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NATIONAL EFA 2015 REVIEW REPORT

GHANA COUNTRY REPORT

NOVEMBER 2014
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1.0 INTRODUCTION

In April 2002, in Dakar, Senegal, an assessment was made on the achievements, lessons and failures of the vision set out for the international community from the World Education conference held in Jomtien, Thailand (1990). The aim was to embark on a strategy to meet the basic learning needs of every child, youth and adult through the provision of education for all.

As a result of this Dakar forum, six goals were outlined for all Member States of UNESCO to pursue in order to achieve education for all sections of society. These goals also known as the Education for All (EFA) goals are as follows:

*The Six Dakar Goals:*

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality.

3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

4. Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

A number of strategic policies and programmes have been put in place within the Ghana’s education sector during the last decade with the sole aim of
meeting national and international benchmarks. All these policies have been enshrined in the new Education Strategic Plan (2010 -2020), a comprehensive plan document which is an update of the Education Strategic Plan 2003 – 2015.

At the national front, the policy basis for the education strategic plan has been the National Education Reform (NERIC, 2007) and the 2008 Education Act, both of which were guided by the revised Growth and Poverty Reduction Strategy, 2006-09 (GPRSII) now the Ghana Shared Growth and Development Agenda (GSGDA).

The plan is also guided by the goals and targets set by the Millennium Development Goals 2 & 3 and the Education for All goals (The six Dakar goals).

In 2003, an EFA National Plan of Action was developed by the Planning Budgeting Monitoring and Evaluation Division of the Ministry of Education to guide the Ministry towards the achievement of the Universal Primary Education by 2015. The programme of work of the plan was actually a build-up on the volume II programme of work component of the Education Strategic Plan 2003 – 2015.

All Member States of UNESCO were charged to produce their own national plans of action by the end of 2003, to indicate how they could achieve Education for All.

Accordingly, each national EFA plan of action was to have the following requirements:

- Be developed by the government of the country in close collaboration with civil society
- Specify reforms which address the six EFA goals
- Be based on a sustainable financial framework
- Be time-bound and action-orientated
- Specify mid-term performance indicators
- Attract the co-ordinate support of Development Partners
- Represent a synergy of all human development efforts within the framework of the national development plans

It is important to note that all the above mentioned requirements have been duly adhered to by Ministry of Education (Ghana).
2.0 MAIN EFA CHALLENGES IN 2000 AND TARGETS FOR 2015

Challenges

i. Lack of financial and material resources

ii. Inadequate school infrastructure

iii. Shortage of qualified teachers particularly in rural, remote and underserved communities

iv. Poor road networks linking rural communities

v. Difficulty in obtaining credible and reliable data in schools and elsewhere

vi. Undue interference from outsiders in educational administrative matters

vii. Indifference of parents and community members on educational matters

viii. Lack of strong political will

Targets for 2015

i. Training of more qualified teachers and ensuring fair deployment to underserved areas backed by incentives

ii. Institution of measures to ensure proper record keeping and management particularly in schools so that reliable data can always be obtained on both student and teacher performance

iii. Provision of adequate infrastructure for schools to cater for the needs of remote communities

iv. Intensifying of education of parents and community members on the need to support education in more constructive ways

3.0 PROGRESS TOWARDS THE EFA GOALS

Ghana has made some significant progress in the pursuit of the EFA targets within the last decade. This section of the document takes cognizance of all the indicators that measure Ghana’s performance on each of the six goals.

3.1 GOAL 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
Goal one which mainly focuses on equitable access to quality Early Childhood Education in Ghana has been monitored by the following selected indicators:

- Gross Enrolment Ratio (GER)
- Net Enrolment Ratio (NER)
- Primary One Gross Admission Rate (GAR)
- Completion Rate (CR)

Table 1 shows some trend of how far Ghana has come in respect of two of the above indicators of pupil participation in education, namely, Gross Enrolment Ratio and Net Enrolment Ratio.

**Table 1: Trends in Enrolment and Indicators for Kindergarten**

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<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>Enrolment</td>
<td>1,338,454</td>
<td>1,440,732</td>
<td>1,491,450</td>
<td>1,543,314</td>
<td>1,604,505</td>
<td>1,645,550</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>GER</td>
<td>92.90%</td>
<td>97.3%</td>
<td>98.4%</td>
<td>99.4%</td>
<td>113.8%</td>
<td>123.0%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NER</td>
<td>63.6%</td>
<td>58.7%</td>
<td>60.1%</td>
<td>64.2%</td>
<td>74.8%</td>
<td>90.8%</td>
<td>90%</td>
</tr>
</tbody>
</table>

**Source: EMIS Data**

The figures shown in Table 1 indicate that enrolment at the Kindergarten level in Ghana has experienced considerable steady increase with expected targets fully met. Thus the gap between children in school and the out-of-school children within the statutory age of Kindergarten has closed considerably. The 2015 target of 100% for Gross Enrolment Ratio has been exceeded (123.0%) due obviously to the enrolment of children outside the age group, while that of Net Enrolment Ratio which was set at 90% for 2015 has also been exceeded slightly (90.8%) according to the 2013/14 academic year EMIS data. Though Ghana has met the 2015 targets, there are still about 9.2% of children within the statutory age of Kindergarten who still remain out of school.

### 3.2 GOAL 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality.

The progress of the EFA goal 2 has mainly been monitored and evaluated by the Gender Parity Index (GPI) and the female Gross and Net Enrolment ratios
since the focus is mainly on female participation. Table 2 gives an annual progress on how Ghana has fared under this goal.

Table 2: Trends in Enrolment and Indicators for Primary, Junior High School and Senior High School

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIMARY</td>
<td>Enrolment Total</td>
<td>3,710,647</td>
<td>3,809,258</td>
<td>3,962,779</td>
<td>4,062,026</td>
<td>4,105,913</td>
<td>4,117,152</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GER</td>
<td>94.90%</td>
<td>94.9%</td>
<td>96.4%</td>
<td>96.5%</td>
<td>105.0%</td>
<td>107.3%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NER</td>
<td>88.50%</td>
<td>83.6%</td>
<td>77.8%</td>
<td>81.7%</td>
<td>84.1%</td>
<td>89.30%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>P1 GAR</td>
<td>102.90%</td>
<td>101.3%</td>
<td>99.6%</td>
<td>97.8%</td>
<td>107.8%</td>
<td>112.90%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>P1 NAR</td>
<td>72.10%</td>
<td>71.1%</td>
<td>71.0%</td>
<td>71.0%</td>
<td>79.3%</td>
<td>76.80%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Completion Rate</td>
<td>86.30%</td>
<td>87.1%</td>
<td>91.6%</td>
<td>93.7%</td>
<td>112.40%</td>
<td>97.50%</td>
<td>100%</td>
</tr>
<tr>
<td>JHS</td>
<td>Enrolment Total</td>
<td>1,285,577</td>
<td>1,301,940</td>
<td>1,335,400</td>
<td>1,385,367</td>
<td>1,452,585</td>
<td>1,473,921</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GER</td>
<td>80.60%</td>
<td>79.5%</td>
<td>79.6%</td>
<td>80.6%</td>
<td>82.20%</td>
<td>82.00%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NER</td>
<td>47.80%</td>
<td>47.5%</td>
<td>46.1%</td>
<td>46.1%</td>
<td>47.80%</td>
<td>49.20%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>JH1 GAR</td>
<td>84.60%</td>
<td>86.6%</td>
<td>86.3%</td>
<td>88.1%</td>
<td>86.40%</td>
<td>91.80%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NAR</td>
<td>43.60%</td>
<td>43.8%</td>
<td>43.9%</td>
<td>44.5%</td>
<td>41.00%</td>
<td>44.70%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>JHS Completion</td>
<td>75.00%</td>
<td>66.0%</td>
<td>66.9%</td>
<td>66.8%</td>
<td>70.10%</td>
<td>69.00%</td>
<td>100%</td>
</tr>
<tr>
<td>SHS</td>
<td>Enrolment Total</td>
<td>490,334</td>
<td>537,332</td>
<td>728,076</td>
<td>758,468</td>
<td>842,587</td>
<td>750,706</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GER</td>
<td>33.90%</td>
<td>36.1%</td>
<td>36.5%</td>
<td>37.1%</td>
<td>36.80%</td>
<td>43.90%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Female</td>
<td>44.30%</td>
<td>44.7%</td>
<td>45.4%</td>
<td>45.3%</td>
<td>45.90%</td>
<td>46.90%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SHS 1 GAR</td>
<td>35%</td>
<td>39.4%</td>
<td>38.5%</td>
<td>34.5%</td>
<td>33.30%</td>
<td>31.50%</td>
<td></td>
</tr>
</tbody>
</table>

Source: EMIS data

As indicated in Table 2, Ghana has made significant progress in reaching the EFA and MDG goals of Universal Primary Education. Ghana recorded 107.3% GER at the primary level by the 2013/14 academic year, thus exceeding the 2015 target of 100%. Although there was some stagnation during the 2008/9 and 2009/10 academic years, steady growth picked up from 2010/11 with a GER record of 96.5% and rising consistently thereafter.

Interestingly, the Net Enrolment Ratio (NER), a more realistic quality indicator for education delivery, experienced considerable fluctuation during the period dropping from 88.5% in 2008/09 to 83.6% in 2009/10 and further down to 77.8% in 2010/11. However, the situation began to improve the following year, 2011/12, with a GER record of 81.7% and reaching 89.3% in the 2013/14, quite close to the target of 90% set for the 2015 academic year.
The discrepancy between the growth in the GER and the NER may be largely attributed to the rush of over-aged children to access schooling due to the various interventions put in place by the Ministry of Education and also perhaps the capture of more realistic data by the EMIS unit. In spite of this bright picture, more than 10% of primary aged children still remain out of school contrary to the UPE goal of 100% by 2015. The situation is not the best at the Junior High School level where there was only a slight growth from 80.6% to 82.0% of GER from 2008/09 to 2013/14 with very serious fluctuations during the years in-between. In terms of NER, the story is similar with a very slow growth of 47.8% to only 49.2% from 2008/09 to 2013/14. This is far below the 90% target set by the Ministry. The situation may be partly blamed on space availability to absorb the qualifying ones, among several other factors.

3.3 GOAL 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

The third goal focuses on the learning needs of young people and adults vis-a-vis the various life-skills programmes delivered in Ghana.

The National Apprenticeship Programme (NAP) enrolled 1,600 trainees in 2011 and is currently providing training in Garments, Cosmetology, Auto mechanics and Electronics. The programme is designed as an alternative training route for JHS graduates who were not placed in SHS. The training includes the teaching of ICT, Entrepreneurial skills, as well as Basic Literacy and Numeracy skills. Apprentices are to be assessed at the proficiency grade two levels after the one year training. NAP is being piloted in 50 districts. The first phase targeted the training of 1,500 master craftsmen intended to be distributed by regions as detailed in Table 3.

### Table 3: Trends in Enrolment and Indicators on TVET Education

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<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment Public</td>
<td>32,127</td>
<td>34,333</td>
<td>37,301</td>
<td>55,147</td>
<td>48,845</td>
<td>35,349</td>
</tr>
<tr>
<td>Enrolment Private</td>
<td>20,534</td>
<td>22,632</td>
<td>27,177</td>
<td>24,839</td>
<td>12,651</td>
<td>5,716</td>
</tr>
<tr>
<td>% of Pupils Public</td>
<td>61.0</td>
<td>60.3</td>
<td>57.9</td>
<td>68.9</td>
<td>79.4</td>
<td>86.1</td>
</tr>
<tr>
<td>% of Pupils Private</td>
<td>39.0</td>
<td>39.7</td>
<td>42.2</td>
<td>31.1</td>
<td>20.6</td>
<td>13.9</td>
</tr>
</tbody>
</table>

*Source: Education Sector Performance Reports*
There was a steady increase in both public and private enrolments in Technical and Vocational Education and Training (TVET) for three consecutive years between 2008/09 and 2010/11. In 2011/2012 whereas the public system had a very sharp increase of over 47% of TVET enrolment above the previous year, private TVET enrolment decreased by over 8%. After 2011/12, TVET enrolment for both the public and private sectors has fallen steadily, with the private sector experiencing the sharpest decrease of over 50% between 2012/13 and 2013/14 academic years.

As indicated in Table 3, private participation in TVET provision increased from 39% in 2008/09 to 42.2% in 2010/11. Thereafter there has been consistent decrease in private participation reaching a low of 13.9% in 2013/14. Thus whereas there has been a general decrease in TVET enrolments, the private sector has been worse affected.

Female Participation in TVET

| Table 4: Trends in Female Enrolment in TVET |
|-----------------|-------|-------|-------|-------|-------|-------|
| % Female Enrolment – TVET | 45     | 50.1    | 45.1    | 37.1    | 31.4    | 29.1    |

Source: Education Sector Performance Reports

Gender parity has been weakening for Technical and Vocational Education and Training (TVET) over the years. Participation of females has fallen from a high of 50.1% in 2009/10 to a current 29.1%, indicating a significant decline in the proportion of female trainees in TVET. Thus whereas at the Senior High School there is quite a high proportion of females (46.9%) currently competing with their male counterparts, the proportion of females in TVET is relatively low.

3.4 GOAL 4: Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

| Table 5: Literacy Rate of 15 – 24 Year Olds, Women and Men |
|-----------------|-------|-------|-------|-------|-------|-------|
| Indicator       | 2004/05 | 2005/06 | 2006/07 | 2007/08 | 2009/10 | 2011/12 |
| Literacy Rate   | 53.7    | 60.3    | 61.7    | 62      | *66.62% | 71.5%   |

Source: Education Sector Performance Reports and *World Bank Report
The literacy rate in Ghana has had almost 20% increase over the past decade, since the implementation of the Education for All goals. This implies that Ghana has made a 20% improvement out of the 50% improvement target set by **EFA Goal 4** and is thus left with 30% to achieve.

The Functional Literacy Programme has achieved gradual progress in participation in the last five (5) years. Reports from the Non-Formal Education Division indicate that significant achievements have been made since the Inception of the programme. Some of which are:

- 62% of the National Functional Literacy Programme (NFLP) graduates were from rural areas.
  - 40% came from the Northern, Upper East and Upper West regions.
  - 60% were women.
  - 70% were within the age bracket of 15–44 years.
- Good improvements in Income Generating Activities for most families in the deprived areas.
- A sample survey conducted by the Non-Formal Education Division shows that 80% of learners for Batch 13 (2006) could read, write and do simple arithmetic. (Aoki, A. Assessment of Beneficiaries’ Learning Achievement and Development, July/August 2006).

**3.5 GOAL 5:** Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

The indicators considered here are:

- Gender Parity Index (KG, Primary, JHS)
- Female Gross Enrolment Ratio (KG, Primary, JHS)
- Female Net Enrolment Ratio (KG, Primary, JHS).
Table 6: Trends in Gender Parity Index for KG, Primary and JHS

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>Gender Parity Index (GPI)</td>
<td>0.99</td>
<td>0.98</td>
<td>0.98</td>
<td>0.98</td>
<td>1.03</td>
<td>1.01</td>
<td>1 (50% girls, 50% boys)</td>
</tr>
<tr>
<td></td>
<td>Girls (GER)</td>
<td>92.2%</td>
<td>96.5%</td>
<td>97.5%</td>
<td>96.1%</td>
<td>96.1%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls (NER)</td>
<td>63.1%</td>
<td>58.3%</td>
<td>59.7%</td>
<td>63.4%</td>
<td>63.4%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>PRIMARY</td>
<td>GPI</td>
<td>0.96</td>
<td>0.96</td>
<td>0.97</td>
<td>0.97</td>
<td>0.99</td>
<td>0.99</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Girls (GER)</td>
<td>92.8%</td>
<td>93.0%</td>
<td>94.7%</td>
<td>94.9%</td>
<td>94.9%</td>
<td>107%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls (NER)</td>
<td>87.4%</td>
<td>82.3%</td>
<td>76.7%</td>
<td>82.8%</td>
<td>82.8%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>JUNIOR HIGH</td>
<td>GPI</td>
<td>0.92</td>
<td>0.92</td>
<td>0.93</td>
<td>0.94</td>
<td>0.93</td>
<td>0.95</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Girls (GER)</td>
<td>77.0%</td>
<td>76.3%</td>
<td>76.4%</td>
<td>80.9%</td>
<td>80.9%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls (NER)</td>
<td>47.7%</td>
<td>45.0%</td>
<td>45.0%</td>
<td>49.4%</td>
<td>49.4%</td>
<td>90%</td>
<td></td>
</tr>
</tbody>
</table>

Source: EMIS Data

At the kindergarten level, gender parity has been achieved at 1.01 which suggests a slightly higher female enrolment at that level than males. Significant progress has been made at the Primary level with a GPI of .99, suggesting the country is very close to achieving full gender parity at that level. Crucially it will require addressing the significant variations at the district level and targeting those districts with persistently low GPI, many of which are geographically concentrated in the Northern region. Indeed it is worthy to note that at the primary level, there are 30 districts that have GPI below .9 with three of them being below .8 at that level.

The Junior High School component of basic education in Ghana experiences challenges in respect of gender participation and access with a GPI of 0.95. Current EMIS data show 32 districts exhibiting a GPI of less than 0.8. Greater
attention needs to be paid to the creation of more female friendly environments in the schools to improve female participation at this level.

3.6 GOAL 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

One important tool that has been used to track pupils’ literacy and numeracy competences and proficiency at the primary level is the National Education Assessment (NEA). This is used to measure specifically minimum competence and proficiency in mathematics and English.

Table 8: Distribution of Minimum Competency and Proficiency in NEA 2005, 2007, 2009 and 2011

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Grade Levels, Subjects and % pupils reaching Minimum Competency and Proficiency levels</th>
<th>PRIMARY 3</th>
<th>PRIMARY 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ENGLISH</td>
<td>MATHEMATICS</td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td>50.6</td>
<td>16.4</td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td>50.2</td>
<td>15.0</td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td>57.6</td>
<td>20.0</td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td>66.3</td>
<td>24.2</td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td>29.7</td>
<td>28.4</td>
</tr>
</tbody>
</table>

Source: Education Sector Performance Reports

The National Education Assessment (NEA), which is conducted every two years, is based on a random, stratified sample of pupils in Primary 3 and Primary 6. As a result of the design and sampling approach, NEA results can be generalized and compared by region, gender and type of school (public/private/project) classifications. The assessment measures pupils’ performance in English and Mathematics and answers the questions, “Are pupils achieving a minimum competency or proficiency in English and Mathematics?” and “How are pupils performing in Mathematics and English as a whole on national basis?”
A look at the trend over time, shows that majority of students have been performing quite poorly in both minimum competency and proficiency. However, competency levels have been generally higher than proficiency levels in both subjects. Performance in Mathematics has been much poorer than in English. There have been general fluctuations in both of the performance indicators over the years with performance dropping considerably in both indicators in 2013 for both P3 and P.

The P6 results showed a significant difference between males and females, with a higher proportion of males achieving higher proficiency than females, for both English and Mathematics.

Indeed there are limited measures of quality learning outcomes at the basic education level. Many more quality indicators such as those that relate to such inputs as teachers, and textbooks are also to be considered.

4.0 IMPLEMENTATION OF NATIONAL STRATEGIES TO ACHIEVE THE SIX GOALS

This section discusses some of the pragmatic national Strategies adopted to achieve the targets set for each of the goals.

GOAL 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
National Strategy

- There is massive construction of Kindergarten school buildings across the country with the policy of attaching all Basic schools without kindergarten with a 3 unit class room blocks for kindergarten.

- The Untrained Teacher Development for Professional Teachers (UTDBE) programme and the Study Leave policy has been introduced to upgrade teachers in the Kindergarten with the requisite Early-childhood teaching skill to increase the number of teachers and improve on the quality of teaching as well.

- The Ghana Education Service is preparing to roll out a one year certificate programme for untrained KG teachers and clarify the status of the certified KG teachers within GES and their professional development path.

- The National Literacy Acceleration Programme (NALAP) and Early grade reading assessment (EGRA) is being implemented to improve the readings being used at the Kindergarten.

GOAL 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality

National Strategy

- The continuous implementation of the schools under tree programme by government.

- The expansion of the Untrained Teacher Development for Basic Education (UTDBE) programme to gradually phase out pupil teachers in the system through the assistance of the new Global Partnership For Education Fund (GPEF) accessed by Ghana from the Development Partners.

- The continuous implementation of the School Feeding Programme, capitation grant and the expansion of the School Uniform Programme.

GOAL 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes
National Strategy

- The National Apprenticeship Programme (NAP): The National Apprenticeship Programme (NAP) was set up by the Government to give one year apprenticeship training to provide employable skills to the increasing number of Junior High School (JHS) graduates who could not access secondary education.

- Bursary Scheme for TVET-Development of Skills for Industry Project (DSIP): The Government of Ghana with support from AfDB has initiated the Development of Skills for Industry Project (DSIP) to give bursary to 2,500 apprentices in the informal sector and 1,500 students from formal TVET Institutions for a period of 3 years.

- Ghana Skills and Technology Development Project (GSTDP) and the Skills Development Fund (SDF): Ghana Skills and Technology Development Project (GSTDP) is aimed at improving demand-driven skills development and increased adoption of new technologies in selected economic sectors of Ghana. The Project is implemented by COTVET in partnership with the Ministry of Environment, Science, Technology and Innovation (MESTI), with funding from the World Bank and DANIDA.

GOAL 4: Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

National Strategy

- Develop and approve a National Non-Formal Education Policy

- Establish a broad National qualification framework for Non-Formal Education in Ghana.

- Upgrade the Non-Formal Education Division into an Agency status to fully implement Non-Formal Education activities nationwide.

GOAL 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
National Strategy

- Implementing Girls Participatory Approaches to Students Success (PASS). In addition to on-going initiatives aimed at attaining gender parity in school enrolment, the GES has developed the Girls Participatory Approaches to Students Success (PASS) with funding from DfID to hasten attainment of gender parity in schools.

- Designing and conducting Information, Education and Communication (IEC) programmes on girls education across the country especially in deprived area.

- Building Female Teacher Role models for girls in the schools

GOAL 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

National Strategy

i. Ensuring the deployment of qualified teachers to all schools

ii. Instituting regular in-service training of serving teachers in more modern and innovative ways of teaching to improve learning outcomes in the various aspects

iii. Improving the regular supervision of schools by Circuit Supervisors to ensure quality and adequate teacher time on task

iv. Ensuring adequate supply of textbooks for schools covering all the critical areas of numeracy, literacy and essential life skills

5.0 PROSPECTS FOR POST-2015

A cursory look at the EFA framework over the past decade indicates that the implementation of the Education for All goals through the National Planning framework has yielded significant achievements in terms of access and some quality service delivery. In the EFA country questionnaire submitted earlier (in 2014), it was noted that the following few modifications could be made to the EFA framework when looking into post-2015. Notable amongst them are the following:

(i) The target setting for the next framework should be made more realistic and flexible enough to reflect national context.
(ii) The challenges of Information Communication Technology (ICT) in education must feature more clearly in the next framework.

(iii) The framework must also begin to give extra focus on quality away from access which has been much emphasized and dealt with.

However, looking forward beyond 2015, Ghana is seeking to focus on four main policy thrusts which have been fully discussed in the Education Sector Medium Term Plan 2014 – 2017 and other relevant documents.

- Improve equitable access to and participation in Quality Education at all levels
- Improve quality of Teaching and Learning
- Improve management of Education service delivery with focus on efficiency
- Strengthen and Rebrand Technical and Vocational Education Training

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

- Remove the physical and financial barriers and constraints to access education at all levels
- Expand delivery modes including distance education
- Mainstream education of children with special needs
- Convert the NFED into an agency and empower it to make the necessary interventions for life-long education
- Roll out a programme for the attainment of universal access to secondary education
- Bridge gender gap in access to education at all levels
- Increase access and completion at JHS and SHS
- Provide all public basic schools with modern toilet facilities and improved access to potable water

Improve the quality of teaching and learning especially for Mathematics and Science
• Teacher deployment – efficient use of resources, controlling wage bill
• Teacher time-on-task and attendance
• Textbook and workbook provision
• Increasing the proportion of trained teachers
• Assessment of student learning for accountability, feedback and monitoring

Promote Life skills training, more especially ICT
• Equip community members with life skills to manage personal hygiene, fire safety, environment, sanitation and climate change

Improve the management of education service delivery
• Systemise the collection, compilation analysis and dissemination of relevant and timely data for planning, policy making, programming, monitoring and evaluation
• Develop capacity for effective use of data for decision making
• Strengthen capacity for education management
• Ensure efficiency development, deployment and supervision of teachers
• Review policies to meet emerging demands in education at all levels and especially at the tertiary level

6.0 CONCLUSION (WAYFORWARD)

Ghana has made significant progress in her quest to achieving the EFA targets by 2015. The positive trends in enrolments, the improvement in Gender Parity Index, and the over 20% improvement in literacy rate since 2003, through the implementation of several policy interventions attest to this. It must be said, that it has taken huge government expenditures to reach this level of achievement although much is still left to be covered in the attainment of the EFA targets. Indeed the EFA targets might have proven quite difficult for some countries to achieve by 2015 due to the global financial crisis that occurred within the plan period and the internal dynamics of education governance within member countries.

In Ghana for instance, although public expenditure on education takes 25.8% of total government expenditure and 6.3% of GDP, about 71% of the expenditure goes into the payment of salaries and allowances and administration leaving less than 30% for the delivery of goods, services and
infrastructural investments in education (Source: *Education Sector Performance Report 2012, PBME, Ministry of Education, Ghana*). This is as a result of the Single Spine Salary Structure introduced and the lack of strong and efficient actual pay-roll data on government employees. This implies that, little amount of government expenditure is left to be spent on issues of access and quality. The Ghana government has now introduced biometric registration of all government staff including teachers with the sole aim of streamlining the pay-roll to save money for other important issues of governance, including quality and infrastructural investment issues in education.

In a nutshell, achieving the EFA targets will require more investment and interventions by governments into issues of quality education by checking internal efficiency of educational management.

**REFERENCES**

