,020	59%
17	2010/ 12	2,000	18,904	31,777	50,681	63%
18	2012/14	1,886	16,195	28,535	44,730	64%
19	2014/16	584	5,612	8,417	14,029	60%

Table 36: Basic English Literacy Enrolment Figures

Batch	Year	Classes	Enrolled			
			Male	Female	Total	% Female
1	2003/05	433	4,625	6,590	11,215	58.8
2	2004/06	1,392	15,035	19,504	34,539	56.5
3	2006/08	1,412	14,439	19,153	33,592	57.0
4	2014/16	1,608	13,462	26,493	39,955	66.3
5	2016/18	911	5,127	12,520	17,647	70.9

15.0 CHALLENGES

The implementation of the NFLP was challenged in several perspectives during the period. Key among them were:

- **Field Challenges:** Implementers of the programme in the regions and districts are beset with several challenges. No releases have been made to the regions and districts and as such supervision has been sporadically carried out.
- No releases were made from the GIFMIS Secretariat during the period. Procurement of essential services was therefore a challenge. Fuel coupons could not be procured to fuel vehicles to undertake important runs making the running of day-to-day operations difficult.
- Most units at the headquarters were not able to implement planned programme activities because of lack of funds.
- Classes lack essential teaching and learning materials to do effective classes in view of the depleted stock at the warehouse.
- **Weak Operational Vehicles:** The operational vehicles at the NFED headquarters, regions and districts are weak. Most have outlived their lifespan. The obsolete ones were auctioned a year ago whilst the few ones left are also weak and unable to carry staff to supervision and monitoring visits.
- Office equipment and furniture are lacking in the headquarters, regional and district offices making work difficult. In view of low administrative releases, management have not been able to procure office equipment for the Division's offices.

TERTIARY EDUCATION

Introduction

The Education Strategic Plan for 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 soft and 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 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.

Access

The available statistics showed that tertiary education is being delivered by 157 accredited tertiary institutions as at 2017/18 9 made up of public universities, public specialized/ professional colleges, chartered tertiary institutions, technical universities, public and private colleges of education as detailed in table 38.

Table 37: Number of Tertiary Institutions

Institution	2013/14	2014/15	2015/16	2016/17	2017/18
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
Private Tertiary Institutions	60	65	65	79	79
Technical Universities/Polytechnics	10	10	10	10	10
Public Colleges of Education	38	38	38	46	46
Private Colleges of Education	3	8	8	2	2
Total	128	138	141	157	157

Enrolment in the tertiary institutions has continued to experience marked increases over the past five years with current enrolment at 437,576 registering an increase of 3.7% over the previous academic year. Private enrolment represents about 16% of total enrolment and in terms of institutions constitutes 54%

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Table 38: Enrolment across Tertiary Institutions

Details	13/14	14/15	15/16	16/17	17/18
Public Institutions					
Public Universities	138,416	147,180	219,596	219,596	244,079
Polytechnics	54,897	53,978	52,765	52,765	52,533
Colleges of Education (Public)	33,526	36,563	42,753	42,753	48,153
Specialized/Professional Institutions	7,715	11,735	10,786	13,278	11,258
Public Nursing Training Colleges	N/A	N/A	N/A	13,601	10,821
Colleges of Agriculture	N/A	N/A	N/A	163	610
Total Public Institutions	221,632	238,574	248,507	342,156	367,454
Private Institutions					
Total Private Institutions*	61,874	75,272	72,239	79,966	70,122
Total tertiary enrolment	283,506	313,846	320,746	422,122	437,576

In table 39, enrolment is presented by type of tertiary institution by gender. The statistics showed that females constitute 50% and more only in Colleges of Education, and Nursing training colleges. Females are underrepresented in most of the categories of tertiary institutions especially at the Colleges of Agriculture with only 16% female participation.

Table 39: Enrolment in tertiary institutions by type for 2017/18

TYPE OF INSTITUTION	Male	Female	Total	% Female
Public Universities	147,170	96,909	244,079	39.70%
Polytechnics/Technical Universities	32,707	19,826	52,533	37.74%
Public Colleges of Education	25,664	22,489	48,153	46.70%
Private Colleges of Education	3,043	3,095	6,138	50.42%
Public Specialized Institutions	6,265	4,993	11,258	44.35%
Private Tertiary Institutions	36,455	26,997	63,452	42.55%
Public Nurses Training	2,707	8,114	10,821	74.98%
Private Nurses Training Colleges	147	385	532	72.37%
Colleges of Agriculture	513	97	610	15.90%
Grand Total	254,671	182,905	437,576	41.80%

2.12.1 Student Loan Trust Fund (SLTF)

The Student Loan Trust Fund has increased its coverage over the last 10 years from 11,111 beneficiaries to 31,301 beneficiaries in 2016/17. This is a large increase and has improved students' access to tertiary education.

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Table 40: Trend in Students Loan beneficiaries and expenditure

Year	Total Beneficiaries	Amount (GHC)
2006/07	11,111	4,040,195.00
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	27,998	65,879,264.47

Table 41: Percentage of Enrolment in Science and Arts Disciplines for 2017/17

Type of Institution	Science	Arts	Total	%Science	%Arts
Public Universities	66,636	88,766	155,402	43	57
Polytechnics/Technical Universities	21,556	31,209	52,765	41	59
Public Colleges of Education		42,753	42,753	0	100
Private Colleges of Education		7,819	7,819	0	100
Public Specialized Institutions	2,528	10,750	13,278	19	81
Private Tertiary Institutions	25,494	45,833	71,327	36	64
Public Nurses Training	13,601	0	13,601	100	0
Private Nurses Training Colleges	820	0	820	100	0
Colleges of Agriculture	163	0	163	100	0
Distance /Sandwich		64,194	64,194	0	100
GRAND TOTAL	130,798	291,324	422,122	31%	69%

EDUCATION MANAGEMENT

Introduction

Finalization of the Education Strategic Plan (2018-2030) and Medium-Term Plan (2018-2021)

The ESP finalization process activities were undertaken under the leadership of the Ministry and the Education Sector Working Group led by the Hon. Minister for Education. There were series of activities coordinated by the PBME Division. These included (a) conduct of equity analysis initially supported by UNICEF, that informed the development of the draft ESP 2016-2030; (b) application for ESP development grant from GPE Secretariat⁸ (c) additional work on the equity analysis and systems capacity; (d) revision of the initial draft ESP 2016-2030 into draft ESP 2018-2030; (e) stakeholder consultation across the country in Tamale, Kumasi and Accra; (f) internal review of the final draft ESP and SMTDP by the Sector Working Groups under the leadership of Ministry; (g) external appraisal of the ESP, endorsement of the ESP by the Sector working Group and (h) presentation of the Final Draft ESP to Cabinet for approval.

Review of the CBE Policy

The CBE policy developed in 2013 has been revised through series of consultative workshop with relevant stakeholders. The Steering committee membership that supervises the implementation of the CBE programme was revised and the Non-Formal Education Division whilst going institutional reforms have is being coached by the GES for eventual takeover of the management of the CBE programme

Legal, Institutional and Regulatory Framework.

The Ministry working with relevant stakeholders initiated a number of reforms that has led to development of new draft bills and review of existing bills and policies. These review and development processes were supported with stakeholder consultations which have resulted in the following revised documents: (i) Ghana Library Authority Bill, (ii) the Ghana Book Development Council (GBDC) Bill BDC; (iii) the draft Alternative Education Bill; (iv) the Regulator's Bill, and (iv) the Education Decentralization Bill. The regulators Bill embodies

Strengthen all agencies involved in accountability, especially NIB.

The Regulators Act has been developed with inputs from relevant stakeholders. This provides legal basis for strengthening the regulators with required staff strength through an approved scheme of service and provision of technical and financial logistics.

Create teacher deployment system to anticipate future demand and rationalize current deployment based on PTR, local language, licensing and subject taught, etc.

To begin with this important activity, the MoE working with relevant stakeholders (USAID) in the areas of teacher support has undertaken a study on teacher rationalization study through a desk study review and discussions with key education stakeholders. The initial results have been shared with key management staff of the GES, NACCA, NIB, NTC and the Ministry.

Identify research studies that can be carried out to monitor implementation of ESP.

The Ministry together with relevant stakeholders will continue to use the annual Education Week to bring out critical research areas and funding to support policy decisions.

⁸ A total of US\$442,000 was approved to support Education Sector Analysis (ESA) and Education Sector Plan (ESP) managed by DfID.

Set up a Coordinating Unit for monitoring ESP.

The Education Sector working Group has been the arm that is expected to provide some direction on the ESP implementation. Furtherance to this the Ministry has established a reform Secretariat with inbuilt Delivery Unit. The Delivery Unit is expected to keep an eye on key sector deliverables and coordinate the monitoring together with the PBME Division.

Ensure ESP indicators are captured in EMIS where relevant.

The ESP indicators have been revised along-side the current EMIS database and the improved EMIS' strategic guidance which is scheduled for completion by end of 2018 will include all indicators whose sources are collected at school level and within the education system. However, there are some targets that will be collected through Population census and surveys. The Ministry is currently in collaboration with Ghana Statistical Service under a Development Partnership technical support for improving administrative data systems.

Provide Policy guidelines/framework for registration, operations and monitoring CSOs/NGOs support for the ESP.

Policy guidelines revised after 2017 NESAR. A stakeholders' consultation was held in January to review the framework and obtain inputs by way of comments and suggestions to enrich the document. The outcome of the stakeholder consultation led to a revised version that was shared with stakeholders in April, 2018. The framework was also shared with Members of the Ministerial Advisory Board for their inputs. A draft Cabinet Memo has been developed.

Support preparation of new bills for parliament for NTC, NaCCA, NIB and Non Formal Education Division.

Bills for the regulatory Agencies have been drafted and reviewed by Attorney General as follows: Regulators Bill: this include NTC, NIA, NACCA, COTVET and GTEC.

Clarify roles of all regulatory bodies across all levels of GES.

There is a **Pre-tertiary Education Bill** drafted with inputs from relevant stakeholders. The draft Bill has been submitted to the office of the **Attorney General** for review and feedback. The draft Bill cover the GES (clarified roles of the GES) and the **Technical Vocational Education and Training Service (TVETS)**.

The TVET Service section of the Pre-Tertiary Education Bill will pave the way for the establishment of the TVETS upon approval by Parliament.

Establish a Legal Instrument for the implementation of decentralization.

The Pre-Tertiary Education Bill when approved by parliament will pave the way for the legislative Instrument.

Develop and test at least two PPP programmes at pre-tertiary level of education.

The Ministry working with ARK Foundation has developed a concept for piloting the PPP for improving learning outcomes in the area of school management. The concept is currently known as Ghana Partnership Schools (GPS) and under preparation to transform the concept into a project.

The Ghana Accountability for Learning outcomes Project (GALOP)

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This is a package to improve the quality of education at the basic level with emphasis on using accountability to drive learning outcomes. The Ministry of Education is working with relevant stakeholders to improve learning outcomes across the education sector over the medium term with emphasis on driving improvement in accountability. To ensure that quality is addressed from the foundation level, the government has agreed to develop and implement a basic education improvement programme under the name- Ghana Accountability for Learning Outcomes Project (GALOP). Government intends to use this project to provide the basis for reconsidering the financing of basic education and in the medium to long term mainstream this as a programme. The Ghana Accountability for Learning Outcomes Project (GALOP) is a five-year intervention on basic education (KG1 to JHS3) supported by the World Bank and the Global Partnership for Education (GPE).

The proposed project would include four components:

- Strengthening teaching and learning through support and resources for teachers;
- Strengthening school support, management and resourcing;
- Improving accountability systems for improved decision-making; and
- Institutional strengthening, technical assistance, management and research.

The project is currently being prepared by the Ministry of Education (MOE) in collaboration with Ghana Education Service (GES), the World Bank, GPE and development partners.

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EDUCATION FINANCE

Total education expenditure in nominal terms from 2013 to 2017 has recorded progressive increase from GHS 5.6 billion to GHS 10.5 billion. The total education expenditure for 2017 was GHS 10.5 billion financed from government discretionally allotment as well as other sources. This represents an increase of 16% over the expenditure for 2016 whilst the GDP for the same period experienced an increase of 19.7%. The resulting growth in GDP translates into a negative growth in education expenditure as a percentage of GDP whilst total education expenditure as a percentage of total government expenditure increased by 62.4%. See table 45.

Table 42: Trends in Education resource envelop and expenditure as a share of GDP and total public spending (GHS)

Source	2013	2014	2015	2016	2017
GoG	4,503,777,590	5,235,932,539	5,911,248,108	5,344,942,994.71	7,780,822,227.34
Donor	268,872,043	321,804,307	362,480,036	370,003,368.12	136,921,928.82
IGF	718,265,642	799,538,356	1,468,389,272	1,789,154,574.08	1,844,769,646.77
GETFund	196,649,413	613,813,808	759,225,644	1,493,404,911.00	549,339,210.00
DACF	0	0	0	84,264,183.41	1,639,036.10
ABFA	9,113,628	10,667,891	195,273,001	0	211,717,458.00
Total Edu. Expenditure	5,696,678,316	6,981,756,902	8,696,616,061	9,081,770,031	10,525,209,507
GDP	93,461,000,000	113,436,000,000	133,296,767,072	168,738,380,320	202,010,000,000
Total Government Expenditure	27,463,039,403	31,962,206,271	39,238,025,415	51,125,042,600	36,423,012,376
Educ. Exp. as a % of GDP	6.1%	6.2%	6.5%	5.4%	5.2%
Educ. Exp. as a % of GoG	20.7%	21.8%	22.2%	17.8%	28.9%
Exp.					

The total education expenditure by source showed that 74% of the 2017 expenditure is financed from government discretionary sources and the rest were financed from Donor, IGF, GETFund, DACF and ABFA with IGF financing additional 17.5% of expenditure as presented in table 46.

Table 43: Education expenditure by source and item, 2017

Sources	Compensation	Goods & Services	Capex	Total	%
GoG	7,425,404,588	355,417,639	-	7,780,822,227	73.9%
Donor		78,193,365	58,728,564	136,921,929	1.3%
IGF	157,233,379	1,591,569,694	95,966,574	1,844,769,647	17.5%
GETfund	-	145,573,489	403,765,721	549,339,210	5.2%
DACF	-	1,639,036	-	1,639,036	0.0%
ABFA	-	211,717,458	-	211,717,458	2.0%
Total	7,582,637,967	2,384,110,681	558,460,859	10,525,209,507	100.0%

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In table 47, the total education expenditure by level and item is presented. The analysis showed that of the GHS 10.5billion, 26.4%, 22.5% and 20.8% goes to finance expenditures at SHS, Tertiary and primary levels respectively. These three levels absorbed 69.7% of total sector allocation with the remaining 30.3% financing other levels and programmes such as pre-school, JHS, TVET, SPED NFED and Management & sub-vented Agencies.

Table 44: Total Expenditure by Level of Education

Level	Compensation	Goods & Services	Capex	Total	%
Pre-school	623,746,001	19,430,576	26,034,541	669,211,118	6.4%
Primary	2,069,709,465	50,342,857	67,453,128	2,187,505,450	20.8%
JHS	1,712,345,315	50,742,998	24,851,153	1,787,939,466	17.0%
SHS	1,343,953,905	1,182,374,957	254,406,104	2,780,734,965	26.4%
TVET	86,630,939	107,635,159	16,749,334	211,015,432	2.0%
SPED	33,132,614	7,696,508	-	40,829,123	0.4%
NFED	614,240	575,996	-	1,190,236	0.0%
Tertiary	1,290,813,010	907,935,553	168,644,467	2,367,393,030	22.5%
Management & Subvented	421,692,478	57,376,077	322,132	479,390,687	4.6%
Total	7,582,637,967	2,384,110,681	558,460,859	10,525,209,507	100%

The government discretionary allocation to support compensation, goods and services, and capital expenditure (CAPEX) showed that on average compensation was executed in excess of 13.6%, whilst goods and services was 60% and capex recorded zero percent. In terms of total execution by the three main budget heads, Ministry did 95.5%, GES, 113.6 and tertiary was 94.5%. The details for Ministry, GES and Tertiary is presented in table 48.

Table 45: GoG Budget Execution Rate

Item	Budget Head	Ministry*	GES	Tertiary	Total
Compensation	Allocation	425,632,020	4,912,654,913	1,200,000,000	6,538,286,933
	Expenditure	421,485,318	5,870,132,479	1,133,786,791	7,425,404,588
	% Execution	99.0%	119.5%	94.5%	113.6%
Goods and Services	Allocation	35,861,269	450,965,366	104,824,102	591,650,737
	Expenditure	34,941,153	220,753,555	99,722,931	355,417,639
	% Execution	97.4%	49.0%	95.1%	60.1%
CAPEX	Allocation	16,558,132	-	-	16,558,132
	Expenditure	-	-	-	-
	% Execution	0.0%	-	-	0.0%
Total	Allocation	478,051,421	5,363,620,279	1,304,824,102	7,146,495,802
	Expenditure	456,426,472	6,090,886,033	1,233,509,722	7,780,822,227
	% Execution	95.5%	113.6%	94.5%	108.9%

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The government discretionary financed expenditures for 2017 showed that there was no investments in assets whilst 95.4% went into financing salaries and other forms of employee remuneration. This leaves only 4.6% for goods and services. This makes the statutory funds such as GETFund, DACF and others very important in ensuring that other critical expenditures are taking care of. The expenditure by level showed that 27.1%, 22.5% and 18.7% went into financing expenditures at primary, JHS and SHS respectively. Tertiary level absorbed 15.9% with the rest shared amongst preschool (8.2%) TVET(1.2%) SPED (0.5%), NFED (0%) and Management and agencies (5.9%) as detailed in table 49.

Table 46: GoG Expenditure by Level of Education

SUB-SECTOR	Compensation	Goods & Services	Assets	TOTAL	% distribution
PRE-SCHOOL	623,746,001	15,405,958		639,151,959	8.2%
PRIMARY	2,069,709,465	39,915,436		2,109,624,901	27.1%
JHS	1,712,345,315	39,322,595		1,751,667,910	22.5%
SHS	1,343,953,905	112,230,208		1,456,184,112	18.7%
TVET	86,630,939	5,906,853		92,537,792	1.2%
SPED	33,132,614	7,696,508		40,829,123	0.5%
NFED	614,239.93	275,996		890,236	0.0%
TERTIARY	1,133,786,791	99,722,931		1,233,509,722	15.9%
MAGT. & SUBV. AGENCIES	421,485,318	34,941,153		456,426,472	5.9%
TOTAL	7,425,404,588	355,417,639	-	7,780,822,227	
% of Total	95.4%	4.6%	0.0%	100.0%	

In table 50, the 2017 expenditure is presented by level as financed sources other than government discretionary allocation. DACF which is decentralized went into financing expenditures at basic level (KG, primary and JHS) internally generated funds went into financing of second cycle related expenditures and tertiary. GETFund, the statutory fund financed expenditures across all levels in except for SPED. Majority of GETFund 38% and 34% went into SHS and Tertiary respectively. Donor releases went into supporting expenditures at basic and Second cycle as presented below. SPED was not funded even with GETFund, the statutory fund for education despite the commitment of government to implement the inclusive education policy.

Table 47: Expenditure by level from other sources, 2017

Level	GETFund		DACF		IGF		Donor	
	Exp. GH¢	%	Exp. GH¢	%	Exp. GH¢	%	Exp. GH¢	%
Pre-school	27,772,909	5%	360,588	22%	-	0%	1,925,662	1%
Primary	71,957,083	13%	934,251	57%	-	0%	4,989,215	4%
JHS	26,510,504	5%	344,198	21%	-	0%	9,416,854	7%
SHS	207,137,946	38%	-	0%	828,208,308	45%	92,307,363	67%
TVET	13,036,322	2%	-	0%	62,338,260	3%	28,282,836	21%
SPED	-	0%	-	0%	-	0%	-	0%

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NFED	300,000	0%	-	0%	-	0%	-	0%
Tertiary	186,140,076	34%	-	0%	947,743,232	51%	-	0%
Management & Subvented	16,484,369	3%	-	0%	6,479,847	0%	-	0%
Total	549,339,210	100%	1,639,036	100%	1,844,769,647	100%	136,921,929	100%

Level	Unit cost (GHS)	2013	2014	2015	2016	2017
Pre-Primary (KG + crèche)	Total cost per pupil	290	398	339		
	Recurrent Cost	287	397	333		
Primary	Total cost per pupil	440	457	392		
	Recurrent Cost	410	455	390		
JHS	Total cost per pupil	834	895	1364		
	Unit Cost	806	894	1358		
SHS	Total cost per pupil	1494	2144	2312		
	Recurrent Cost	1401	2126	2114		
TVET	Total cost per pupil	2798	8980	5707		
	Recurrent Cost	2691	8970	5610		
Tertiary	Total cost per pupil	4992	4460	7439		
	Recurrent Cost	4674	4209	7077		

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Appendix

Appendix 1 list of technical Vocational institutions and spread

No	Responsible ministry presently	Type of institution	Administering authority	Tertiary level	Pre-tertiary level
1	Ministry of Education	Technical University / Polytechnics	National Council for Tertiary Education (NCTE)	10	
		Technical Institutes	Ghana Education Service (GES)		46
		Secondary Technical Schools	Ghana Education Service (GES)		163
		Skills Training Centers	Non-formal Education Division		1
2	Ministry of Employment and Labor Relations	Vocational Training Centers	National Vocational Training Institute (NVTI)		34
		Skills Training Centers	Integrated Community Centres for Employable Skills (ICCES)		62
		Vocational Training Centers	Opportunity Industrialisation Centre – Ghana		3
3	Ministry of Trade	Skills Training Centers	Ghana Regional Appropriate Technology Industrial Service (GRATIS)		9
		Rural Technology Training Center	Rural Enterprise Program (Rural Enterprise Facility)		21
4	Ministry of Agriculture	Skills Training Centers	Colleges of Agriculture		8
		Skills Training Centers	Farm Institutes.		3
5	Min. Gender, Children. & Soc. Protection	Skills Training Centers	Social Welfare.		24
6	Ministry of Local Govt. & Rural Development	Skills Training Centers	Dept. of Community Development		24
8	Ministry of Youth & Sports	Skills Training Centers	Youth Leadership and Skills Training Centers		11
9	Ministry of Transport	Skills Training Centers	Government Tech. Training Centre		1
10	Ministry Fisheries and Aquaculture.	Fisheries Collage ⁹	Training Department		1
11	Ministry of Roads	Road construction training	Road Sector		1
12	Ministry of Tourism	Skills College	HOTCAT		1
13	Ministry of Lands and Forestry	Professional Training School	GSSM	1	1
14	Ministry of Information	School	NAFTI		1
15	Ministry of Finance	Professional Training School	National Banking College		
SUB-TOTAL (for Public Institutions)				11	415
		Skills Training Centers	Private Tertiary Inst.	1	

⁹ (currently under construction)

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		Skills Training Centers	GNAVTI Institutions		160
		Apprenticeship	Trade Associations (FEPTAG)		26
SUB-TOTAL (for Private Institutions)				1	186
GRAND TOTAL				12	601

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Appendix 2: percentage of students achieving A1-C6 in core subjects by region

	ENGLISH			MATHS			SOCIAL STUDIES			INT. SCIENCE		
	A1-C6	Total	Pass rate	A1-C6	Total	Pass rate	A1-C6	Total	Pass rate	A1-C6	Total	Pass rate
Ashanti	39,466	66,787	59.1%	33,606	66,169	50.8%	36,670	66,892	54.8%	32,504	66,636	48.8%
Brong Ahafo	17,353	25,509	68.0%	21,688	27,720	78.2%	17,607	28,443	61.9%	19,593	26,884	72.9%
Central	18,318	30,292	60.5%	13,295	30,212	44.0%	17,328	30,279	57.2%	13,045	29,725	43.9%
Eastern	27,550	41,197	66.9%	17,578	40,970	42.9%	22,807	41,352	55.2%	17,887	40,364	44.3%
Greater Accra	19,032	30,534	62.3%	10,711	30,433	35.2%	17,707	30,416	58.2%	12,157	30,439	39.9%
Northern	4,248	24,898	17.1%	3,009	25,411	11.8%	5,990	25,446	23.5%	4,341	25,462	17.0%
Upper East	3,406	13,006	26.2%	2,303	12,993	17.7%	4,876	13,002	37.5%	2,776	12,993	21.4%
Upper West	2,371	8,319	28.5%	1,622	8,304	19.5%	4,823	8,313	58.0%	2,491	8,195	30.4%
Volta	10,323	23,076	44.7%	5,996	23,031	26.0%	10,748	23,063	46.6%	7,257	22,635	32.1%
Western	9,719	18,903	51.4%	9,611	17,939	53.6%	11,223	19,358	58.0%	9,884	19,219	51.4%