

Country profile prepared for the  
*Education for All Global Monitoring Report 2007*  
*Strong Foundations: Early Childhood Care and Education*

# **Ghana**

## **Early Childhood Care and Education (ECCE) programmes**

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## GHANA

### Early Childhood Education and Care (ECCE) programs

#### **A. GENERAL INFORMATION, STATISTICS AND INDICATORS**

##### **Starting age of compulsory education (if applicable):**

According to the UNESCO Institute for Statistics (UIS) the compulsory education age range is 6-14 years.

<b>1. ISCED 0 PROGRAMS (USUALLY, PRE-PRIMARY EDUCATION)</b>
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(ISCED = International Standard Classification of Education)

##### **1.1. National definition of ISCED 0 programs:**

Early Childhood Development (ECD) which includes pre-school education (nursery/kindergarten). The two-year kindergarten education programme is considered as part of the basic education sector.

##### **1.2. Normative age group(s) covered by ISCED 0 programs:**

3-5 years of age

(*Note:* The age limits are not observed as children of all ages could be found in any centre.)

##### **1.3. ISCED 0 programs: statistics and indicators** (*source: UIS*)

###### *1.3.1. Enrolment:*

	<b>Percentage</b>	<b>Year</b>
Gross enrolment ratio	41.6	2004/05
Net enrolment ratio	27.2	2004/05
Percentage of children entering primary education with previous preschool experience	...	

(...) Not available.

1.3.2. Enrolment ratio by age group, 2002/03 (percentage, also including the first years of primary education when applicable):

Less than 3 years of age	Age 3	Age 4	Age 5	Age 6	Age 7
2.0	17.8	35.3 2.0(*)	40.3 9.3(*)	23.1 32.7(**)	13.9 50.6(**)

UIS estimation. (\*) Enrolled in primary education. (\*\*) Primary education enrolment ratio.

1.3.3. Teachers, 2004/05:

Total number of teachers	Of whom female (%)	Percentage of trained teachers (all)	Percentage of trained teachers (males)	Percentage of trained teachers (females)
29,014	90.7	22.2	25.1	21.9

1.3.4. Funding: Not available

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	...

1.3.5. Main source(s) of financing:

The government and other development partners

## 2. OTHER ECCE PROGRAMS

(Generally preceding ISCED 0 programs)

### 2.1. National definition of other ECCE programs:

Early Childhood Development (ECD)

### 2.2. Normative age group(s) covered by other ECCE programs:

In principle, 0-2 years of age.

(Note: The age limits are not observed as children of all ages could be found in any centre.)

### **2.3. Estimate number of children covered by other ECCE programs:**

*Not available*

## **B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMS (INCLUDING ISCED 0)**

### **3.1. Legislation concerning ECCE:**

*Not available*

### **3.2. Official body/bodies in charge of supervision or coordination:**

- Department of Social Welfare
- Ministry of Education with the Ghana Education Service

Currently the Department of Social Welfare is responsible for registration and maintenance of standards in all crèches and day care centres for children aged 0-2 while the Ghana Education Service (which has the responsibility of implementing pre-tertiary education policies formulated by the Ministry of Education) is responsible for curriculum development for children aged 3-5 years. ECD activities have however been constrained by lack of collaboration and coordination between these two principal agencies.

### **3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):**

Early Childhood Development Programmes comprise Day Care programmes based at centres or schools, in-home programmes (where caregivers go to the homes of children), nanny homes (where parents take children to homes of nannies), and after-school-homecare (where children who close earlier from their centres are sent until their parents pick them up after work). There are Nurseries for children aged 3-4, day-care centres for the age group 2-3 years, and crèches that cater to children under 2 years of age. Programmes are run by the Department of Social Welfare, the Ghana Education Service, and private proprietors and NGOs. The introduction of Day Care Centres by the Department of Social Welfare (DSW) was to enable working mothers, especially after maternity leave, to have a reliable place for their children. On the other hand, pre-schools established under the Ghana Education Service were to prepare children for primary school.

Although there has been a rapid expansion in ECD and pre-school services, the quality of many ECD centres (both public and private) leaves much to be desired and only a relatively low proportion of children benefit from their services. While some centers, especially in the rural areas are held under trees and in old dilapidated rooms, others are poorly ventilated with bad lighting and little or no room for play.

### **3.4. Type of personnel involved:**

Teachers, nursery attendants, etc.

### **3.5. Type of staff training (requirements):**

In order to ensure that nursery schools are properly run, the Government has set up a National Nursery Teachers' Training Centre where certificated teachers who want to specialise in nursery education, and nursery attendants are trained. The pre-school or nursery teacher training course lasts three months, after which a certificate is awarded. The basic-level teacher training course lasts three years, after which a teacher certificate "A" is awarded to successful students.

In addition to the National Nursery Teachers' Training Centre, the University of Education Winneba has started a 4-year Degree programme in ECCE.

### **3.6. Recent national policies and reforms:**

Before 2002 pre-school education was not part of the formal system; it was introduced as a result of recommendation made by the President's Committee on Review of Education Reforms (October, 2002). Consequently, plans are far advanced to include Early Childhood Development Education (ECD) in the formal system.

Under the auspices of the Ministry of Women and Children's Affairs, the Ghana National Commission on Children, with the support of UNICEF is conducting an inventory of all formal ECD centres to ascertain the number of children with access to these centres, the kind of structure being used, and the number and status of teachers and attendants at the centres. The policy Document on ECCD which aims at addressing the current problems of access and quality in ECD services has been reviewed, finalized and launched in August 2004.

As part of the dissemination process, 33 District multisectoral teams have been established. 40 more districts have also been earmarked for 2006. Currently, the content of the comprehensive Policy Document is being disseminated all over the country.

### **3.7. Efforts targeted at vulnerable or disadvantaged children:**

Rights Promotion and Protection:

- Improved capacity of the Department of Social Welfare to monitor orphans and vulnerable children.
- National Policy guidelines on orphans and other children made vulnerable by HIV/AIDS are currently in place (January 2005)
- Life-cycle indicators have been developed to facilitate monitoring.
- Core-staff have been trained and indicator tested in 21 districts.
- Draft Guidelines for the operation of orphanages in place.
- DRI Survey on profile and location of Orphans and Vulnerable Children (OVC) service providers completed.

- Knowledge base on OVCs significantly improved through indicator development and research.
- Department of Social Welfare soon to implement first-cash transfer programme in support of the health needs of OVC.
- The Manya Krobo Queen Mothers orphan care programme is a model of community foster care for orphans and vulnerable children that addresses poverty and gender issues. It is building upon traditional culture structures of care and support of orphans.

### **3.8. Special projects/programmes aiming at expanding or improving ECCE:**

#### **A. WHITE PAPER REPORT ON EDUCATION REFORM REVIEW PROGRAMME:**

The Government of Ghana has decided that kindergarten education should progressively become part of the universal, free compulsory basic education structure. By the end of 2010, 100% gross enrolment ratio and gender equity (enrolment, retention and completion) in basic education including KGs would have been realized in most of the deprived districts.

A model to enhance the quality of preschools and improve the developmental readiness for learning of children 4-5years will be in place for national replication, by 2010.

Government will provide resources to support the expansion of kindergarten facilities by District Assemblies, NGOs, Churches and communities among others. This is to make certain that eventually, every Ghanaian child has access to kindergarten education. The aim is to ensure that all primary school children have basic education that is rooted in good kindergarten training.

#### **B. GNAT/BUPL EARLY CHILDHOOD PROGRAMME (GNAT = Ghana National Association of Teachers; BULP = National Association of Early Childhood Teachers and Youth Educators):**

This Project started in April 2002 and has three-year duration. The second phase has just started this year (2005). The main objectives of the project are:

- a. To improve the quality of early childhood education in Ghana
- b. To promote the professional identity, prestige and respect for the early childhood Educators.
- c. To help improve awareness among policy makers about early childhood development.

The project has started in 8 Districts. Achievements of the Project in Ghana:

- Formation of Early Childhood Education Associations under GNAT in the project Districts.
- Workshops have been run in the relevant skills and knowledge in Early Childhood programme for the educators at district and Training of Trainers levels (TOT)

- The creation of awareness among policymakers in issues related to early childhood development.
- The University of Cape Coast has started ECD programmes

### **C. EARLY LEARNING STANDARDS PROJECT:**

This Learning/Indicators Project for children between ages 4-5 which is being supported by UNICEF (New York) in collaboration with UNICEF (Brazil) has come out with a comprehensive report to be disseminated in the country. Instruments have been validated already. Ghana's strategy for developing ECD indicators is to build on its current resources, knowledge base, and local expertise and data bank. The Ministries of Health and Education have already worked on indicators at the sectoral level, even though this has not been comprehensive enough.

#### **Purpose of the Indicators:**

- Advocacy through Ministry of Women and Children's Affairs/Ghana National Commission on Children and other Ministries Departments and Agencies
- Policy analysis (to assess the impact on young children and families)
- Assessment and Monitoring
- To build awareness of child development
- To involve families in learning
- To promote framework for assessment

### **D. BIRTH REGISTRATION:**

There has been an increase in Birth Registration (BR) coverage from 51% to 65%. BR coverage was 43% as at September 2005. It was expected to reach 60% by the end of 2005, which is still below the target of 65%, though. The Child Health Promotion week recorded 20% increase over last year's.

- An Audio – visual advert on BR has been developed
- 1,000-trained community Health Nurses from ten (10) regions trained in the registration of births.

### **3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programs**

#### *3.9.1. Objectives and aims:*

A main objective for the pre-primary level is the promotion of a healthy mind and body. For the realization of this objective, all children are expected to be fully immunized against the six-killer diseases, and mothers follow courses in nutrition, family planning, and life education. Efforts have been made to ensure that schools are safe and equipped with toys for psychomotor development; also, teachers are

expected to organize activities such as role-plays, sports and games that strengthen both children's health and the process of socialization. The use of local languages is also promoted at this level.

### *3.9.2. Learning areas and teaching-learning methods:*

Syllabuses in six subject areas have been developed as well as a draft policy which is at the moment before Parliament. The subject areas are: Psycho-social skills (self-confidence, assertiveness), Language and Literacy, Mathematics, Environmental Studies, Creative Activities, Health, Nutrition and Safety.

It's been realized that children learn best through play so the curriculum emphasizes on play-way method.

### *3.9.3. Average number of hours per week and average amount of weeks per year:*

An average number of 6-8 hours per day for 5 days is spent at the ECD centres (a total number of 35–40 hours per week, 40 weeks in a year.)

## **3.10. Any other relevant and pertinent information**

The existing data on access to formal ECD services is however conflicting. *The Common Country Assessment: Education, 1999*, states that the gross enrolment ratio rose from 10% in 1992 to 14% in 1997, while the *Situation Analysis on Women and Children 2000* puts the 1997 enrolment ratio for 0-6 year children at 27%.

[Main source: F. Agorsah et al. *Ghana Report on ECD*. March 2002. Available at: <http://www.ecdvu.org/> (August 2005.)]

**C. SUPPLEMENTARY INFORMATION REGARDING ECCE (TO BE COMPILED IN COLLABORATION WITH UNICEF OFFICES WHERE POSSIBLE)**

*Information is not available*

**4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below:**

Type of programme	Yes or No (note for each programme)	Please estimate the number of beneficiaries (if possible)
Parenting education through early learning centres and child care centres		
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits		
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development		
As component of adolescent, livelihood or literacy programmes		
Media broadcast, such as <i>Sesame Street</i> , with media for and with children		
Other (please specify)		

**Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).**

**4.2. Is there a national-level system for monitoring children's development or school readiness prior to entering primary school?**

**4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been accepted? If not, is there one under development?**

*[Information revised by the Ministry of Education, January 2006.]*