

**IMPLEMENTATION OF THE
GROWTH AND POVERTY REDUCTION STRATEGY (GPRS II)
2006 - 2009**

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**2006
ANNUAL PROGRESS REPORT**

**ACCRA, GHANA
MARCH 31, 2007**

**GOVERNMENT OF GHANA
NATIONAL DEVELOPMENT PLANNING
COMMISSION**



CHAPTER FOUR

HUMAN RESOURCE DEVELOPMENT

4.1 INTRODUCTION

The main goal of Human Resource Development in the GPRS II is to ensure that Ghana produces a knowledgeable, well-trained and healthy population with adequate capacity to support the accelerated economic growth and poverty reduction. The following broad policy areas have been identified as the key pillars of the country's comprehensive human resource development programme.

- Education;
- Training and skills development;
- Access to health care;
- Malaria control;
- HIV/AIDS prevention and treatment;
- Safe water and Sanitation;
- Population management; and
- Housing and slum upgrading.

This section of the report is an assessment of progress made towards attaining the targets set out in this thematic area, using selected key indicators on human resource development relevant to the broad policy areas identified above.

4.2 STATUS OF SELECTED INDICATORS, AND KEY POLICY MEASURES AND STRATEGY IN 2006

4.2.1 Education

The following policy objectives were identified under the strategy to improve educational outcomes necessary for ensuring quality human resource for accelerated economic growth and poverty reduction:

- increase access to and participation in education and training, with greater emphasis on gender and geographical equity;
- improve the quality of basic education; and
- enhance delivery of educational services.

i. Increase access to and participation in basic education, with emphasis on gender and geographical equity

Status of Selected Indicators:

Indicators on gross enrolment ratio; net enrolment rate; and survival rates were used to assess progress on this policy objective.

(a) Gross Enrolment Ratio (GER)

The GER is an indicator of participation in the educational system and measures the number of pupils/students at a given level of schooling-regardless of age- as a proportion of the number of children in the relevant age group. Table 4.1 provides a summary of the trends in enrolment growth and survival rates for the period 2003 to 2006.

Overall, data indicates that school enrolment growth in GER has continued to be positive across all levels of basic education. In addition, the 2006 national GER targets for the sub-sector were also achieved.

Kindergarten:

There was a significant growth in enrolment at this level of education. The GER for pre-schools increased from 60.14% in 2005 to 85.30% in 2006. This represents an increase of 41.8% in gross enrolment. However, there remains significant geographical disparity in access to pre-school education. The three northern regions and the deprived districts have significantly lower enrolment ratios at this level of education than the national average. The number of public kindergarten schools increased from 5,205 in 2004/05 to 7,818 in 2005/06. Efforts to accelerate the mainstreaming of pre-schools into the basic education system in these areas may need to be intensified.

Primary:

Significant progress was recorded in enrolment at the primary level of education. Enrolment increased from 87.3% in 2005 to 92.10% in 2006. There was an increase of 4.8% in Gross Enrolment at this level of education during the year. However, this analysis indicates that about 9 % of the eligible school going population is still not accessing formal education at the primary level.

The increase in enrolment is due largely to the impact of the capitation grant policy introduced in 2005 and the expansion in the coverage of the school feeding programme initiative (see the section on policy measures below).

Junior Secondary School (JSS):

There has been steady increase in GER at the JSS level. The GER increased from 70.2% in 2003/04 to 74.7% in 2005/06. This represents an increase of 4.5%. Compared with 2004/05 figure, there was an increase of 2.6% in JSS Gross Enrolment in 2005/06.

Table 4.1: Trends in Gross Enrolment Ratios in Basic Schools, 2003/04 to 2005/06

Gross Enrolment Ratio	Target 2006	2003/2004	2004/2005	2005/2006	Progress towards target
Kindergarten:					
National	64.5%	54.58%	60.14%	85.30%	Exceeded
Northern		26.20%	29.28%	30.80%	
Upper East		25.60%	28.56%	30.90%	
Upper West		19.30%	21.94%	30.90%	
Deprived districts		42.10%	47.95%	50.40%	
Primary:					
National	90.90%	86.3%	87.50%	92.10%	Exceeded
Northern	77.60%	70.50%	72.70%	76.20%	Significant progress
Upper East	84.29%	77.10%	80.40%	84.40%	Target achieved
Upper West	81.54%	74.10%	77.30%	81.05%	Target achieved
Deprived districts		70.06%	80.12%	84.30%	
Junior Secondary School:					
National	75.63%	70.20%	72.80%	74.70%	Significant progress
Deprived Districts					

Source: Ministry of Education and Sports, 2006 *Preliminary Education Sector Performance Report*

Note: Data in table are adjusted EMIS figures

(b) Net Enrolment Rate (NER)

Information in Table 4.2 below suggests significant improvements in net enrolment ratios at both the primary and JSS levels of education over the years.

The NER at the primary level increased from 59.1% in 2004/05 to 69.2% in 2005/06, indicating a percentage increase of 17.1%. This means that there were more appropriately aged children enrolled in primary school in 2006 than the previous years. Except for the northern region, the NER for the other two deprived regions (Upper East and Upper West) do not deviate much from the national average of 69.2%. The NER for JSS also increased by 5.97% from 70.3% in 2004/05 to 74.5% in 2005/06.

By gender disaggregation, the data indicates slightly higher primary level NER for males (69.8%) than females (68.1%).

Table 4.2: Trends in Net Enrolment Rates in Basic Schools, 2003/04 to 2005/06

Net Enrolment Rate	Target 2006	2003/2004	2004/2005	2005/2006	Progress towards target
Primary:					
National	61.70%	55.60%	59.10%	69.20%	Target exceeded
Northern		49.00%	52.40%	65.40%	
Upper East		53.20%	55.50%	69.00%	
Upper West		49.70%	54.50%	70.00%	
Deprived Districts					
Sex					
Male		56.50%	60.00%	69.80%	
Female		54.70%	59.30%	68.10%	
Junior Secondary School:					
National		-----	70.30%	74.50%	
Deprived districts					

Source: Ministry of Education, Science and Sports, 2006 *Preliminary Education Sector Performance Report*

Note: Data in table are adjusted EMIS figures

(c) Survival Rates:

This indicator measures the proportion of pupils/students which remains and completes school after enrolment. Table 6.3 presents the proportion of pupils who complete school after enrolment.

Table 4.3 indicates that a significant proportion of pupils at the primary level of education do complete school once enrolled. However, there was marginal decrease in survival rate of 7.6% between 2005 and 2006. Analysis of non-completion rate by grade indicates that non-completion occurs mostly at Grades 1 to 4. This issue needs to be investigated to identify reasons behind some children not completing school after enrolment.

The survival rate at the JSS level appears to be stabilized around 86% between 2004 and 2006. Here again the factors behind the 14% of students who fail to complete JSS has to be investigated-whether it is school based, financial or driven by socio-cultural factors.

Table 4.3: Trends in Survival Rates in Basic Schools by Gender, 2003/04 to 2005/06

Survival Rates	Target 2006	2003/2004	2004/2005	2005/2006	Progress towards target
Primary					
National	84.43%	83.20%	82.60%	75.60%	Slow progress
Males	85.50%	85.10%	84.70%	78.40%	Slow progress
Females	83.26%	81.10%	80.30%	72.40%	Slow progress
Junior Secondary School					
National	87.90%	86.00%	85.50%	86.60%	Significant progress
Males	88.70%	88.00%	88.50%	87.40%	Significant progress
Females	87.00%	83.70%	82.90%	85.60%	Significant progress

Source: Ministry of Education, Science and Sports, 2006 *Preliminary Education Sector Performance Report*.

Note: Data in table are adjusted EMIS figures

(d) Gender Parity:

The goal of ensuring parity in basic education has a targeted Gender Parity Index of 1 for all levels of basic education by year 2009. The Gender Parity Index measures the ratio of between boys and girls' enrolment rates, the balance of parity being 1.

Table 4.4 indicates that gender parity grew at all levels of basic education between 2005 and 2006. This was the result of various enrolment drives implemented, including the introduction of the Capitation Grant Scheme and School Feeding Programme (see policy measures below).

Table 4.4: Trends in National Gender Parity Index (GPI) in Basic Education Sector, 2003/2004-2005/2006

Gender Parity Index	2003/2004	2004/2005	2005/2006	Target 2006	Progress toward target
KG	0.98	0.98	1.03	1.00	Steady progress
Primary	0.93	0.93	0.95	1.00	Steady progress
JSS	0.88	0.88	0.93	0.94	Steady progress

Source: Ministry of Education, Science and Sports, 2006 Preliminary Education Sector Performance Report

Key Policy Measures and Strategies:

Key policy measures implemented in 2006 to improve enrolment growth in the basic schools sub-sector included the construction/rehabilitation of classrooms: strengthening the capitation grant initiative: and expanding the coverage of the school and feeding programme.

Construction/Rehabilitation of Classrooms:

According to the 2005 Educational Sector Performance Report, many classrooms in the country are overcrowded and a number of them are in unsatisfactory physical conditions. To meet the targets of universal primary education by 2015, the implementation of programmes for expanding the physical facilities in basic schools continued in 2006. During the year, construction works on 65 (6-unit) classroom blocks commenced, while work on another 85 classroom blocks were at various stages of completion.

The Capitation Grant:

The Capitation Grant Scheme, which was piloted in 40 most deprived regions in 2004 became fully operational in 2005. The scheme continued to be implemented in 2006 to encourage participation and increase the school attendance rate. An amount of €129.5 billion was disbursed as Capitation Grant for pupils in public basic schools during the year.

The School Feeding Programme:

The objectives of the School Feeding Programme are to enhance school enrolment; encourage attendance; ensure retention; and improve the nutritional and health status of children.

The number of schools which benefited from on-site feeding increased from the 10 pilot schools (in deprived districts) in 2005 to 138 schools 2006. In addition, 42,232 girls were assisted through the Take Home Ration for Girls (P4-JSS3) programme.

ii. Improve Quality of Education and Enhance Delivery of Educational Services

Status of Selected Indicators:

Progress towards achieving the objectives of improving the quality of education and enhance the delivery of educational services are measured by the following indicators:

- the proportion of students passing the National Assessment Exams (BECE) with good grades.
- percentage of trained to untrained teachers in basic schools.
- Pupil: teacher Ratio.

The status of these indicators is as follows:

(a) BECE Examination 2006:

The Basic Education Certificate Examination (BECE) is administered at the end of the basic education cycle to assess the eligibility of pupils to progress on to second cycle education. An aggregate grade between 6 and 30 is required to enable a pupil to enter second cycle education. Table 4.5 provides information on proportion of pupils gaining the required grades in 2006 by selected deprived areas and by gender.

Table 4.5 indicates that the quality of education received by pupils vary widely in different regions and also by gender. The proportion of pupils obtaining the required BECE aggregate is below the national average in all the three northern regions. In addition, more males obtained the required aggregate than their female counterparts. This suggests the need for strengthening of efforts to ensure equity in the delivery of quality basic education. The analysis also indicates that a significant proportion (37.4%) of JSS graduates do not qualify to enter the next level of education.

Table 4.5: Examination Entrants Gaining Aggregate Score of 6-30, 2006

Percent gaining required aggregate	
National	62.6%
Deprived Areas	
Northern	47%
Upper East	55%
Upper West	55%
Gender (National)	
Male	65.3%
Female	59.3%

Source: The West Africa Examination Council, 2006

(b) Percentage of Trained Teachers:

The quality of teaching and learning depends, largely on the proportion of the trained teachers among the teaching staff. Increases in enrolment as a result of provision of the capitation grant to all basic schools, and the introduction of the school feeding programme in selected schools have undoubtedly intensified the demand for trained teachers.

Table 4.6 indicates that there is inadequate supply of trained teachers in basic schools, with only about 3 in 10 of Kindergarten teachers trained, while the primary school level has been registering consistent decline in the proportion of trained teachers. This is in spite of various initiatives being implemented to increase the number of trained teachers in primary schools (see policy measures below).

The deployment of teachers to deprived regions and districts also continue to pose critical challenges to the education sector. This is demonstrated in the large discrepancy between the percentage of trained teachers at the national level and at the northern region and deprived districts (Table 4.6). The analysis calls for renewed emphasis on teacher recruitment, training and deployment.

Table 4.6: Trends in Percentage of Trained Teachers in Basic School, 2003 – 2006

	Target 2006	2003-04	2004-05	2005-06	Progress towards target
Kindergarten	37.40%	37.90%	32.70%	33.10%	Slow progress
Primary					
National	81.3%	73.90%	72.40%	70.80%	Slow progress
Northern	81.3%	52.2%	51.6%	54.3%	Slow progress
Upper East	81.3%	74.8%	70.3%	74.0%	Slow progress
Upper West	81.3%	77.1%	78.5%	82.6%	Exceeded
Deprived districts	81.3%	55.3%	53.2%	55.9%	Slow progress
JSS	87.10%	84.20%	83.50%	85.50%	Slow progress

Source: Ministry of Education, Science and Sports, 2006 Preliminary Education Sector Performance Report

(c) Pupil: Teacher Ratio (PTR):

The PTR is a key input indicator used as proxy for assessing the quality of education. The associated policy objective is to achieve a national PTR of 35:1 at the primary level and 25:1 at the JSS level, as these levels are expected to be optimal for ensuring quality education.

Table 4.7 indicates that PTR at the primary level increased from 34.9 in 2004/05 to 35.7 in 2005/06, indicating an increase in the workload of teachers for the period. However, declines in PTR were recorded in the deprived regions and districts over the period under review. These declines in the deprived areas are due to the attraction of more pupil teachers to the teaching profession as a result of the pupil teacher-upgrading programme implemented during the year (see policy measures below).

Table 4.7: Trends in PTR- Basic Schools, 2003/04 to 2005/06

	Target 2006	2003/2004	2004/2005	2005/2006	Progress towards target
Primary					
National	34.1	34	34.9	35.7	Slow progress
Northern region	35.0	38.6	40.2	38.0	Slow progress
Upper East	44.0	58.9	57.4	48.0	Slow progress
Upper West	35.0	46.2	49.0	40.0	Steady progress
Deprived districts	35.0	39.5	41.9		
Junior Secondary School					
National	20.2	18.6	19.0	19.4	Slow progress
Northern region	20.2	24.0	25.4	22.9	Steady progress
Upper East	20.2	25.1	25.1	24.9	Slow progress
Upper West	20.2	20.3	24.1	22.0	Slow progress
Deprived districts	20.2	20.9	22.0	22.5	Steady progress

Source: Ministry of Education, Science and Sports, 2006 *Preliminary Education Sector Performance Report*.

Key Policy Measures and Strategies:

Policy measures implemented in 2006 to improve the quality of teaching and enhance delivery of educational services included:

Teacher Deployment:

- closing the equity gap in the supply of teachers, conscious effort was made to deploy more teachers the three deprived Northern regions;
- provision of incentive packages to attract teachers to more remote areas;
- the posting of a total of 18,900 Service Personnel to teach in basic schools in rural areas; and
- the continuation of the District Sponsorship Scheme for trainee teachers. Ninety-eight percent of the 9,000 trainee teachers enrolled in 2006 were sponsored by District Assemblies.

Teacher Upgrading:

- In 2006, 5,689 untrained teachers benefited from the Untrained Teacher Training Programme. The programme is aimed at improving the quality of education delivery through the upgrading of untrained teachers.

Distribution of Textbooks:

- To ensure equity in the distribution of textbooks, the core textbooks policy ratio of 1:1 was fully implemented and monitored during 2006.

4.2.2 Training and Skills Development

The need to address the lack of training and marketable skills among the youth, especially those who have never been to school or who have dropped out of school was addressed. The strategy is to provide skills training and entrepreneurial know-how to the unemployed youth to enhance their access jobs in the labor market.

i. Provision of Skills and Entrepreneurial Training

The indicator used to assess progress on this policy measure is the proportion of youth benefiting from skills/entrepreneurial training. The status of this indicator is presented below:

A National Youth Employment Programme (NYEP) was launched in 2006. The programme aims at generating half a million jobs in 3 years (2006-2009). To achieve this target, the Government made provision from the DACF, GETFund, NHIS, Road Fund, HIPC, and a percentage from 2006 estimates of MDAs to support the implementation of the programme.

The NYEP envisages a youth employment target of 175,000 in 2006. Table 4.8a provides information on the target achievement by region. At the national level, the NYEP recorded modest achievement in creating employment for 45% of the number of youth registered under it in 2006. However, the programme achieved significant results in the deprived northern and western regions (Table 4.8a.). The breakdown of employment by work module is as shown in Table 4.8b.

Table 4.8a: Regional Youth Employment, 2006

Region	No. of Youth Registered	Actual Number of Youth Employed	Percent Employed
Ashanti	24,322	6,437	26%
Brong Ahafo	19,868	6,432	32%
Central	13,016	6,397	49%
Eastern	19,100	7,000	37%
Gt. Accra	22,363	5,056	22%
Northern	21,595	15,614	71%
Upper East	13,271	8,530	64%
Upper West	12,590	8,488	67%
Volta	18,094	7,574	41%
Western	10,087	6,667	66%
National	174,670	78,195	45%

Source: Ministry of Youth and Employment, 2006.