

## Annex 1: Template for Country Commitments

Recognizing the enormous pressures and significant uncertainties facing governments and policymakers at this time, and the need to ensure commitments are credible, the following principles are designed to guide their formulation.

Volume commitment						
<b>Basis for commitment (%)</b>						
Please select one of the boxes below (click on the box):						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Education expenditure as a share of total budget (incl. debt servicing)	Education expenditure as a share of total budget (excl. debt servicing)	Education expenditure as a share of GDP	Per capita education expenditure as a share of per capita GDP (by sub-sector)	Other % (please specify)  <b>Education expenditure as a share of total Govt Expenditure (incl. debt servicing)</b>		
<b>Description of education budget perimeter: Education Expenditure as a share of total Government Expenditure</b>						
<i>Please list all line ministries responsible for elements included in the calculation of education expenditures. Ideally this description should identify where in the national budget relevant elements are recorded.</i>						
<b>2019 and 2020 Education Budget included expenditure on Free Senior High School under the Office of Government Machinery. In 2021 the Free Senior High School Budget was integrated into the Ministry of Education Budget directly.</b>						
<b>Historical and projected expenditures (%)</b>						
<i>Please include all available historical expenditures (executed budget), as well final projected value for the year in which your commitment ends. Inclusion of intermediate values are encouraged but not required. If your commitment ends before 2025 (the duration of GPE's new strategic plan) please provide a brief rationale below (eg. alignment of commitment duration with country MTEF).</i>						
<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
23.0%	16.2%	23.0%	23.0%	23.0%	23.0%	23.0%
<b>Rationale (optional):</b>						

## Other indicative policy commitments

*Please describe here any significant policy commitments on equity and efficiency on areas of priority for your country. These might include gender, equality, better management of the teacher workforce, improvements in timeliness and accessibility of data for mutual accountability, national recovery stimulus spending targeting education, as well cross sector imperatives, including restoring/expanding school health and nutrition programs to leave no one behind etc. We also encourage commitments to strengthen the working relationship between Ministries of Finance and Education.*

### **Gender Parity at Upper Secondary and Tertiary Levels**

Ghana has achieved gender parity in access and participation at the Primary and lower secondary levels. Building on the progress made, we commit to work towards gender parity in enrolment at the Senior High School and Tertiary levels of education. Gender Parity Index (GPI) was 0.94 in the 2015/16 school year, prior to the implementation of Free Senior High School Education Policy. GPI has since improved to 0.96 in 2020. At the tertiary level, GPI is 0.86. Against the background of huge participation by females at the primary and lower secondary levels, **Ghana commits to ensure that gender parity is achieved in enrolment at the upper secondary level by 2026, and at the tertiary level by 2030.**

### **Female Participation in STEM and TVET Programmes**

Female participation in identified specializations in Science, Technology, Engineering, and Mathematics (STEM); and Technical, Vocational Education and Training (TVET) has been low. Under TVET, automotive engineering has male to female participation ratio of 90:10. Ghana commits to improve female participation in male dominated STEM and TVET Programmes by 2026.

In keeping with our commitment to education access and participation by females, we join with the G7 countries in support of the new global objectives to get 40 million more girls in school and 20 million more reading by the end of primary school, in low and middle income countries by 2026. We call on others to join with us. With less than 10 years to the SDG 4 target year of 2030, there has never been more urgency required, to focus on the learning crisis and ensure that global advances in girls' education and gender equality since 2000 are not squandered.

### **National Standardised Test**

Ghana seeks to build on her phenomenal expansion in access and gender in enrolment at the primary level to ensure that every child that goes through school system achieves proficiency in literacy and numeracy by the end of primary school in line with SDG 4. Under SDG 4, we are committed to achieving target 4.1.1: 'proportion of (i) children in grade 2 or 3 and at the end of primary education; (ii) at the end of lower secondary education achieving at least a minimum proficiency level in reading and mathematics.'

Ghana will undertake National Standardized Test (NST) to assess all grade 2, 4 6 and 8 students against national grade level literacy and numeracy competency benchmarks. This is intended to enable tracking of individual students' progress towards the attainment of proficiency in literacy and numeracy, and to allow for targeted remedial action to be taken in order to ensure all children that go through Ghana's Primary Education system achieve the foundational literacy and numeracy skills. The first NST will be held for all Grade 4 students in November, 2021.

### **Out-of-School-Children (OOSC)**

In recognition of the importance of having all children in school, we commit to provide opportunity for out-of-school-children (OOSC) to go back to school in pursuit of SDG 4: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. We will build on our successful

Complementary Basic Education (CBE) initiative that has provided 'second chance' opportunity for out-of-school-children (OOSC), and successfully mainstreamed 210,000 OOSC in the school system. Working with Partners such as Education Outcomes Fund, FCDO and World Bank, we will roll-out an innovative Ghana Education Outcomes Fund Project to provide opportunity for 70,000 OOSC to be mainstreamed in schools and provide support to 700 schools to improve learning outcomes.

We are currently conducting National Population and Housing Census which will update our data on number of out-of-school-children in Ghana. We also recognize the difficulty in getting children who are engaged in economic activities to go back to school, hence, commit to provide funding, and collaborate with our partners to roll-out innovative mechanisms **to ensure that we reduce the number of OOSC in Ghana by half in 2026.**

#### **Addressing Effect of Covid-19 Pandemic**

Following school closures occasioned by Covid-19 pandemic, schools in Ghana were closed in March, 2019 and re-opened in full in January, 2020. Whilst schools were closed, online and distance learning interventions were undertaken by Government. This ensured that teaching and learning continued for children in households with electronic gadgets to access distance learning interventions. When schools re-opened, Government conducted assessment for loss of learning and implemented remedial learning programmes to address it.

We are aware that Covid-19 pandemic and its related school closure may have caused some children to drop out of school. Consequently, **we commit to ensure that all children that were in school prior to the closure have returned to school.** To this end, Government is undertaking a national school census to collect data and assess the number of children that returned to school when schools re-opened. In addition, Government is investing in distance learning platforms to facilitate remote lesson delivery and assessment. Teachers will also be trained in distance lesson delivery and assessment. Altogether, we will make Ghana's education system resilient to future emergencies and ensure teaching and learning proceed with minimal disruption when emergencies occur.

#### **Domestic Financing of Education**

Given the importance of education in the transformation of individuals and the national development agenda of Ghana, our policy commitments will be backed with the necessary resource allocation in order to achieve set targets. Whilst recognizing the financial contribution of Ghana's Development Partners in the education sector, I see financing of education as a national responsibility, hence, endorse the statement by His Excellency, Uhuru Kenyatta, President of the Republic of Kenya and urge Governments to increase domestic resourcing of education; and development partners to increase their contribution to the financing of education in the developing world.

In Ghana, expenditure on education is prioritized in budget allocation decisions, hence, annual expenditure on education as a share of total annual expenditure exceeds 20%. In 2019, education expenditure as a share of total Government expenditure was 23%. In furtherance to our domestic financing commitment, 40% of projected receipts of Ghana Education Trust Fund (GETFund) was securitized to raise \$1.5 billion to fund expenditure priorities in education. We will continue to raise resources locally to fund education in line with Government's 'Ghana Beyond Aid' agenda. In the period 2021-2025, **I commit to spend a minimum of 23% of annual national expenditure on education.**

## **Other Ministries and LEG**

*Please indicate if this commitment was endorsed by other ministries as relevant, including the ministry of finance, and has been shared with the LEG: Yes, the commitments was largely shared with relevant stakeholders of the Educator Sector during our Education Sector Working Group meeting (SWG/LEG).*

