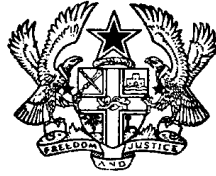


REPUBLIC OF GHANA



MINISTRY OF EDUCATION

**EDUCATION SECTOR PERFORMANCE REPORT
2012**

MAY 2012

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LIST OF ACRONYMS

AESOP	Annual Education Sector Operational Plan
BECE	Basic Education Certificate Examination
CBT	Competency Based Training
COTVET	Council for Technical Vocational Education and Training
CPSSS	Computerized Placement System for Secondary School
DEO	District Education Office
DP	Development Partners
DFID	Department For International Development
EdSeP	Education Sector Project
EFA	Education For All
EM	Educational Management
EMH	Education for the Mentally Handicapped
EMIS	Education Management Information System
EQUALL	Education Quality for All
ERRC	Education Reform Review Committee
ESD	Entrepreneurship Skill Development
ESP	Education Strategic Plan
ESR	Education Sector Review
ESTAC	Education Sector Technical Advisory Committee
FBO	Faith Based Organisation
FCUBE	Free Compulsory Universal Basic Education
FPMU	Funds and Procurement Management Unit
GER	Gross Enrolment Ratio
GES	Ghana Education Service
GESDI	Ghana Education Staff Development Institute
GeSCI	Global e-Schools Initiative
GETFund	Ghana Education Trust Fund
GoG	Government of Ghana
GPRS	Ghana Poverty Reduction Strategy
GSS	Ghana Statistical Service
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
HQ	Head Quarters
HRMD	Human Resource Management Division
HT	Head Teacher
IGO	Inter-Governmental Organisation
INSET	In-Service Education of Teachers
JICA	Japan International Cooperation Agency
KG	Kindergarten
MDRI	Multilateral Debt Relief Initiative
M&E	Monitoring and Evaluation
MNS	Minimum National Standards

MICS	Multiple Indicator Cluster Survey
MoES	Ministry of Education and Sports
MoFEP	Ministry of Finance and Economic Planning
MoH	Ministry of Health
MOU	Memorandum of Understanding
MoMYE	Ministry of Manpower Youth and Employment
MSP	Minimum Standards of Performance
MTEF	Medium Term Expenditure Framework
NAP	National Apprenticeship Programme
NCTE	National Council for Tertiary Education
NDPC	National Development Planning Commission
NEA	National Education Assessment
NER	Net Enrolment Ratio
NFED	Non-Formal Education Division
NGO	Non-Governmental Organisation
NMS	National Minimum Standards
NVTI	National Vocational Training Institute
OHCS	Office of Head of Civil Service
OICG	Opportunities Industrialization Center - Ghana
PBME	Planning, Budgeting, Monitoring and Evaluation
PTA	Parent Teacher Association
PTPDM	Pre-Tertiary Teacher Professional Development and Management
PTR	Pupil Teacher Ratio
PTTR	Pupil Trained Teacher Ratio
QE	Quality of Education
SEN	Special Education Needs
SHEP	School Health in Education Programme
SHS	Senior High School
SMC	School Management Committee
SPAM	School Performance Appraisal Meeting
SPIP	School Performance Improvement Plan
SRIMPR	Statistics, Research, Information Management and Public Relations
ST	Science, Technology and TVET
TALIF	Teaching and Learning Innovation Fund
TOT	Trainers of Trainers/Tutors
TTI	Technical Training Institute
TVET	Technical and Vocational Education and Training
UTTDBE	Untrained Teachers Diploma in Basic Education Programme
UNESCO	United Nations Education, Science and Cultural Organisation
UNICEF	United Nations Children's Fund
USAID	UNITED States Agency for International Development
WAEC	West African Examination Council
WFP	World Food Programme

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INTRODUCTION

1.1 Structure of the Report

The first section of this report provides a summary of key indicators together with actual expenditures and outputs for related priority activities as outlined in AESOP (2011-13). The selection of these priorities is in part a reflection of discussions and agreements made at previous NESAR meetings. This new structure reflects an attempt to draw a closer link between expenditure and outcomes in the education sector. A brief narrative of key trends for each objective is reported here so that this section can function as summary, though more detailed information on indicators is provided in the main narrative section of the report.

It was not possible to receive the breakdown of funds for all funding sources, as detailed in the section. Where information becomes available it will be updated after the NESAR when the finalized Performance Report will be submitted.

The main narrative section of the report is organized around the six thematic groupings of the Education Strategic Plan (ESP) 2010-2020.

- Basic Education
- Second Cycle Education
- Inclusive and Special Education
- Non-Formal Education
- Tertiary Education
- Education Management/ Finance

The performance of each sub sector with respect to key education indicators is reported in each section.

1.2 Data and Reporting

The majority of the data included in this report is sourced from the EMIS school census, various years, with the most recent data deriving from the 2011/12 cycle. It was hoped that the 2010 GSS census data would be made available in time for the preparation of this report in order that the updated population figures could be utilized for calculating enrolment and completion rates. The population data should be released mid-May and the indicators will be updated when these are released in order that the finalized Education Sector Report for 2012 will have the correct information. Enrolment rates and GPI can therefore be considered provisional before the updated population data is received.

The key indicators are reported at the national level with annual targets where available, and time trend data. The medium term targets are based on the 2015 sector targets (reported in ESP), with the result that some of these medium term targets are unrealistic based on recent trends. One of the tasks of this annual review process will be to arrive at

some more realistic annual targets for inclusion in the AESOP, which will be produced at the end of the review process. Setting of realistic targets will enable the education sector performance review to be more evidence based and data driven.

The data is also disaggregated for deprived districts, with data for 2010/11 and 2011/12 presented. An attempt has been made to incorporate regional variations through the inclusion of data maps for key indicators.

Due to the timings of the regional reviews it was not possible for regional report data to be incorporated fully in the draft performance report. These inputs will however be incorporated in the final ESPR.

Deprived Districts

Recommendations in previous annual reviews included the need to update the criteria for deprived districts and ensure that the selection is reviewed periodically to assess the progress of these districts. A new criterion has been developed in May 2012 as part of the World Bank Global Partnership for Education Fund application that is currently ongoing. The deprived district data in this report, however, focuses on tracking the performance of the original deprived districts. The 2011/12 data will however be used to create a baseline for the new deprived districts which in the GPEF programme will operate, once approved.

Basic Education

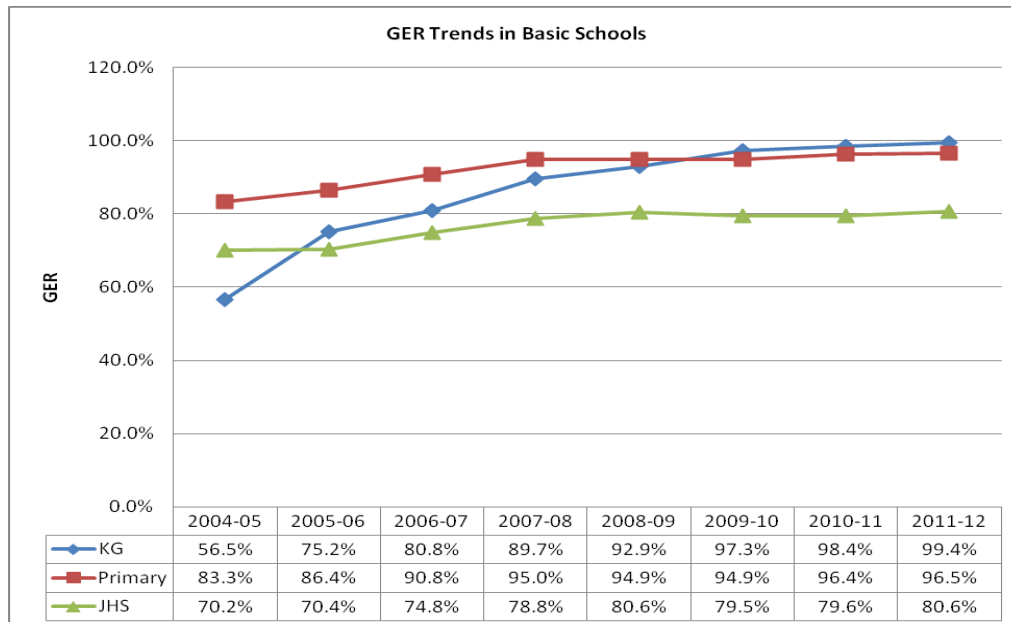
ACCESS

KG:

- The expansion in access to pre primary education enjoyed in recent years has continued in 2011/12 and Ghana is on target to achieve 100% access to KG by 2015.
- Official age enrolment, however, remains an area of concern with NER significantly lower at 64.2, although after a period of decline, the proportion of children enrolled at the correct age has been increasing since 2009/10, with a 4 percentage point increase this year.
- The regional indicators especially in the municipals as compared to the national average require additional study into this issue. For instance, the GER of KG in Accra Metro is ¹32.8% in 2011/12 while the national average is 99.4%. possibly, this may partly be attributed to large number of enrolment in unrecognised private KGs and or failure of data collection from recognised private KGs. Tema also showed 65.2% as it GER of KG. Additional study would help to clarify this

	2008/09	2009/10	2010/11	2011/12	Target 2011/1 2	Depr. Distric t 2011	Depr. Distric t 2012
KG GER	92.9	97.3	98.4	99.4	98.7	98.5	101.2
KG NER	63.6	58.7	60.11	64.17	NA	64.2	68
Enrol. KG	1,338,454	1,440,732	1,491,450	1,543,314			
Enrol KG (4-5 yr)	916,455	869,552	911,305	996,232			

¹ Greater Accra Regional Review Report, 2011-12

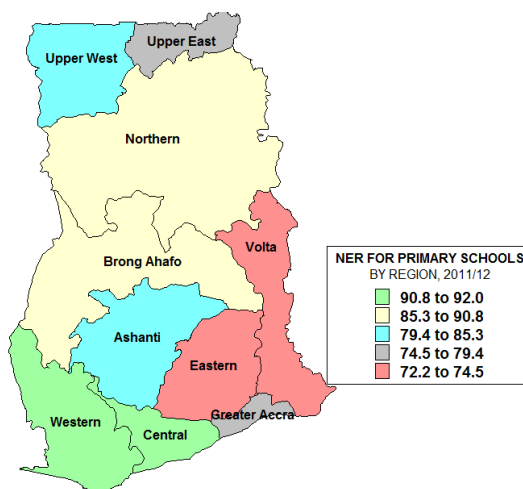


Primary:

- After an initial period of high growth in primary enrolments following the introduction of the capitation grant, improvements in access have slowed. In 2011/12 Primary GER remained constant at 96.5 and based on recent growth trends may not reach the target of 107 in 2015.
- New and more realistic medium term targets should be adopted in the AESOP against which performance can be measured.
- First year admissions have experienced higher growth rates, with GAR standing at 102.9, but official age admission is increasing at a lower rate and with NAR at only 71.2 it is clear that overage admission remains a problem, with potential consequences for risk of drop out and learning outcomes.
- A worrying trend in recent years at Primary level has been the decline in official aged enrolment in absolute terms. However, in 2011/12 the number of correct aged children in Primary education increased by 9% leading to a rise in NER of 4 percentage points.
- Some of the decrease in official age enrolment witnessed in previous years may have resulted from the impact of mainstreaming of KG in drawing primary age appropriate children into KG. NER should be studied in further detail as over age children are at high risk of dropout. GSS education data from the 2010 census will be a critical source and should be available shortly. A closer study of EMIS pupil data by age will be informative and has been requested from the EMIS database.
- Access to Primary education is lower in deprived districts and there is significant regional variation. The map below represents the variation across regions in official age enrolment, with Eastern and Volta region exhibiting NER between 72.4 and 74.8.
- The regional trends, for instance, showed that in GAR, the number of students in public schools declined by 26% while private enrolment increased by 27% according

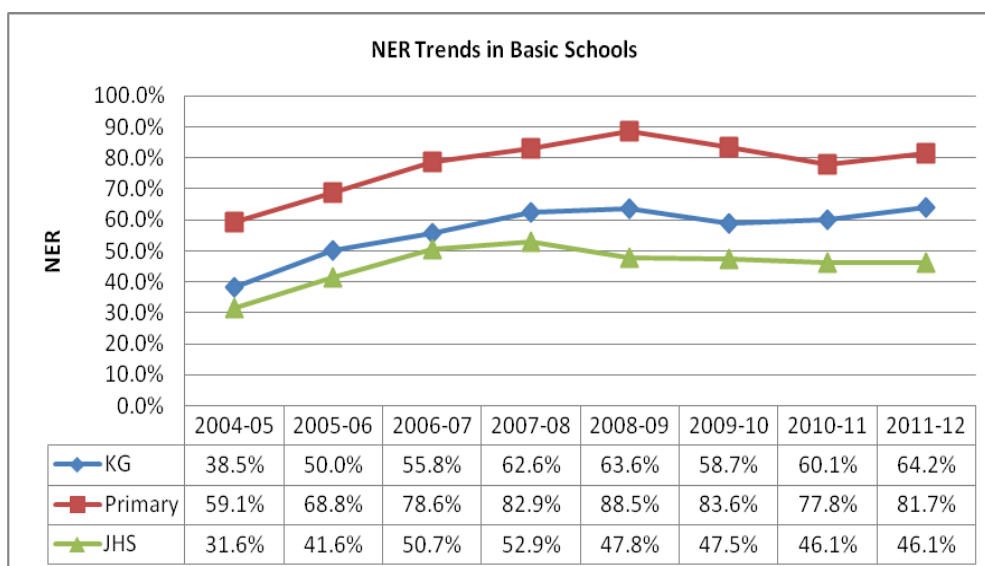
to their draft ARPR². Some urban districts like Accra and Tema recorded lower enrolment rates than deprived districts.

	2008/09	2009/10	2010/11	2011/12	Target 2011/1 2	Depr. Distric t 2011	Depr. Distric t 2012
Primary GER	94.9	94.9	96.4	96.5	98.5	92.9	94.7
Primary NER	88.5	83.6	77.9	81.7	80.1	77.7	80.8
Primary GAR	97.8	99.6	101.3	102.9		100.5	100.4
Primary NAR	71.0	71.0	71.1	72.1		72.8	72.7
Enrol. Primary	3,710,647	3,809,258	3,962,779	4,451,878			
Enrol Primary (6-11yr)	3,461,087	3,356,743	3,201,541	3,439,573			



- The recent slowdown in enrolment growth may be due to the increasingly complex barriers that the remaining out of school children face as Ghana approaches universal primary enrolment. This informed the inclusion of Complementary Basic Education interventions in the AESOP as a means by which to transition those pupils into mainstream schooling. Government did not undertake any CBE activities in 2011 meaning the target of 10,000 learners was not met. UNICEF funded 750 children in Savulugu Nanton district. Government has however developed a CBE policy and a CBE component for District Grants has been included in the GPEF application which if approved will be rolled out in the last quarter of 2012.

² Greater Accra Regional Review Report, 2011-12

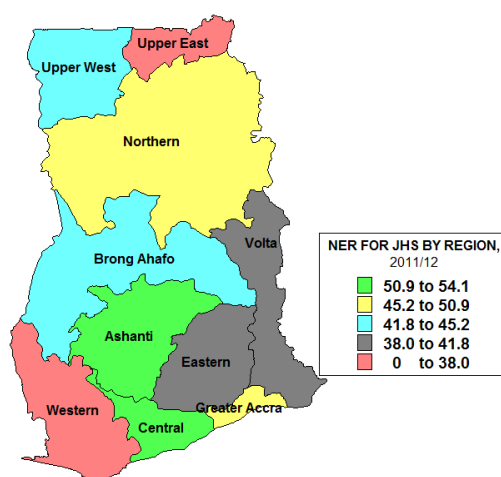


JHS:

- Enrolment in JHS remains low, with minimal expansion in recent years as GER fluctuates around 80%. Coupled with low completion rates (see Quality section) it is clear that Universal Basic Education will not be reached by 2015 and medium term targets need to be revised.
- Official age enrolment in JHS is a significant problem with a NER of only 46.1, which has been declining in recent years, though kept pace with population growth in 2011/12. The significant overage school population in JHS raises the risk of drop out and most likely contributes to the low completion rates observed at JHS level (66%).
- A source of concern is the decreasing trend in transition rates from P6 to JHS1 witnessed in recent years, falling below 90% in 2011/12. A note of caution is however required for the current transition rate data, which may be misleading as it utilises data from 2010/11 and 2011/12 to construct the indicator. With the expansion of EMIS to all 170 districts in 2010/11 it seems that there may have been some issues with double reporting of schools in “old” and “new” districts, compromising the validity of indicators using data across years. Despite the lower transition rate, the gross admissions rate has been increasing.
- The issue of correct age enrolment is, however, even more pertinent in admissions where the NAR at 43.6% is half the value of GAR at 88%.
- Access to JHS education is lower in deprived districts, although access has been expanding faster, narrowing the gap in 2011/12.

	2008/09	2009/10	2010/11	2011/12	Target 2011/1 2	Depr. Distric t 2011	Depr. Distric t 2012
JHS GER	80.6	79.5	79.6	80.6	84.6	70.9	72.5

JHS NER	47.8	47.5	46.1	46.1	57.0	39.2	39.6
JHS GAR	84.6	86.6	86.3	88.1		77.3	79.6
JHS NAR	44.5	43.9	43.8	43.6		36.7	38.0
Transition to SHS1		94.6	92.4	89.5			
Enrol. JHS	1,285,277	1,301,940	1,335,400	1,434,211			
Enrol JHS (12-14yr)	762,898	778,855	772,979	792,491			



- The targets for NER need to be revised downwards in the medium term in order to enable performance to be measured on an annual basis. This revision downwards of targets will however be undertaken in combination with a more rigorous analysis for the worrying and in some cases counter intuitive trends for official age enrolment in basic education. The widely reported negative impact of over age enrolment on drop out risk and learning outcomes mean that this is a very important issue facing the education sector.

Private Provision

The percentage of education provision contributed by the private sector has continued to grow and now lies at more than one in every five pupils at KG and Primary, at 22% of enrolled pupils. The proportion is slightly lower in JHS where 19% of pupils are enrolled in private schools. Coverage of private schools is substantially lower in deprived districts.

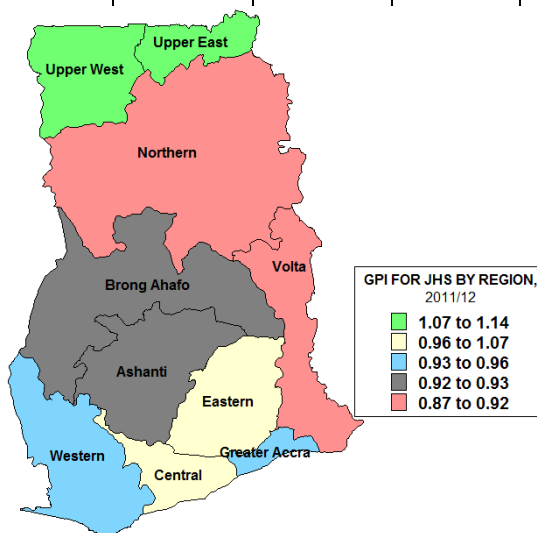
% enrolment in Private education	2008/09	2009/10	2010/11	2011/12	Depr. District 2011	Depr. District 2012
KG	19.4	19.5	20.8	22.2	10.1	9.2
Primary	18.0	18.6	19.3	22.1	8.9	8.9
JHS	17.2	17.4	17.6	19.0	8.5	9.0

There may be considerable scope within the education sector to enhance support for private provision of education, particularly for low cost private schools which target low income families.

Gender

- The Ghanaian education sector set itself the target of reaching gender parity in access to education by 2012, which has not occurred in any sub sector, although KG has fluctuated around parity in recent years
- Based on current trends at Primary level, full gender parity could be reached within 5 years although the experience of the KG subsector suggests closing the final gap to parity may take longer. Crucially it will require addressing the significant variations at district level and targeting those districts with persistently low GPI, many of which are geographically concentrated in the Northern region. At the primary level 30 districts have GPI below 0.9 and of these 3 are below 0.8.
- The issue of access to education by gender is greatest for JHS, with a GPI of 0.94 and 32 districts exhibiting a GPI of less than 0.8. There is also a 6 percentage point gap in completion rates between male and female JHS students, indicating that problems of retention are greater for girls who face higher risk of drop out. The map below depicts the significant regional variations in GPI.

GPI	2008/09	2009/10	2010/11	2011/12	Target 2012	Depr. District 2011	Depr. District 2012
KG	0.99	0.98	0.98	0.98	1	0.97	0.97
Primary	0.96	0.96	0.97	0.97	1	0.95	0.95
JHS	0.92	0.92	0.93	0.94	1	0.92	0.94



- Issues of barriers to access to education are compounded by lower learning outcomes for girls e.g. BECE, where the pass rates are higher for boys in all subjects except English (see Quality section).
- Tracking performance of expenditure on priority gender activities in the AESOP 2011 reveals that actual expenditures are far below the estimated costs for the prioritised activities. It is however important to note that the reported expenditure does not include district level expenditures, including DFID district level budget support, as these are currently not aggregated to the national level by activity.
- Gender issues have gained considerable prominence in the education sphere in Ghana and a gender strategy is currently in development with the GEU. For the 2012 budget year, gender activities were highlighted as one of the key national priorities for District level Budget Officers when compiling their budgets by GES Budget division. It will be important to review the AESOP priority activities with respect to the new strategy.

Quality

There are limited measures of learning outcomes in Basic Education, which means that many of the quality indicators relate to inputs such as teachers, textbooks etc.

The NEA is the only standardized test currently undertaken, measuring learning outcomes in English and Maths at P3 and P6 level using two criteria for competency: the less stringent minimal competency and proficiency.

- The 2011 NEA results reveal that the proportion of pupils displaying proficiency at Maths remains extremely low (less than one in five pupils at both P3 and P6) and though slightly higher for English (particularly at P6 with 35%), quality improvements are not occurring at the level expected.

There has been some increase in the percentage of pupils tested revealing a minimum competency at English at both P3 and P6, but in contrast the percentage of pupils displaying minimum competency in Mathematics has decreased³.

The NEA report showed that private schools continuously outperforms public schools with huge gap in NEA⁴.

Overall Distribution of Minimum-Competency And Proficiency NEA 2005, 2007, 2009 and 2011

	Grade Levels, Subjects and % pupils reaching Minimum Competency (M-C) and Proficiency (Profi.) levels	
	PRIMARY 3	PRIMARY 6

³ Comparing scores across years for NEA is complex as the tests are not standardized for performance, though comparisons may have some indicative value.

⁴ NEA Report, 2011 p25.

	ENGLISH		MATHEMATICS		ENGLISH		MATHEMATICS	
	M-C	Profi.	M-C	Profi.	M-C	Profi.	M-C	Profi.
2005	50.6	16.4	47.2	18.6	63.9	23.6	47.2	9.8
2007	50.2	15.0	42.6	14.6	69.7	26.1	46.2	10.8
2009	57.6	20.0	61.2	25.2	76.9	35.6	61.9	13.8
2011	66.3	24.2	52.6	18.2	78.9	35.3	56.9	16.1

- The AESOP expenditure review reveals that support of the NALAP programme, an identified priority in the area of quality education, has not been undertaken in 2011. Ongoing support of NALAP is crucial for improved literacy outcomes as the original review of the programme revealed that ongoing training of teachers was crucial and has not been occurring. USAID are however planning a NALAP refresher training course for 80,000 teachers in 2013 and planning to provide TLMs in 2012 or 2013.
- GES and partners attended a forum on Early Grade Reading in Kigali in early 2012 which has spurred the development of an early grade reading strategy. USAID are also planning to support this area through the Early Grade Reading Assessment (EGRA) programme. The government's commitment to improving learning outcomes through a focus on basic literacy is reflected in the inclusion of EGRA components in the GPEF application.
- Implementation of in school monitoring activities highlighted in the AESOP has not been funded to the level anticipated, though this obscures any district funded activities.

BECE

The BECE taken at the end of JHS 3 cannot provide any information about learning achievements over time as it uses a normalized grading methodology, however it can highlight variations within the same cohort i.e. by gender, region etc.

The 2011 BECE was undertaken by a total of 372,799 pupils in 2011, of whom 171,965 qualified for Second Cycle education and of which 171,711 were placed (46% of candidates). The table below gives the subjects passes rates for the core subjects disaggregated by gender. Boys outperformed girls in all core subjects with the exception of English.

	Total Pass Rate	Male Pass Rate	Female Pass Rate
English	59%	58%	60%
Social Studies	59%	62%	57%
Maths	60%	62%	57%
Science	60%	62%	57%

BECE scores reflect geographic variations. The table below breaks the pass rates down by region and reveals significant variation, with the percentage of pupils passing English varying from 40% (Upper East) to 82% (Greater Accra) and for Maths from 39% (Upper East) to 74% (Ashanti). Volta, Central and the three Northern Regions have pass rates below the average in both subjects.

BECE Pass Rate in English and Mathematics by Region

	English Pass Rate	Maths Pass Rate
Ashanti	61%	74%
Brong Ahafo	55%	72%
Central	50%	48%
Eastern	53%	50%
Greater Accra	82%	68%
Northern	44%	48%
Upper East	40%	39%
Upper West	48%	47%
Volta	51%	40%
Western	60%	65%
NATIONAL	59%	60%

Completion Rates

- Completion rates measure the internal efficiency of the education system.
- The Primary completion rate continued to rise in 2011/12 but is slightly below the target required to remain on track to ensure a 100% completion rate by 2015. The completion rate for girls remains 3 percentage points lower than for boys, but has demonstrated higher growth rates in recent years, leading to a closing of the gender gap.
- Completion rates in JHS have stagnated around 66 in recent years. There is significant variation across districts, with much lower completion rates in deprived districts.
- The issues with over age enrolment outlined in the Access section are likely to contribute to the problems with retention highlighted by the Completion Rate.

School Completion Rates for Primary and JHS

Completion Rate	2008/09	2009/10	2010/11	2011/12	Target 2012	Target 2015	Deprived District 2011	Deprived District 2012

Primary	86.3	87.1	91.6	93.7	95	100	86.9	91.1
JHS	75	66	66.9	66.8	80.1	100	57	57.8

Teachers

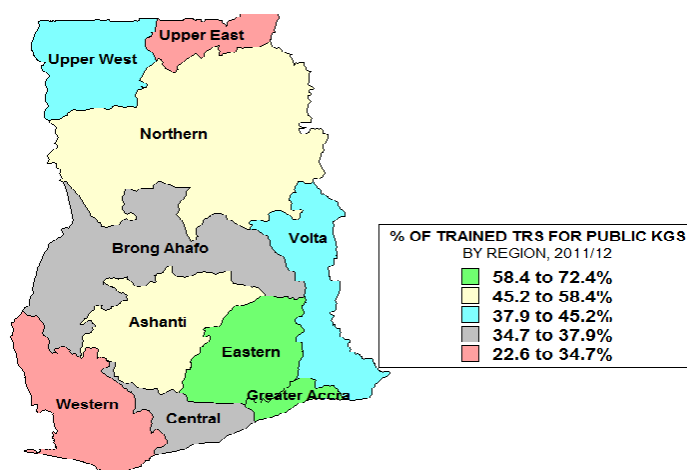
The ESP includes PTR targets for basic education to arrive at a more efficient deployment of teachers. Discussions with GES have however highlighted that they view this measure as too crude as it does not reflect the reality of the teacher deployment model used by GES. Using PTR underestimates the number of teachers required in rural schools with very low enrolment and in their view PTR should therefore be seen as a maximum rather than as a sector wide target. Discussions are underway to develop a more nuanced target for teacher requirements beyond simply enrolment but none is available at present.

Teacher numbers in the EMIS system reveal some trends which cannot be explained by known factors and developments in teacher stock. The number of untrained teachers fluctuates significantly and despite the delayed deployment in NYEP teachers last year, which meant that untrained teachers were under counted, the number of untrained teachers at the primary level has fallen by a further 10,000 teachers in 2011/12. This variation raises questions about the reliability of the teacher data in EMIS. The extensive information may be undermining the reliability of the data. It may be advisable to instead focus on less detailed information in order to enhance reliability. A more thorough review of teacher numbers using other sources of historical data including Payroll, NSS and NYEP will be included in the final report but was unfortunately not possible before completion of the provisional report.

Deployment of trained teachers to more remote and rural areas has long been recognized as a problem in Ghana and has led to significant variation at the regional/district level. This is reflected in the much higher PTTRs in deprived districts at all levels of education and maps depicting regional variation in trained teacher supply are thus included for each sub-sector. This issue of inefficient deployment of resources has called for incentives to be provided for teachers taking up postings in rural and remote areas. There was extensive discussion around the 20% top up for teachers in deprived districts during 2011 but this policy was not deemed to be feasible at present in light of the move to Single Spine Salary Scheme.

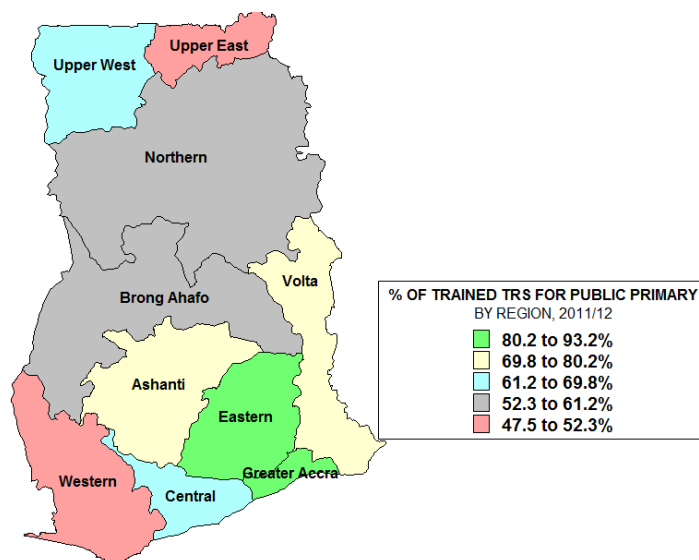
Level	2008/09	2009/10	2010/11	2011/12	Target 2012	Depr. District 2011	Depr. District 2012
KG PTR	37	34	37	38	37	51.8	52.8
KG PTTR	117	105	96	85		205.6	177.0
KG % Trained Teachers	31.3	32.2	38.8	44.8	61.0	25	30

- Supply of teachers has not kept pace with the expansion in access to KG and the supply of trained teachers is particularly low. The PTTR for KG reflects a trained teaching level that equates to one trained teacher per KG (average enrolment in KG is 88 pupils per school).
- The problem of trained teacher supply is exacerbated in the deprived district where it is over two times the national rate.
- The Ministry of Education together with the Basic Division of GES is currently developing a national plan for quality KG delivery. At the recent Steering Committee meeting (May 2012) 9 key elements were presented and it was agreed that teacher training elements should be given priority.



	2008/09	2009/10	2010/11	2011/12	Target 2012	Depr. District 2011	Depr. District 2012
Primary PTR	34	31	34	34	36	39.5	39.0
Primary PTTR	59	53	54	52		86.6	77.4
Primary % Trained Teachers	58.4	58.2	62.8	66.3	76.0	46	50

- The target PTR reported in the table above aims for a PTR of 45 by 2015, which is one of the efficiency enhancing measures included in the ESP. Primary PTR remains inefficiently low by this measure.
- The percentage of trained teachers has increased at Primary as at all levels of basic education. This reflects not only an increase in the supply of untrained teachers but also a decrease in the absolute number of untrained teachers in the system.
- The proportion of trained Primary teachers is 16 percentage points lower in the deprived districts, but supply of trained teachers has shown greater increase in deprived districts in 2011/12, with the PTTR decreasing from 86.6 to 77.4.



JHS

	2008/09	2009/10	2010/11	2011/12	Target 2012	Depr. District 2011	Depr. District 2012
JHS PTR	18	15	17	17	20	19.9	20.4
JHS PTTR	23	20	22	20		29.8	27.4
JHS % Trained Teachers	76.7	72.8	78.4	82.9	85.0	67	74

- Teacher provision at JHS level is very high relative to KG and Primary due to the introduction of subject teaching at this level of education. The PTR of 17 is below the target of 20, indicating an inefficient deployment of teachers, and even PTTR is only 20 nationally and 29 for deprived districts.

Curriculum and Text Books

Core textbook per pupil	2008/09	2009/10	2010/11	2011/12	Target 2012	Target – 2015	Depr. District 2011	Depr. District 2012
KG	0.1	0.2	0.4	0.3			0.3	0.3
Primary	1.6	1.6	1.0	0.9	1.8	3	0.9	0.9
JHS	2.1	1.5	0.9	1.1	1.7	3	0.9	1.0

- With no central procurement of textbooks since 2008 it is not surprising to see that the core textbook ratio is significantly below the ideal of 3 core textbooks per pupil at all levels of basic education.

- Interestingly there has been an increase in the number of core JHS textbooks per pupil despite increased enrolments and loss/attrition of textbooks. This could in part be due to district level procurement but is more likely due to data problems, related to which textbooks are being counted by schools in the census i.e. current textbooks, library books etc.
- Since 2008, no central procurement has been undertaken to replenish current stock of textbooks. In 2011 the gaps in core textbook provision were identified at the district level but no funds for textbook purchase have been identified.
- The issue of sufficient textbook provision is a pertinent one with respect to the ongoing GPEF grant application which focuses on raising the quality of education in deprived districts through a number of district and school level interventions (textbook procurement is not permitted). Wider quality enhancing interventions, such as teacher training, may be undermined if textbook provision is woefully inadequate.

Class size and Furniture

- Class sizes are significantly higher than sector standards. The AESOP includes output targets for new classrooms required to ensure classroom ratio targets are reached by 2015. The costs involved in building sufficient classrooms are however prohibitive with regards to the sector budget and the PCR target will therefore not be reached in the next three years, as reflected in the trends in classroom ratio in the table above.
- PCR is highest for KG which has experienced the greatest expansion in access in recent years and school building has not been able to keep up. The enrolment data outlined earlier in this chapter found that access to KG is higher in deprived districts than in non deprived districts but it seems that equivalent facilities are not available in these deprived districts leading to higher PCR in deprived districts
- There has been no change in supply of furniture with constant pupil seating ratios at all levels of basic education. Supply is lowest in KG where there are two pupils per seating place. This means that in effect every other KG pupil will be sitting on the floor or on some make-shift piece of furniture.

Pupil Classroom Ratio in Basic Schools

Pupil Classroom Ratio	2008/09	2009/10	2010/11	2011/12	<i>Depr. District 2011</i>	<i>Depr. District 2012</i>
KG	53.5	57.4	63.7	64.3	82.3	86.1
Primary	39.8	40.0	41.9	42.3	44.4	44.5
JHS	38.0	37.1	38.9	38.7	43.4	43.0

Pupil seating ratio in Basic Schools

Pupil seating ratio	2008/09	2009/10	2010/11	2011/12	<i>Depr. District 2011</i>	<i>Depr. District 2012</i>
KG	2.0	2.0	2.0	2.0	2.7	2.6
Primary	1.3	1.4	1.4	1.4	1.7	1.5
JHS	1.3	1.3	1.3	1.3	1.4	1.3

SECOND CYCLE EDUCATION

SENIOR HIGH SCHOOLS

ACCESS

- The target for GER at SHS is only 40% by 2015, but given that demand for second cycle education is likely to increase with expansion in access at the basic level this target may be too low. Official age enrolment however stands at only 23.6%.
- Progression to SHS is dependent on BECE performance and the transition rate currently stands at 50%. Increasing progression to Second Cycle education was captured as a priority in the 2010 Aide Memoire. Transition rates have been increasing steadily except for the jump witnessed in 2010/11 and resultant decrease in 2011/12. This may be due to a data issue arising from the inclusion of all 170 districts in EMIS in 2010/11 and potential problems of double reporting of schools in “old” and “new” districts affecting indicators which use two different years of data such as transition rates: leading to overestimation of 2010/11 transition variable and underestimation of 2011/12 indicators.

GER and NER Trend in SHS

	2008/09	2009/10	2010/11	2011/12
GER	33.9	36.1	36.45	36.9
NER	17.7	32.9	24.4	23.6
Transition rate from JHS3 to SHS1	47.2	48.9	57.3	50.2
% of pupils in private education	10.0	10.8	8.9	8.8

GENDER

Percentage of Female Enrolment and Completion in SHS

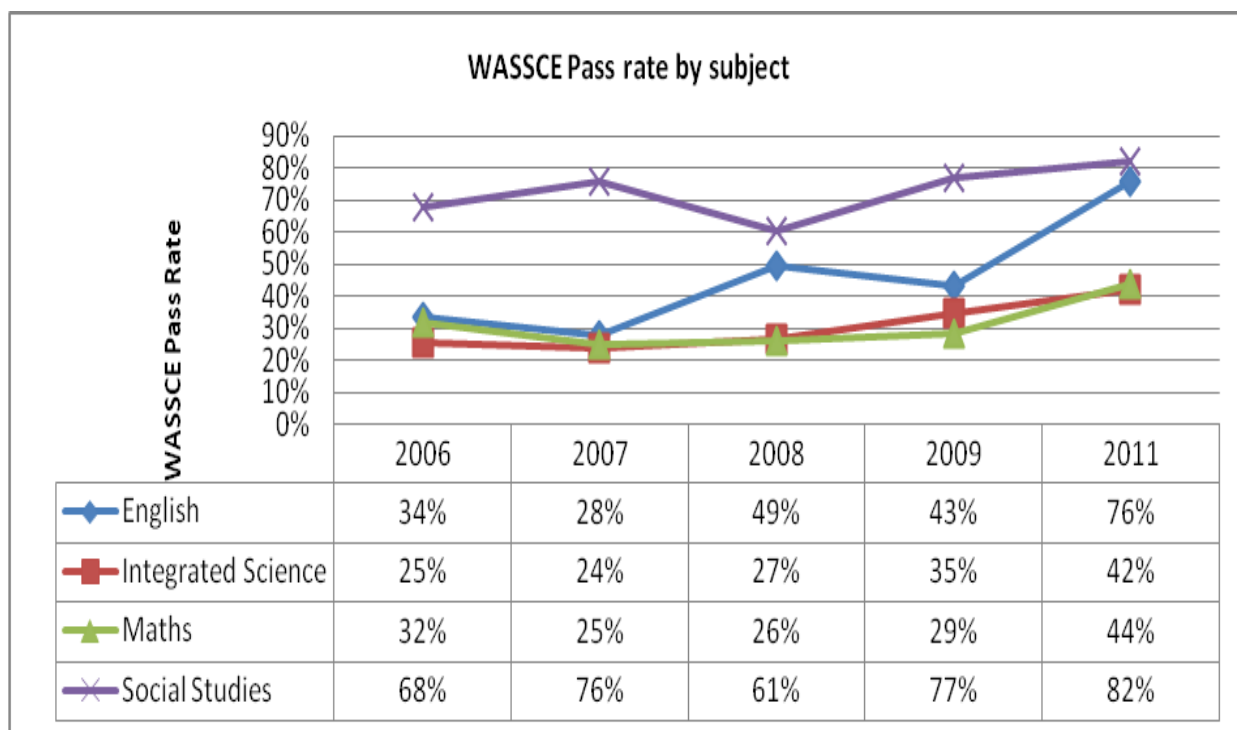
Details	2008/09	2009/10	2010/11	2011/12
% female enrolment – SHS	44.3	44.7	45.4	45
SHS Completion rate – Male	-	35.8	34.6	37.4
SHS Completion rate – Female	-	29.8	31.1	31.1

- Gender remains a factor in access to SHS, with only 45% of pupils enrolled in SHS being female. Gender also affects retention, with the completion rate for male students 6 percentage points higher than for female students.

Quality

- In 2011 there was an increase in WASSCE pass rates for all core subjects especially for English. This coincided with the first year that the new 4 year SHS

students were being examined. This improvement cannot be attributed to the extra year of schooling without further analysis, though this does appear to be an indicative trend. It is perhaps to be expected that performance in the core subjects would increase under the 4 year programme as the change to the syllabus for the 4 year programme meant that a significant proportion of the “extra” year was spent on the core subjects. Any increased performance must of course be weighed up against the additional costs incurred to the government and students.



Quality Indicators for SHS: Completion Rate, TLMs and Student Teacher Ratio				
	2008/09	2009/10	2010/11	2011/12
Completion rate			32.9	34.3
PTR	22	21	27.31	21.5
PTTR	26	25	32	25.6
% Teachers trained	86.8	85.9	85.34	83.9
Textbook per pupil English	1.0	0.9	0.56	0.74
Textbook per pupil Maths	1.0	0.9	0.52	0.75
Textbook per pupil Science	0.6	0.7	0.48	0.68
Pupil Classroom ratio	-	45.8	60.43	55.5
Pupil seating ratio	-	1.2	1.32	1.3
Pupil desk ratio	-	1.4	1.31	1.49

- The completion rate for SHS is on target at 34%, as mentioned earlier this national rate hides the higher risks of drop out for female pupils through a six percentage point gender gap in Completion Rates.
- The provision of trained teachers is very high in SHS at 85.3% and with a PTTR of 25.6. PTR and PTTR rose sharply in 2010/11, which was the first year with 4 SHS classes. Although there are still 4 classes in SHS, the ratios have returned to their original levels suggesting that increased provision has been made for the increase in enrolment created by the four year programme, though with some lag.
- Each pupil should have 4 core textbooks, though on average each pupil only has 2.2. This is however substantially higher than the textbook coverage at the basic level.
- PCR has fallen in 2011/12 which may reflect the emergency building projects being overseen by MoE to build new classroom blocks and dormitories for SHS due to the enrolment of an extra year. The AESOP expenditure reporting reveals that 65m GHc was utilised for emergency construction projects for SHS.

Technical Vocational Institutes (TVIs)

ACCESS

	2008/09	2009/10	2010/11	2011/12
Enrolment Public	32,127	34,333	37,301	51,176
Enrolment Private	20,534	22,632	27,177	22,770
% of pupils private = All	37.0	38.3		31.4
% of pupils private - Full time only	39.0	39.7	42.1	30.80%

- Public enrolment in TVET increased by 37% in 2011/12, which is in part due to the absorption of some private TVIs into the public system. EMIS however also confirmed that the coverage of TVET institutions is not as robust as with secondary schools, meaning that there may be considerable variation in the institutes that are reporting in consecutive years. This warrants further study and if this is found to be the case measures taken to ensure that TVET providers take part fully in the EMIS census process.
- GER for TVET is 3.5% for 2011/12, below the AESOP target of 5%.
- The target of 75% GER for Second Cycle education is extremely high given the limited provision of SHS education and limited demand for TVET.

GENDER

	2008/09	2009/10	2010/11	2011/12
% female enrolment = TVET	45	50.1	45.1	37.1

Gender parity is weaker for TVET than for SHS with currently only 37.1% of pupils being female. This reflects a significant decrease in the proportion of female trainees in TVET,

QUALITY

The only quality indicators reported on for TVET relate to the supply of trained teachers, which have increased in 2011/12. The divergent trends in TVET suggest that there may be some issues with the reliability of the data.

Trend in teacher Population in the Technical and Vocational Institutes

	2008/09	2009/10	2010/11	2011/12
% Trained teachers	69.7	63.0	64.4	71.1
% Teachers with technical qualifications	88.7	83.6	84.1	92.3

COTVET

- National Apprenticeship Programme: in 2011 1,600 trainees were undergoing training in Garments, Cosmetology, Auto mechanics and Electronics. NAP is designed as an alternative training route for JHS graduates who were not placed in SHS. The training includes the teaching of ICT, Entrepreneurial, Basic Literacy and Numeracy skills. Apprentices will be assessed at the proficiency grade two level after the one year training. NAP is being piloted in 50 districts, the first phase will include training of 1,500 master craftsmen who will be distributed by regions as detailed in the table below.

Regional Distribution For Master Craft Persons To Be Used In Phase One	
Region	Provisional Number
Upper-East	50
Upper-West	50
Northern	90
Volta	80
Central	90
Brong-Ahafo	90
Eastern	100
Western	100
Ashanti	185
Greater-Accra	165
TOTAL	1,000

- Ghana harmonized Competency Based Training in selected trade areas piloted in 3 TVIs.

- The Skills Development Fund was launched in September 2010 and SDF Committee was inaugurated in January 2011. Operations manual developed and first call for proposals advertised in June 2011, with 487 concept notes received by the deadline. 192 of the applications invited to submit detailed proposals, 110 proposals had been submitted by December 31, 2011.
- National TVET Qualifications Framework under development – submitted request for Legislative Framework to Attorney General's Office.
- Currently, there are about nine Ministries offering TVET under different Acts of Parliament, eg. Polytechnics Act, NVTI Act, NABPTEX Act, these existing Acts and the COTVET Act seems to be conflicting and poses considerable challenge in effective and efficient formulation and implementation of TVET policies.

INCLUSIVE AND SPECIAL EDUCATION

Inclusive Education - Mainstreaming

Due to limited provision of special education facilities for pupils with special educational needs (SEN) and in line with the policy of inclusive education, the majority of SEN pupils are enrolled in mainstream schools. In 21011/12 the number of mainstreamed SEN pupils rose by 13% at the basic level to 19,775 and the enrolment growth in KG was even higher (16%).

Enrolment of pupils with special needs in mainstreamed schooling						
	2006/7	2007/8	2008/09	2009/10	2010/11	2011/12
KG	5886	3129	3284	3413	3123	3636
Primary	20730	11613	11081	11035	9804	11,112
JHS	8113	4172	4399	3814	4489	5027
BASIC TOTAL	34729	18914	18764	18262	17416	19775
SHS	1373	989	974	944	108	2

Although the data reported here is national, the Inclusive Education policy of SpED operates in a 34 districts within 8 regions. Inclusive Education is supported in these districts through the District Inclusive Education Teams (DIET) comprised of the District Special Education Officer, Training Officer, 1 Circuit Supervisor, 1 Nurse and representation from the Guidance & Counselling and SHEP district teams. The team coordinates capacity building of teachers and community sensitization. Approximately 8,000 SEN pupils are mainstreamed in these supported districts according to SpED data, meaning that approximately 11,000 of the pupils identified by EMIS are attending schools in districts without this support. It is therefore crucial that SpED expands the programme to all more districts, not only to improve the quality of education provided to mainstreamed pupils but also increase enrolments. Since 2004 over 5,000 teachers, head teachers, circuit supervisors and District Directors of Education have been trained. In 2011 five new districts were incorporated into the Inclusive Education framework. As yet only the management team in these districts have been sensitized on Inclusive Education, the next steps include capacity building of teachers and community sensitization.

There appears to be serious problems with the SHS data, with enrollment falling from 944 to 2 over two years. This is highly unlikely and suggests that there is an issue in reporting on or collecting this indicator. This issue has been raised with EMIS and discussions will continue after the review process. [Final report should reflect the result of the discussion](#)

Special Schools and Units

After witnessing a decline in 2010/11 enrolment in specialist schools for pupils with special educational needs has risen in 2011/12 to 6,432 pupils. The majority of these pupils are enrolled in Special Schools although SpED also has a number of specialist units attached to mainstreamed schools.

	2006/7	2007/8	2008/09	2009/10	2010/11	2011/12
Enrollment in Special Schools – Total	5,092	5,654	6,308	6,900	5,504	6,432

All pupils in Special Schools are provided with Feeding Grants in 2011, although those in units attached to mainstream schools were not included unless the mainstreamed school was covered by GSFP. SpED would like the unit schools to be included automatically in any expansions of the GSFP or for these schools to be covered by the Feeding Grant. Boarding costs for all students in special schools were paid in 2011 though there is an issue with arrears. SpED's GETFund allocation was spent on construction of Teacher Accommodation and Classrooms in 2011.

SpED tasks the District Special Education Coordinators to undertake screenings in schools using simple assessment tools. Identified pupils are then referred to local hospitals for further tests. In 2011 Upper East (not all districts) and three districts in Greater Accra carried out screening activities. The exercise screened ...number of children and ...was found to have

NON FORMAL EDUCATION

- Enrolment figures are still not available for the most recent batch (2011/13) of Non Formal Education provision as the classes have not stabilized, with 3 regions yet to provide initial training to facilitators. Targets are, therefore, reported for this batch.
- Dropout rates are available for the 2008/10 batch, and are very low at 2.1%. This may however in part be due to the delay in collecting enrolment data for the programmes, meaning that some dropouts may not have been captured.
- Funding issues remain a problem for NFED who will not enrol any new learners during 2012 due to limited funds.
- NFED also produces radio programmes for broadcast on local stations, but in 2011 the production of programmes and frequency of broadcasts varied across regions. For example, 34 programmes were aired in Greater Accra region, but no radio programmes were broadcast in Eastern Region during 2011.
- Review of existing literacy policy to include NFE has seen the development of proposal and other preliminary works completed. The takeoff of the next phase is awaiting release of funding.

Learner Enrolment by Year and Gender

Batch	Year	Enrolled			% Female
		male	female	total	
13	2006/ 08	12,164	19,204	31,368	61%
14	2007/ 09	11,573	19,612	31,185	63%
15	2008/ 10	14,813	24,041	38,854	62%
16	2009/ 11	17,224	24,796	42,020	59%
17	2010/ 12	18,904	31,777	50,681	63%
18**	2011/ 13	20,000*	30,000*	50,000*	60%
Total		94,678	149,430	244,108	61%

**Batch 18 (2011/2013) figures are targets since recruitment is ongoing.

Dropout rates in NFED programmes

Batch	Year	Enrolled			Drop-out Rates (%)		
		male	female	total	male	female	total
13	2006/ 2008	12,164	19,204	31,368	11.58	9.62	10.38
14	2007/ 2009	11,573	19,612	31,185	9.38	10.16	9.87
15	2008/ 2010	14,813	24,041	38,854	1.86	2.29	2.13

National Qualifications Framework

One factor militating against effective performance in the NFE sector is the absence of a National Qualifications Framework (NQF) as the call to action directs countries to recognise, rate and certify all learning outcomes in non-formal education and all adult learning and education (ALE) in established equivalency frameworks. Absence of a National Qualifications Framework frustrates valuing of previous knowledge and experience and transfer of these to formal education.

Other Non-Formal Education Programmes

NFED has also been developing partnerships with the following organizations:

- Vocational Literacy Project
- The Hunger Project (a Trainer of Trainers workshop was conducted for the Hunger Project staff who will in turn provide training for facilitators in their project areas)
- The Ghana Women's Voices Foundation-Mentoring and Literacy Programme for Vulnerable Youth
- The International Project on the Elimination of Child Labour of the ILO
- The Standard Chartered Bank Financial Literacy Project

NFED are also interested in developing a qualifications framework: some work has been started by COTVET. Need to bring all learning providers on board for this.

TERTIARY EDUCATION

Data on tertiary education provision for 2011-12 is still being collated by the NCTE. Hence data relating to the 2010-11 academic year has been used for this report.

- Enrolment in Tertiary institutions has continued to expand, surpassing the target for 2012 of 174,574. Data on private tertiary enrolment was captured this year and currently represents 14% of enrolment in the tertiary sector.
- Female enrolment however remains low at 34.5%, female participation is highest in Colleges of Education (41%) and lowest in Polytechnics (31%).
- Government targets to focus university studies on science and technical subjects have been met with limited progress.
- The very low proportion of students studying Science and Technical related subjects at Polytechnics reflects the popularity of business related courses, such as Marketing and Accounting which account for 51% of all students enrolled in Polytechnics.

ACCESS

Public and Private Tertiary institutions	
Institution	Number
Public Universities/university colleges	7
Public Specialized/Professional Colleges	7
Chartered Private Tertiary Institutions	3
Private Tertiary Institutions	51
Polytechnics	10
Public Colleges of Education	38
Private Colleges of Education	3
Public Nursing Training Colleges	13
Private Nursing Training Colleges	4
Total	136

Enrolment in Tertiary Institutions

Details	2006/7	2007/8	2008/9	2009/10	2010/11
Public Universities	88,445	93,973	102,548	107,058	115,452
Polytechnics	28,695	34,448	38,656	46,079	43,113
Colleges of Education		26,025	27,589	26,861	26,703
Total	117,140	154,446	168,793	179,998	185,268
Enrolment in Private Universities					32,275

Female Participation in Public Tertiary Education

% Female Enrolment	2006/7	2007/8	2008/9	2009/10	2010/11
Public Universities	34.3	33.7	37.4	32.3	33.3
Polytechnics	29.5	29.6	29.7	30.2	31
Colleges of Education			41.7	40.0	41.2
Total	33.1	32.6	36.3	32.9	34.5

Promoting Science and Technical Education

Enrolment Trend in Science and Technical Programmes	2006/7	2007/8	2008/9	2009/10	2010/11
Enrol. in science and technical disciplines (%)	36.3	35.6	36.9	34.6	30.7
Enrol. in science and technical disciplines (%) Public Units					34
Enrol. in science and technical disciplines (%): Polytechnics					22.8

Education Finance

Overview and Key Issues

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

It is noted that Education spending as a share of gross domestic product (GDP) by international standard is between 4 and 6 percent; and expenditure on Tertiary education is expected to be within 15 and 20 percent of all public expenditures on public education. The understanding is that developing countries that devote more than 20 percent of their education budget to tertiary education (especially those that have not attained universal primary education coverage) are likely to have a distorted allocation.

Trends in Education Expenditure

Before the rebasing of Ghana's economy baseline 2008, Ghana had apparently had a high share of education expenditure as a percentage surpassing, UNESCO and the African Union's suggestion is that actual education expenditure should be approximately 6% of GDP. In Ghana, the tables below indicate that actual education expenditure increased from 5.3% in 2008 to 6.1 % in 2011 after the rebasing of the GDP. The rebasing has giving a reality check that Ghana was not after all over-spending on education and we have hovered around the limits of education as a percentage of GDP for a middle income country.

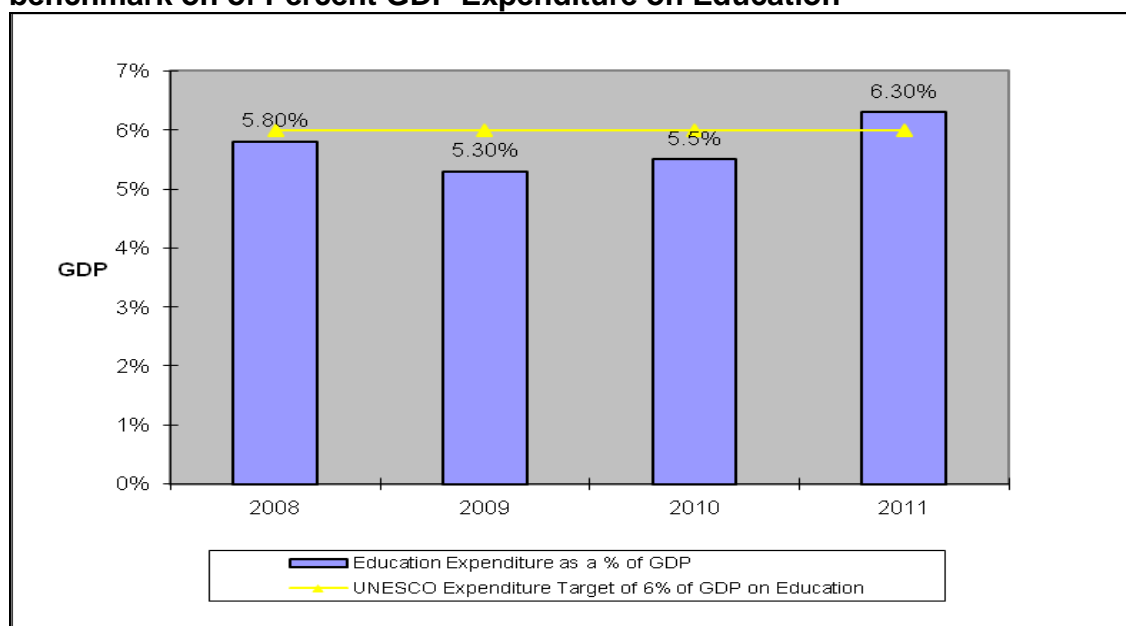
Table X: Trends in Education Resource Envelope and Expenditure as a share of GDP and Total Public Spending

Source	2008	2009	2010	2011
GoG	1,219,028,427	1,461,721,144	1,825,819,889	2,563,391,576
Donor	100,652,087	95,067,893	64,742,440	127,255,813
IGF	164,097,989	210,524,567	302,013,754	354,288,649
GETfund	212,541,633	150,636,100	313,283,250	518,486,027
HIPC/MDRI	47,251,582	31,818,711	58,504,024	2,288,506
Total Education Expenditure	1,743,571,718	1,949,768,414	2,564,363,357	3,565,710,570
GDP ⁵	30,179,000,000	36,598,000,000	46,232,000,000	57,013,000,000
Total Government Expenditure	9,538,244,209	8,756,146,694	11,532,209,320	13,837,325,330
Education Exp. as a % of GDP	5.8%	5.3%	5.5%	6.3%
Education Exp. as a % of GoG Exp.	18.3%	22.3%	22.2%	25.8%

Source: Ministry of Finance and Economic Planning and MoE

⁵ This is the rebased GDP using 2008 as the baseline (source: Ministry of Finance and Economic Planning, 2012 Budget Statement)

Figure X: Education Expenditure as a percentage of GDP compared with UNESCO benchmark on of Percent GDP Expenditure on Education



Source: Ministry of Finance and Economic Planning and MoE

The next table presents the trends in expenditure by level of education from 2008 – 2011 a. The share of expenditure accruing to primary education has been steady at end periods of 2008 and 2011, but fluctuated between period 2009 and 2010. Basic education still captures the largest share followed by tertiary and SHS. Spending on tertiary continue to decline from 21.7% in 2008 to 17.9% in 2011. KG allocation also continues to dwindle increasing the perception of lack of commitment to the mainstreaming KG policy.

Table X: Trends in Expenditure by level of Education

Sources	2008		2009		2010		2011	
	Amt. (GH¢)	%	Amt. (GH¢)	%	Amt. (GH¢)	%	Amt. (GH¢)	%
Pre-school	65,901,027	3.8	60,272,779	3.1	72,036,051	2.8	103,391,337	2.9
Primary	613,661,054	35	594,950,694	30.5	715,160,506	27.9	1,234,146,460	34.6
JHS	292,419,320	16.8	297,665,072	15.3	370,235,825	14.4	411,648,553	11.5
SHS	171,058,251	9.8	337,369,027	17.3	400,030,646	15.6	526,809,606	14.8
TVET	18,311,207	1.1	35,038,819	1.8	38,436,313	1.5	126,982,366	3.6
SPED	10,662,566	0.6	7,493,238	0.4	17,214,633	0.7	19,149,996	0.5
NFED	6,327,284	0.4	3,715,031	0.2	13,357,023	0.5	15,154,167	0.4
Teacher Education	55,274,368	3.2	50,377,753	2.6	62,056,093	2.4	-	-
Tertiary Mgt. &	378,615,134	21.7	401,191,936	20.6	511,806,744	20	639,230,889	17.9
		7.5		8.2		14.1		13.7

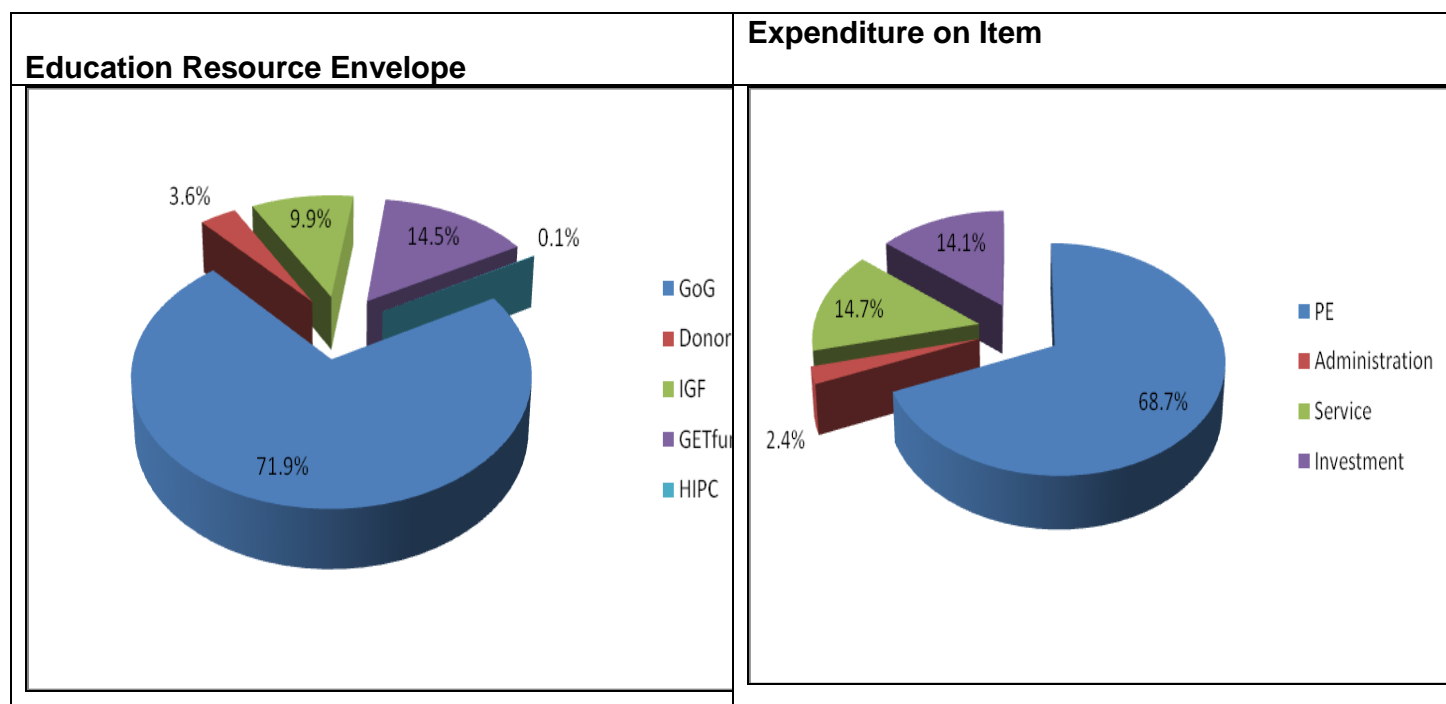
Subvtd	130,011,299		160,837,566		362,459,208		487,809,862	
HIV-AIDS	1,330,209	0.1	856,499	0	1,570,316	0.1	1,387,335	0.04
Total	1,743,571,719	100	1,949,768,414	100	2,564,363,357	100	3,565,710,570	100

The following table provides a breakdown of total expenditure in 2011 by source. PE accounts for 68.5% of the total expenditure in the education sector. Administration, Service and Investment account for 2.4%, 14.7% and 14.1% respectively. GoG funds are the bulk of the expenditure at 79.9%, followed by GETFund expenditure at 14.5%. Internally Generated Funds provide 9.9% of expenditure and donors 3.6% with HIPC fund contributing 0.01%

Table X: Education Resource Envelope and Item Expenditure 2011

Sources	PE	Administration	Service	Investment	Total	%
GoG	2,450,824,393	41,114,714	17,469,398	53,983,071	2,563,391,576	71.9%
Donor			97,469,383	29,786,430	127,255,813	3.6%
IGF	-	45,855,049	307,437,490	996,110	354,288,649	9.9%
GETfund			99,645,410	418,840,617	518,486,027	14.5%
HIPC			2,288,506	-	2,288,506	0.1%
Total	2,450,824,393	86,969,763	524,310,187	503,606,228	3,565,710,570	1.00
%	68.7%	2.4%	14.7%	14.1%		

Source: Ministry of Education



The following table provides a breakdown of total expenditure in 2011 by level of education. Primary education captures the largest proportion of all expenditure at 34.6% of total expenditure. The second largest proportion of expenditure is tertiary with 17.9%. JHS and

SHS received 11.5% and 14.8% respectively. These shares continue of pre-school, demonstrates lack of commitment to the policy of mainstreaming KG and attaching one to every existing \primary school in the medium ter.

Table X: Expenditure by Level of Education and Item 2011

Level	PE	Administration	Service	Investment	Total	%
Pre-school	88,852,590	356,801	8,642,215	5,539,730	103,391,337	2.9%
Primary	1,098,234,672	1,902,034	77,234,407	56,775,347	1,234,146,460	34.6%
JHS	335,138,328	1,102,001	45,769,630	29,638,594	411,648,553	11.5%
SHS	172,253,691	2,258,994	182,922,574	169,374,348	526,809,606	14.8%
TVET	24,711,452	562,544	33,226,215	68,482,154	126,982,366	3.6%
SPED	9,388,756	611,550	5,145,889	4,003,800	19,149,996	0.5%
NFED	13,473,650	988,202	692,314	-	15,154,167	0.4%
Tertiary	339,158,378	69,412,638	138,995,901	91,663,972	639,230,889	17.9%
Management & Subvented	369,612,876	9,774,998	30,293,706	78,128,282	487,809,862	13.7%
HIV-AIDS	-	-	1,387,335	-	1,387,335	0.0%
Total	2,450,824,393	86,969,763	524,310,187	503,606,228	3,565,710,570	100%

GoG Expenditure 2011

The following table gives the breakdown of GOG expenditure by Item and by level of education. PE constitutes 95.6% of the total expenditure with Administration, Service and Investment accounting for 1.6%, 0.7%, and 2.1% respectively. This implies that salaries continue to account for the largest share of expenditures.

The largest proportion of the GoG budget is spent on primary education (43.1%). Management and Sub vented agencies receive the second highest share with 15.5%, followed by 14.3% at the tertiary level which is much higher than international norms. The remaining levels of education receive minimal proportions of the total expenditure.

Table X: GoG Expenditure by level of Education 2011

Level	PE	Administration	Service	Investment	Total	%
Pre-school	88,852,590	356,801	19,957	350,000	89,579,348	3.5%
Primary	1,098,234,672	1,902,034	308,100	4,200,000	1,104,644,806	43.1%

JHS	335,138,328	1,102,001	161,774	2,100,000	338,502,102	13.2%
SHS	172,253,691	2,258,994	226,901	30,000,000	204,739,586	8.0%
TVET	24,711,452	562,544	95,275	12,000,000	37,369,272	1.5%
SPED	9,388,756	611,550	10,502	362,026	10,372,834	0.4%
NFED	13,473,650	988,202	692,314	-	15,154,167	0.6%
Tertiary	339,158,378	23,557,589	536,482	2,808,807	366,061,256	14.3%
Management & Subvented	369,612,876	9,774,998	15,418,093	2,162,238	396,968,205	15.5%
HIV-AIDS	-	-	-	-	-	0.0%
Total	2,450,824,393	41,114,714	17,469,398	53,983,071	2,563,391,576	
% of Total	95.6%	1.6%	0.7%	2.1%	100.0%	

Source: MoE

The following table depicts the execution rate for GOG expenditure for 2011. The overall execution rate for GoG funds was 168%. The Ministry's total PE expenditure for the year 2011 was GH¢ 2.45 billion as against a budget of GH¢ 1.42 billion thereby creating a budget overrun of GH¢ 1.03 billion. The PE execution rate of 172% can be attributed to two major factors namely:

- The low level of PE ceiling given to the sector by MOFEP. For example, the PE ceiling for the year 2011 (GH¢ 1.42 billion) was 19.8% lower than the actual PE expenditure (GH¢ 1.78 billion) for the 2010.
- The second factor is the implementation of the Single Spine Salary Scheme.

The execution rate for Administration was 137%. The overrun of 37% was attributed to the release of extra funds by the Ministry of Finance and Economic Planning to NCTE for the payment of Book and Research allowances to senior academic staff at the tertiary sector. The Service execution rate was 83%. Even though this is lower than the budget provision, it is an improvement over previous year's execution rates of 52.4% in 2010. The investment budget allocation of GH¢53.9 million includes a supplementary budget of GH¢49 million for the construction of Schools Under Trees, classrooms and dormitories for Senior High Schools and the revamping of Science Resource Centers. The budget execution rate of 105% indicates a budget overrun of 5%.

Table X: GoG Budget Execution Rate 2011

Budget Head		PE			Administration		
		Allocation	Expenditure	Execution Rate	Allocation	Expenditure	Execution Rate
140	Main Ministry	189,279,000	211,318,221	112%	5,000,000	4,845,978	97%
141	GES Headquarters	3,480,717	5,366,041	154%	4,887,331	4,651,485	95%
142	GES Regional	1,070,048,114	1,885,592,997	176%	7,501,116	7,448,112	99%

143	Institutions of the Handicapped	5,721,882	9,388,756	164%	611,553	611,550	100%
145	Tertiary	156,000,000	339,158,378	217%	12,000,000	23,557,589	196%
	Total	1,424,529,713	2,450,824,393	172%	30,000,000	41,114,714	137%
Budget Head		Service			Investment		
		Allocation	Expenditure	Execution Rate	Allocation	Expenditure	Execution Rate
140	Main Ministry	5,027,820	3,249,704	65%	49,300,000	50,807,000	103%
141	GES Headquarters	4,876,923	12,292,562	252%	1,400,000	355,238	25%
142	GES Regional	6,477,275	1,380,149	21%	0	0	0
143	Institutions of the Handicapped	645,771	10,502	2%	0	12,026	0
145	Tertiary	4,000,000	536,482	13%	473,295	2,808,807	593%
	Total	21,027,789	17,469,398	83%	51,173,295	53,983,071	105%

GETfund continue to be the second biggest contributor to education resource envelope followed by IGF, Donor and HIP sources respectively. HIPC resources were applied to some social intervention programmes at the basic level. Surprisingly GETfund allocation to SHS surpassed tertiary allocation for the first in the history of GETfund expenditure trends. SHS led the lot with 30.4% followed by tertiary with 20.4% and the least 1.0% going to KG with no allocations made for NFED and HIV-AIDS activities. The jump in allocation to SHS is explained by the massive construction across the country to expand access to SHS.

Table X: Expenditure by level of Education of other education resources 2011

Level	HIPC		GETfund		IGF		Donor	
	Amount	%	Amount	%	Amount	%	Total	%
Pre-school	114,425	5.0	5,309,764	1.0	914,036	0.3	7,473,763	5.9
Primary	1,373,103	60.0	63,717,174	12.3	18,722,434	5.3	45,688,942	35.9
JHS	686,552	30.0	38,196,629	7.4	8,546,207	2.4	25,717,063	20.2
SHS	-	0.0	157,408,772	30.4	144,422,659	40.0	20,238,589	15.9
TVET	-	0.0	69,479,126	13.4	17,367,236	4.9	2,766,733	2.2
SPED	114,425	5.0	8,662,736	1.7	-	0.0	-	0.0
NFED	-	0.0	-	0.0	-	0.0	-	0.0
Tertiary	-	0.0	105,839,589	20.4	159,384,291	45.0	7,945,754	6.2
Management & Subvented	-	0.0	69,872,237	13.5	4,931,786	1.4	16,037,634	12.6
HIV-AIDS	-	0.0	-	0.0	-	0.0	1,387,335	1.1
Total	2,288,506	100	518,486,027	100	354,288,649	100	127,255,813	100

IGF is concentrated at the second cycle level and tertiary where cost sharing policy is in place, between them they 85% of the resources. Donors spending continue to show their emphasis on basic education with a total allocation of 35.9% made to primary, 20.2% to JHS.

UNIT Cost Analysis

Unit cost in education continues to depict a steady rise in cost across all levels of education, except SHS level, where the recent massive infrastructure projects to expand access at this level has distorted unit cost trends. TVET equally demonstrates some distorted trend also due to the same reason of expansion of second cycle education

Table X: Unit Cost⁶ and Student Per Capita⁷

Level		2008	2009	2010	2011
Primary	Per Capita GH¢	201.74	191.97	223.59	389.96
	Unit Cost GH¢	189.02	180.55	213.75	372.02
JHS	Per Capita GH¢	274.81	276.89	336.37	366.69
	Unit Cost GH¢	256.73	259.74	319.6	340.28
SHS	Per Capita GH¢	387.6	703.88	602.91	694.57
	Unit Cost GH¢	281.12	636.35	397.33	471.26
TVET	Per Capita GH¢	378.74	884.64	1,030.44	2,481.29
	Unit Cost GH¢	304.81	649.94	775.35	1,143.12
TERTIARY	Per Capita GH¢	2,681.33	2,619.82	2,762.52	-
	Unit Cost GH¢	2,012.37	2,034.48	1,932.05	-

⁶ Student Unit Cost is the recurrent expenditure per student by level of education which indicates

⁷ Cost per capita is the total expenditure per ub-sector

AESOP 2011 Reporting Template

This table aims to capture the performance of the education sector with regards to the Annual Education Sector Operational Plan in an attempt to draw a closer link between expenditure and outcomes in the education sector. The expenditure on key priority activities is reported alongside the corresponding indicators, with the annual targets reported in the AESOP. The expenditure information relates to the budget year 2011 and the education indicators to the school year (2011/12). The targets for the 2011/12 school year are therefore derived from the subsequent AESOP 2012-14. A brief narrative of key trends for each objective is reported here so that this section can function as summary, though more detailed information on indicators is provided in the main narrative section of the report.

NOTE: District Education Office Expenditure data is not aggregated at the national level by activity and as such it was not possible to capture this expenditure information in the matrix below. This includes the 15m GHc DFID sector budget support that is given to DEOs. Expenditure and output information was not received from all Development Partners but it is hoped that this information will be submitted after NESAR in order that it will be captured in the final Education Sector Performance Report for 2012.

BASIC EDUCATION

Improve equitable access to and participation in quality education at all levels

KEY INDICATORS

		2012 target	2012 actual	Total Number of Schools	2011	2012 target	2012 actual	NER	2011	2012 target	2012 actual
GER	2011										
KG	98.4	98.7	99.4	KG	13,263	14,568	13,505	KG	60.1	NA	64.2
Primary	96.4	98.5	96.5	Primary	14,431	14,875	14,360	Primary	77.9	80.9	81.7
JHS	79.6	84.6	80.6	JHS	8,462	10,711	8,557	JHS	46.1	57	46.1

Summary of Key Trends by Education Sub-Sector

KG:	The expansion in access to pre primary education enjoyed in recent years has continued in 2011/12 and Ghana is on target to achieve 100% access to KG by 2015. Official age enrolment however remains an area of concern with NER significantly lower at 64.2, although after a period of decline the proportion of children enrolled at the correct age has been increasing since 2009/10, with a 4 percentage point increase this year.
Primary:	After an initial period of high growth in primary enrolments following the introduction of the capitation grant, improvements in access have slowed. In 2011/12 Primary GER remained constant at 96.5 and based on recent growth trends will not reach the target of 107 in 2015. New and more realistic medium targets should be adopted in the AESOP against which performance can be measured. First year admissions have experienced higher growth rates, with GAR standing at 102.9,

	but official age admission is increasing at a lower rate and with NAR at only 71.2 it is clear that overage admission remains a problem, with potential consequences for risk of drop out and learning outcomes. A worrying trend in recent years at Primary level has been the decline in correct aged enrolment in absolute terms. However, in 2011/12 the number of correct aged children in Primary education increased by 9% leading to a rise in NER of 4 percentage points.				
JHS:	Enrolment in JHS remains low, with minimal expansion in recent years as GER fluctuates around 80%. A source of concern is the decreasing trend in transition rates from P6 to JHS1 witnessed in recent years, falling below 90% in 2011/12. A note of caution is however required for the current transition rate data, which may be misleading as it utilises data from 2010/11 and 2011/12 to construct the indicator. With the expansion of EMIS to all 170 districts in 2010/11 it seems that there may have been some issues with double reporting of schools in “old” and “new” districts, compromising the validity of indicators using data across years. Despite the lower transition rate, the gross admissions rate has been increasing. The issue of correct age enrolment is however even more pertinent in admissions where the NAR at 43.6% is half the value of GAR at 88%.				
Activity	Output Targets	Actual Output	Estimated Costs	Actual Costs	Notes
Construction of new basic classrooms (including schools under trees), with furnishing. Unit cost 30,000 Gh Cedi	6,666		200.0	21.9	<p>The output targets for classroom construction included in the AESOP are based on projections from the sector Financial Model which are driven by classroom ratios. This generates unfeasibly high asset costs relative to the government budget, leading to significantly lower execution rates.</p> <ul style="list-style-type: none"> • 1,226 Schools Under Trees projects are currently underway, with 37 completed by MoE in 2011 (no data on GETFund completion available). 2011 expenditure also includes furniture provision for Schools Under Trees. • In 2011 USAID began a project which involves construction of 157 classrooms by 2013, but there was no completion in 2011. • In 2011 the last phase of the Northern Flood Schools project was completed, though most of the funds had been spent in previous years. • District Assemblies are an important component of infrastructure spending but no information is captured here as it was not available to MoE. A recent study undertaken jointly with DPs has revealed the extent of issues involved in accessing information on breakdown of DA expenditure is very difficult. • JICA building 4JHS and 29 primary schools in Central and Northern Region

					<ul style="list-style-type: none"> Embassy of Japan building one JHS model school.
Refurbishment of basic classrooms. Unit cost 14,000 Gh Cedi	6,666	39 (USAID)	93.3	5.5	<p>No Basic classrooms refurbished from HQ level, but potential district funding of this activity, which is currently not aggregated. Under PPS 5.5m GHc was spent on School Rehabilitation and Furniture in deprived districts in 2011. Unfortunately the number of classrooms refurbished is not available. USAID completed refurbishment of 39 classrooms in 2011. DEO expenditure not currently aggregated but most likely to contribute to this activity.</p>
Develop child-friendly school standards and guidelines	1	0	2.3	0.07	<p>UNICEF have worked on developing Child Safe School Standards in 2011 although Government has yet to officially adopt any specific standards/guidelines. A commitment has however been made on the part of government to adopt a set of standards in 2012 as part of the ongoing GPEF application process.</p>
School uniform and ExerciseBook Provision (PAS) - (from Budget Request)		428,156 (uniform) 12,100,000 (exercise books)	10.0	10.0 (uniform), 7.0 (Ex. Books)	<p>428,156 School Uniforms were distributed in 2011 using 10m GHc from GETFund. GES procured 12,100,000 exercise books but the books were not distributed in 2011 and the Supplies and Logistics division is currently arranging distribution.</p>
Support hard-to-reach children and current complementary education programmes (SFL);	10,000	750	2.0	0.12	<p>Government did not undertake any CBE activities in 2011, although work continued on developing a CBE policy, which laid the foundations for the inclusion of CBE as a component for District Grants in the GPEF application. UNICEF supported 750 learners in Savulugu Nanton district in Northern Region.</p>
Sign MoU with MoESW to target children most in need.	1	0	0.0	0.0	<p>Not undertaken.</p>
Infrastructure support to students with special needs /		12 districts	6.0	0.1	<p>No funds released from GES HQ for special needs infrastructure. Under PPS, 12 deprived districts undertook enrolment drives in 2011.</p>

enrolment drives					
Completion of potable water and sanitation facilities for 4600 schools. This target exceeds financial model targets.	1,500	458 boreholes (PPS), 58 latrine blocks (UNICEF)	100.0	4.4 (PPS), 0.5 (UNICEF)	Under the PPS project 458 boreholes were constructed in 2011. UNICEF constructed 58 4-seater institutional KVIP latrine blocks comprising 116 separate drop holes for boys and 116 for girls and hand washing facilities in 32 schools in 9 districts in the Northern Region providing access to improved latrines for approximately 6,700 pupils.
Non AESOP Costs: Feeding Programme		162,000 (WFP)		4.0m USD (WFP), 0.85 (DFID BS)	WFP supported 162,000 students with school feeding in 2011. In addition 850,000 GHc from DFID sector budget support was spent on supporting feeding and take home rations provided by GES/WFP. Total Ghana School Feeding Programme coverage in 2010/11 school year is 1,040,745 (administered by Ministry of Local Government).

Objective 2: Bridge gender gap in access to education [SH]

KEY INDICATORS

GPI	2011	2012 target	2012 actual	GAR	Male	Female	Completion Rate	Male	Female
KG	0.98	1.0	0.98	KG	-	-	KG	-	-
Primary	0.97	1.0	0.97	Primary	99.5	96.2	Primary	95.4	91.9
JHS	0.93	1.0	0.94	JHS	89.8	86.3	JHS	70.4	63
BECE PASS RATE	Male	Female							
English	58%	60%							
Social Studies	62%	57%							
Maths	62%	57%							
Science	62%	57%							

Summary of Key Trends by Education Sub-Sector					
KG:	KG has fluctuated around parity in recent years				
Primary:	Based on current trends at Primary level, full gender parity could be reached within 5 years although the experience of the KG subsector suggests closing the final gap to parity may take longer. Crucially it will require addressing the significant variations at district level and targeting those districts with persistently low GPI, many of which are geographically concentrated in the Northern region.				
JHS:	The issue of access to education by gender is greatest for JHS, with a GPI of 0.94 and 32 districts exhibiting a GPI of less than 0.8. There is also a 6 percentage point gap in completion rates between male and female JHS students, indicating that problems of retention are greater for girls who face higher risk of drop out. Issues of barriers to access to education are compounded by lower learning outcomes for girls e.g. BECE, where the pass rates are higher for boys in all subjects except English.				
Activity	Output Targets	Actual Output	Estimated Costs	Actual Costs	Notes
Maintain JHS Girls' clubs and deployment of female role models in schools/ communities			4.8	0.04 (UNICEF)	UNICEF supported Female Role Models to Visit 5 regions (NR, UWR, UE). USAID established girls football clubs in 78 JHS.
Continue Scholarship Programmes for Girls		3,894	2.2	0.05m USD (WFP)	WFP supported 129 girls with scholarships and USAID provided 3,765 scholarships in 2011.
Girl-friendly guidance and counselling system [Stock Figure: Further discussion needed]			2.0		78 girls coaches trained to provide life skills counselling for girls.
Non AESOP costs: Take Home Rations		10,000		1m USD	WFP supported 10,000 girls with Take Home Rations
Non AESOP costs: Running costs of GEU division.				0.1	Running costs of GEU including Planning workshop, review meetings, Strategic Planning and Training of District Girls Education Officers (funded through WUSC decentralisation programme: see management section).
Objective 5: Improve quality of teaching and learning [ED]					

KEY INDICATORS														
Completion Rate	2011	2012 target	2012 actual	% Trained Teachers	2011	2012 target	2012 actual	Core Textbk Ratio	2011	2012 target	2012 actual	NEA	Min. Comp.	Proficiency
KG				KG	37.4	61	44.8	KG	0.4		0.3	Eng P3	66.3	24.2
Primary	91.6	95	93.7	Primary	62.8	76	66.3	Primary	1.0	1.8	0.9	Eng P6	78.9	35.3
JHS	66.9	80.1	66.8	JHS	78.4	85	82.9	JHS	0.9	1.7	1.1	Maths P3	52.6	18.2
												Math P6	56.9	16.1
PTR	2011	2012 target	2012 actual	PTTR	2011	2012 target	2012 actual							
KG	37	37	38	KG	84.5	-	85							
Primary	34	36	34	Primary	54	-	52							
JHS	17	25	17	JHS	22	-	20							
Summary of Key Trends by Education Sub-Sector														
KG:	Supply of trained teachers has not managed to keep up with the expanded enrolment witnessed in recent years, reflected in the high PTTR. The national indicators however mask significant disparities at the district level, the PTTR for deprived districts is more than double the national rate at 177. This has led to calls for incentives to be provided for teachers taking up postings in rural and remote areas. There was extensive discussion around the 20% top up for teachers in deprived districts during 2011 but this policy was not deemed to be feasible at present in light of the move to Single Spine Salary Scheme.													
Primary:	Primary Completion Rate has increased but is slightly below 2012 target, it is not surprising though that growth in completion rates slows as Ghana nears universal primary completion. The growth rate for Female PCR has however been higher in recent years, indicating that the gender gap is closing. NEA reveals poor learning outcomes at primary level. Although there has been some improvement in NEA scores in 2011, learning levels are still worryingly low (AESOP target for 60% proficiency in P6 Maths by 2012). There is also significant regional variation in NEA results. Core Textbook Ratio: No central procurement undertaken during 2011 means textbook ratios continue to fall and are substantially below the 2012 target of 1.8. Teacher provision at the Primary level has kept up with enrolments and indeed at 34 is below the target for													

	efficient allocation of teachers. Discussions with GES have however revealed that they find the focus on PTR misleading as it is too crude a measure of staffing requirements in schools, underestimating needs in small schools with low enrolment. Provision of trained teachers is however a greater problem, with a PTTR of 52 at the national level and of 87 for deprived districts.				
JHS:	<p>Completion Rate at JHS are substantially below target levels, indicating that retention in JHS is a crucial issue facing basic education. Based on these trends it is clear that Universal Basic Education will not be achieved by 2015. Trained Teacher provision at JHS level is very high relative to KG and Primary. PTR at 17 is below the target of 20, indicating an inefficient deployment of teachers, even PTTR is only 20 nationally and 29 for deprived districts. Core Textbook Ratio for JHS remains low due to the lack of a systematic textbook procurement process within the Ministry of Education. There has been a slight increase in the textbook ratio, which could in part be due to district level procurement but is more likely due to data problems, related to which textbooks are being counted by schools in the census i.e. current textbooks, library books etc. BECE results reveal significant regional variation in learning outcomes: English pass rates range from 82% (Greater Accra) to 40% (Upper East). Volta, Central and the three Northern Regions have pass rates below the average in both subjects.</p>				
Activity	Output Targets	Actual Output	Estimated Costs	Actual Costs	Notes
Follow-up training on Mother Tongue Instruction	90,000	0	5.7	0	No provision for NALAP in GES budget allocation for 2011 and thus activities carried out. Assurance from Basic Education division that NALAP activities will be included in 2013 budget. USAID planning refresher NALAP Training for about 80,000 teachers in 2013. NALAP integrated into GPEF programme components.
Strengthen in-school monitoring and supervision of BE literacy and numeracy teaching (head teachers and SMCs) - From GES Budget			7.7	0.5 (GoG), 0.1 (UNICEF)	BECE monitoring undertaken by GES but no specific monitoring for literacy and numeracy teaching. UNICEF supported monitoring and supervision in 5 Regions (NR, UWR, UER, CR, ER). USAID supported head teacher and SMC training detailed in Management section below.
Materials Provision for Mother Tongue Instruction (supplementary materials; second printing of original materials)		0	0.0	0	No provision for NALAP in 2011, but USAID planning to support Mother tongue instructional material provision in 2012 or 2013.
Revise CoE languages syllabi to focus on the teaching of literacy and numeracy / develop			0.1		Not undertaken.

methodologies for teaching such.					
Continue NEA, SEA tests to measure literacy and numeracy in P3 and P6;	1	1	0.3	2.3	NEA undertaken in 2011 funded by USAID (1.3m USD) and GES (0.5m GHc through DFID budget support). Results reported above. USAID also currently supporting SEA (conducted in even years) for 2012, assessment tools are being piloted.
Review BE curricula at all levels in collaboration with key stakeholders to ensure relevance to national needs, skills development and social norms			1.0		Curricula reviewed for 3 subjects in 2011, remainder undertaken in first quarter of 2012.
Print syllabus updates and distribute to BE schools			2.8	0	Not undertaken.

Objective 6: Promote science and technical education at all levels [ED]

NO KEY INDICATORS

Summary of Key Trends by Education Sub-Sector

Activity	Output Targets	Actual Output	Estimated Costs	Actual Costs	Notes
ICT Policy Implementation			70.0	30.0	60,000 laptops purchased for 2,500 Junior High Schools in Ghana at a cost of 30m GHc financed by GETFund.
Comprehensive review of Pre-Tertiary Science Policy			1.0		Not undertaken.

Objective 8: Improve management of education service delivery [ECON]

KEY INDICATORS

NEW DBE GRADUATES	2012 target	2012 actual	TEACHER EFFECTIVENESS	2012 target	2012 actual			
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			ESS				
CofE graduates	8,500		Time on Task	48%	No Data		
UTDBE	8,800	0	Teacher Absenteeism	21%	No Data		
Cert A Upgrade	-	-					

Summary of Key Trends by Education Sub-Sector

Studies of the Ghanaian education sector indicate that Teacher Absenteeism and Time on Task are serious issues, reflected in the low targets for 2012 in these indicators. Unfortunately there are currently no reliable measures for these indicators at the national level and thus performance cannot be tracked. The School Report Cards, which were rolled out nationwide in 2010/11 should provide data on Teacher Absenteeism and it is hoped that when the 2011/12 report card data is aggregated (June 2012) a baseline should be available. **New Diploma graduates:** Though no government sponsored UTDBE programme was undertaken in 2011, the trigger for the 2012 MDDBS is to enrol 8,000 untrained teachers in this scheme, which is currently underway to start in September 2012. The total number of UTDBE participants is likely to be higher if GPEF is approved as 8,000 teachers will be trained under the fund in deprived districts and GES plans to support teachers in non deprived districts. No new Certificate A teachers were enrolled in 2011, although 2,000 teachers are currently completing the course. TED of GES are planning to enrol a further 2,000 Cert A teachers in 2012. All fees for Certificate A upgrading is currently provided by the teachers themselves.

Activity	Output Targets	Actual Output	Estimated Costs	Actual Costs	Notes
Review of current teacher deployment policy and practices			0.0		Yet to be undertaken. As part of GPEF application donor partners have committed to employing a consultant to review teacher norms.
MoU with MOLGRD and MWH to provide infrastructure to teachers in deprived districts			0.0		Not undertaken.
Teacher Salary Top-up: 15% salary top-up to approximately 30% of the teaching force (those in deprived districts) - Based on FM. Not likely in 2011			37.0		Not undertaken in 2011 despite much discussion and even ultimate inclusion in the 2012 budget allocation. 20% top up has been put on hold due to issues with incorporating the allowance in the single spine structure.
Teacher Housing - Based on FM. Not likely in 2011	500	0	12.5	0	Target derived from Financial model but due to high costs execution has not been undertaken. Some may be

					undertaken at district level by District Assemblies which are not captured here.
Provide specialized INSET training in multi-grade teaching for teachers in rural areas [inclusion based on budget request]			3.2	0.9 (DFID BS)	JICA INSET project for Primary education. —DFID Budget Support for INSET.
UTDBE (Number of Participants)	37,000	260	5.2	0	No government UTDBE programme initiated in 2011, GES sponsored trainees to begin the programme in 2012. GPEF also includes UTDBE component for 8,000 primary and KG teachers. USAID supported 260 untrained community teachers with two years of teacher training under UTDBE program. Two additional years of study are required for the community teachers to complete the UTDBE program
Headteacher Training (Number of Participants)	8,000	10,017	0.9	0.8 (UNICEF)	UNICEF supported training of 6,337 head teachers in 5 Regions (NR, UWR, UER, CR, ER). USAID supported 3,680 Head Teachers in 2011 under PAGE programme.
Policy Dialogue on NSS, NVS, NYEP			0.0		Not undertaken. Role of untrained teachers remains unclear with respect to targets, recommendations have included returning these staff to teaching assistants rather than teachers. Data on these teachers in schools collected by EMIS appears to be very noisy, as it is not clear that they are adequately captured. Analysis on teacher data to be undertaken by PBME.
Implementing PTPDM policy:					
1) Upgrading Cert-A teachers. Teachers participating in Sandwich course.	1) 10,000	1) 2,000	1) 0.4	1) 0.2	1) 2,000 teachers continued on the sandwich course from 2010, but no new teachers enrolled under 2011. TED expect another cohort to enrol in 2012. Costs for Certificate A upgrading are predominantly borne by the teachers themselves rather than GES though 200,000 GHc from DFID budget support was spent on the sandwich course in 2011.
2) Establishing structure of supporting PTPDM at DEO	2) 1,140	2) 1,140		3.0 (JICA)	
3) Establishing structure of supporting PTPDM at school	3) 15,000	3) 15,226			2) JICA INSET project for Primary education :JICA supported TED/GES to organize ✓ DDE sensitization workshop for 170 DDEs; ✓ Orientation for District INSET Committee (DIC); and

<p>4) Support school to organize SBI/CBI in science and mathematics</p> <p>5) Provision of motorbikes</p>	<p>4) 9,189 schools</p> <p>5) 0</p>	<p>4) 2,800 schools</p> <p>5) 30</p>			<p>✓ Training for District Master Trainers (DMT) and District Teacher Support Team (DTST) on how to organize SBI/CBI and assess lessons in science and mathematics.</p> <p>3) JICA supported TED/GES to support each DEO to train headteacher and Curriculum Leader (CL) of public primary schools on how to organize SBI/CBI and assess lesson in science and mathematics.</p> <p>4) 2800 schools organized SBI/CBI in math and science in 2011.</p> <p>5) JICA provided 30 motorbikes to 15 well-performing district for effective monitoring.</p>
<p>CoE Stipends</p>			<p>21.0</p>	<p>72.9</p>	<p>Allowances for College of Education exceeded estimated cost, this is in part due to the move to single spine salary which also affects allowances since trainees were moved onto the IPPD payroll. The out years for AESOP envisages that the coverage of allowances will be reduced as the Colleges are now Tertiary institutions and thus trainees should be eligible for student loans. The Budget request for 2012 however includes no anticipated reduction in allowances, requesting 119m GHc for the year.</p>
<p>Study Leave</p>		<p>8,306</p>	<p>42.0</p>	<p>58.7</p>	<p>Study Leave was paid for an average of 8,306 teachers over 2011 (numbers fluctuate on a monthly basis). The total cost for 2011 was 58,691,952 GHc. The higher expenditure than envisioned in the AESOP was due to the introduction of the single spine salary structure. Although a cap of 3,000 has been placed on the number of new teachers approved for study leave, the AESOP includes much larger reductions in study leave in out years, but there is currently no commitment to reduce coverage of Study Leave further. Work needs to be undertaken on alternatives for professional development of teachers if study leave is removed e.g. Distance Learning.</p>

BECE Subsidies			7.0	6.4	The subsidy covered all 372,826 registered BECE candidates (both public and private). Out year targets in AESOP include a reduction in coverage of BECE, though there are no plans at present to amend eligibility criteria.
Complete SMC Policy and SMC Management Handbook with attention effective use of Capitation Grants	1	1	0.0		New handbooks completed. USAID supported printing of additional 15,000 of revised SMC Handbooks under the PAGE program for 46 districts.
Train in 5100 selected BE schools (30 per District to 3 SMC members (to include at least 1 woman and the Treasurer) together with the head teacher of each selected school.	2500	3,680	1.1		USAID trained 3,680 SMCs under PAGE programme.
Capitation Grant (4.5, 4.7 and 4.9 Gh cedi, per year respectively) Arrears included in 2011. Outputs are number of pupils receiving grants	5.5m		33.6	15.2	Expenditure covers only two tranches of Capitation Grant as the first tranche of 2011/12 school year was not paid out until beginning of 2012 (8.5m GHc). AESOP envisions raising grant amount, although there are currently no plans to undertake this within GES. The impact of a higher grant and a base grant will be tested through the GPEF programme if approved.
Operationalizing SRC, Performance Agreements and Awards for top performing schools and districts			2.1		SRCs have been rolled out nationally and as the completion of SRCs is an indicator in MDDBS GES is currently collating the responses.
Establishment of NIB			0.8	0.15	GOG funds provided to establish NIB. USAID supported activities to operationalise NIB through the Ghana Education Decentralization Project.

SECOND CYCLE

Improve equitable access to and participation in quality education at all levels

KEY INDICATORS

	2011	2012 target	2012 actual		2011	2012 target	2012 actual		2011	2012 target	2012 actual		2011	2012 target	2012 actual
SHS GER	36.5	38	36.9	SHS GAR	38.5	41	35	SHS NER	24.4	-	23.6	SHS Total No. of Schools	511	547	515
TVET GER		5	3.6									Transition Rate to SHS	57.3	-	50.2

Summary of Key Trends by Education Sub-Sector

SHS:	Progression to SHS is dependent on qualifying based on BECE performance and the transition rate currently stands at 50%. The target for GER at SHS is only 40%, but given that demand for second cycle education is likely to increase with expansion in access at the basic level this is perhaps not sufficient. Official age enrolment however stands at only 24%.
TVET:	Enrolment in TVET institutions increased, but fell short of the target of 5% GER. The EMIS sample however does not cover all TVET providers. Besides formal TVET, COTVET launched the National Apprenticeship Programme in 2011.

Activity	Output Targets	Actual Output	Estimated Costs	Actual Costs	Notes
Continue SHS construction and refurbishment			33.0	64.0	Construction of 55 SHS Dormitories ongoing, 160 Classroom Blocks completed and 248 ongoing. Provision of Furniture for SHS (GETFund).
Rehabilitate all 26 Technical Schools		7	17.0	0.21	Rehabilitation of 7 Technical Schools/Institutes.

Objective 2: Bridge gender gap in access to education [SH]**KEY INDICATORS**

	2011	2012 Target	2012 actual		2011	2012 actual		Male	Female
% Female Enrolment SHS	45.4%	47%	45%	% Female Enrolment TVET	45.1%	37.1%	Completion Rate	37.4	31.1

Summary of Key Trends by Education Sub-Sector

SHS:	Gender remains a factor in access to SHS, with only 45% of pupils enrolled in SHS being female. Gender is also a factor in the chances of progressing through SHS, the completion rate for male students is 6 percentage points higher than for female students.
TVET:	Gender parity is weaker for TVET than for SHS with currently only 37.1% of pupils being female. This reflects a significant decrease in the proportion of female trainees in TVET, though the coverage of the EMIS sample is not as consistent for TVET as for SHS and basic meaning that there may be some issues with the data in these indicators.

NO PRIORITY ACTIVITIES IN AESOP UNDER THIS OBJECTIVE**Objective 5: Improve quality of teaching and learning [ED]****KEY INDICATORS**

SHS ONLY	2011	2012 target	2012 actual		2011	2012 target	2012 actual	WASSCE pass rate	2009	2011
Completion Rate	32.9%	34%	34.2%	PTTR	32	-	25.6	Maths	59.6	58.5
PTR	27.3	23.6	21.5	Core Textbook		-	2.2	English	81.8	87
% Trained	85.3	87%	85.3%					Science	72.8	60.6
								Social Studies	94.8	91.5

Currently no quality indicators for TVET.

Summary of Key Trends by Education Sub-Sector

SHS:	<p>The completion rate for SHS is on target at 34%, as mentioned earlier this national rate hides the higher risks of drop out for female pupils through a six percentage point gender gap in Completion Rates. The provision of trained teachers is very high in SHS at 85.3% and with a PTTR of 25.6. PTR and PTTR rose sharply last year, which was the first year that there were 4 SHS year groups. Although there are still 4 classes in SHS, the ratios have returned to their original levels suggesting that increased provision was made for the increase in enrolment created by four years, though with some lag. Each pupil should have 4 core textbooks, though on average each pupil only has 2.2. This is however substantially higher than the textbook coverage at the basic level. WASSCE pass rates by subject reveal that there has been an improvement in performance in English by 5 percentage points, although there has been a decrease in the remaining core subjects. These results relate to the first year of the Four Year SHS programme and due to the larger focus on the core subjects in the first year compared with the traditional 3 year programme, it is perhaps not surprising that performance has increased in English, though it is surprising to see that performance in the other core subjects has in fact decreased, particularly Science which sees a significant drop of 12 percentage points. Another TIMMS survey was not undertaken in Ghana in 2011.</p>
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NO PRIORITY ACTIVITIES IN AESOP UNDER THIS OBJECTIVE

Objective 6: Promote science and technical education at all levels [ED]

NO KEY INDICATORS

Activity	Output Target	Actual Output	Estimated Costs	Actual Costs	Notes
Revamp Science Resource Centers and provide with teaching and learning aids			87	1.2	Work on 54 Science Resource Centres commenced in 2011, with 17 completed.

Objective 8: Improve management of education service delivery [ECON]

NO KEY INDICATORS

Activity	Output Target	Actual Output	Estimated Costs	Actual Costs	Notes
Provide SHS/Tech.Voc Subsidies to 673,000 SHS students and 54,000 TVET pupils.			39.4	44.6	

INCLUSIVE AND SPECIAL EDUCATION						
Improve equitable access to and participation in quality education at all levels						
KEY INDICATORS						
Special Schools	2011	2012 target	2012 actual	Mainstreamed Pupils	2011	2012
Enrolment	5,676	8,280	6,432	KG	3,123	3,636
				Primary	9,804	11,112
				JHS	4,489	5,027
				SHS	108	2
Summary of Key Trends						
<p>Due to limited provision of specialist education facilities for pupils with special educational needs (SEN) and in line with the policy of inclusive education, the majority of SEN pupils are enrolled in mainstream schools. In 21011/12 the number of mainstreamed SEN pupils rose by 13% at the basic level to 19,775 and the enrolment growth in KG was even higher (16%). After a decline in 2010/11 enrolment in specialist schools for pupils with SEN has risen in 2011/12 to 6,432 pupils. The majority of these pupils are enrolled in Special Schools although SpED also has a number of specialist units attached to mainstreamed schools.</p>						
Activity	Output Targets	Actual Output	Estimated Costs	Actual Costs	Notes	
Construct and/or rehabilitate 26 'special-needs friendly' school based libraries.			2		No funds were released for building special needs libraries in 2011 though the activity has been included in the budget request for 2012. GETfund allocation was spent on building teachers accommodation (Teachers are residential at Special Schools) and classrooms. The GPEF proposal includes components for enhancing access to education for children with special needs.	

NON FORMAL EDUCATION								
Improve equitable access to and participation in quality education at all levels								
KEY INDICATORS								
	2010/12	2011/13		2010/12	2011/13		2012 target	2012 actual
Enrolment (by batch)	50,681	50,000*	% Female Learners	63%	60%	Adult Literacy Rate	0.64	(Census)
<i>*Target enrolment</i>								
Summary of Key Trends								
<p>Enrolment figures are still not available for the most recent batch (2011/13) of Non Formal Education provision as the classes have not stabilised, with 3 regions yet to provided initial training to facilitators. Targets are therefore included for this batch. Dropout rates are available for the 2008/10 batch, and are very low at 2.1%. This may however in part be due to the delay in collecting enrolment data for the programmes, meaning that some dropouts may not have been captured. Funding issues remain a problem for NFED who will not enrol any new learners during 2012 due to limited funds. NFED also produces radio programmes for broadcast on local stations, but in 2011 the production of programmes and frequency of broadcasts varied across regions. 34 programmes were aired in Greater Accra region, but no radio programmes were broadcast in Eastern Region during 2011.</p>								
NO PRIORITY ACTIVITIES FOR NFED IN AESOP								

TERTIARY EDUCATION**Improve equitable access to and participation in quality education at all levels****KEY INDICATORS**

	2012 target	2012 actual		2012 target	2012 actual		2012 target	2012 actual		2012 target	2012 actual
Enrolment	174,574	185,268	% Female	35%	34.50%	Enrolment: Science and Tech (Uni.)	37%	34	Expenditure as % of total envelope	27%	
						Enrolment Science and Tech. (Polytechnic)	40%	22.8			

Summary of Key Trends

Enrolment in Tertiary institutions has continued to expand, surpassing the target for 2012. Female enrolment however remains low at 34.5%, female participation is highest in Colleges of Education (41%) and lowest in Polytechnics (31%). Government targets to focus university studies on science and technical subjects have been met with limited progress. The very low proportion of students studying Science and Technical related subjects at Polytechnics reflects the popularity of business related courses, such as Marketing and Accounting which account for 51% of students enrolled in Polytechnics.

Activity	Output Targets	Actual Output	Estimated Costs	Actual Costs	Notes
Initial steps toward establishing OU.			0.7	0	
[TE6] Ensure those who are academically eligible are able to benefit from tertiary education					Costed in MoE Budget Submission
[TE12] Ensure all tertiary graduates have acquired basic transferable skills					Costed in MoE Budget Submission

EDUCATION MANAGEMENT

Objective 8: Improve management of education service delivery [ECON]

NO KEY INDICATORS

Activity	Output Targets	Actual Output	Estimated Costs	Actual Costs	Notes
Decentralization Implementation (EM2 Activities 1-12 in ESP Vol.2)			0.7	0.6(JICA) 2.9	<ul style="list-style-type: none"> Guidelines of ADEOP and ADPR developed in Sep 2011 and a training programme of ADEOP/ADPR for planning/statistics officers of all regions and districts conducted in Mar 2012 with support of JICA. Annual regional review improved though revision of reporting template made consisted with district reporting and SPIP/SPAM reviewed with technical support of JICA USAID funded activity to operationalize the three new bodies (NTC, NCCA and NIB) through the Ghana Education Decentralization Project. Total cost of project in 2011 is 1.8m USD.
EM3: Strengthen M&E, accountability and efficiency measures across the whole sector at all levels (Ensure education system is efficient and publicly accountable)				0.1 (UNICEF) 0.7 (USAID)	UNICEF supported M&E at the National, Regional and District Levels in 5 Regions (NR, UWR, UER, CR, ER). USAID funded study on Data Capacity Assessment of the Education Sector in 2011.
Re-align and finalize the master plan for EMIS reform in conformity with the organizational structure of the MoE and ensure its timely implementation			1.0	0.02	Trained 162 (10 from 5 regions) GES Statistical/Planning Personnel to use data to analyse/generate own reports of ADEOP at Regional/ District Levels (NR, UWR, UER, CR, ER)

EM 4 Implementation (EM4 Activities 1-8). Non-master plan costs are embedded in directorate budgets.					USAID Data Capacity review incorporated a review of EMIS in 2011 (see costs above).
EM5 Implementation (EM5 Activities 1-4): Review Disadvantaged criteria. Costs embedded in directorate budgets.					Resource Allocation Model for GES fund disbursement updated for districts. Deprived district criteria updated in May 2012 as part of GPEF process.
Upgrading Financial Management System to support GIFMIS implementation					USAID provided support through the Data Management and Communication Strengthening program to assist GES upgrade its systems. No costs deriving from Education sector in 2011 for MoE, although some impending software costs for 2012.
Establish and operationalize: National Teaching Council			0.7	0.0	NTC inaugurated in 2012.
Establish and operationalize: National Council for Curriculum and Assessment			0.7	0.0	NCCA inaugurated in 2012.
MoE to clarify role of COTVET					

