Educational Access in Ghana
Towards Evidence-Based Policy
Forest Hotel Dodowa
April 20, 2009

Policy perspectives of Development Partners
Peter Darvas, WB DP Sector Lead
Outline

• Is there a DP agenda?
• Key Characteristics
• Lessons learned from the last few years
• Improving access through an improved policy/planning cycle
Is there a DP agenda?

• Theoretically and ideally there is no separate DP agenda
• Key characteristics of Government policy desired by DPs
  – Strategically driven
  – Realistic
  – Linking policies with expenditures
  – Accountability (sector indicators and openness)
  – Transparency
Key Characteristics

- High level public and private investment
- Education’s role in poverty reduction from FCUBE to GPRS
- Fast improvement of enrollment rate
- Increasing demand and high expectations
- Expansion of the scope of basic education
- Gradual improvement in gender parity
- Increasing disparities
- Increasing challenges in the service delivery aspect
- Increasing demand in the labor market but realignment on the premium side.
Education and wages
Key lessons

• Extensive growth (enrollment rate) without addressing intensive issues
• Most factors influencing access are external, i.e. not policy-driven (growth, overall resource allocation, individual wealth, demand issues)
• Expenditures are mostly incremental
• Weak policy framework
• Weak intergovernmental cooperation
# Budget expenditures

<table>
<thead>
<tr>
<th>Level</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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<tr>
<td></td>
<td>Total Expenditure GH¢</td>
<td>163,533,900</td>
<td>183,091,600</td>
<td>220,115,900</td>
<td>262,627,200</td>
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<td>Recurrent Expenditure GH¢</td>
<td>149,037,700</td>
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<td>176,628,700</td>
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<td>Enrolment</td>
<td>2,418,696</td>
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<td>Per Capita GH¢</td>
<td>67.61</td>
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<td>80.72</td>
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<td>Unit Cost GH¢</td>
<td>61.62</td>
<td>69.02</td>
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<td>Total Expenditure GH¢</td>
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<td>Recurrent Expenditure GH¢</td>
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<td>Enrolment</td>
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<td>Per Capita GH¢</td>
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<td>Unit Cost GH¢</td>
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<td>-</td>
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Poverty and Inputs

Incidence of Poverty in Ghana at the district level, 2000

Pupils per Teacher in Public Primary Schools, 2006/7

Pupils per TRAINED Teacher in Public Primary Schools, 2006/7
Performance
PTTR and learning
Policy

• Official policies: (apr. 7-8%):
  – Alleviation formula, Capitation grant, school feeding, de-worming, targeted allocations

• Budgeted Expenditures (85%):
  – Teacher deployment, teacher training, wages, district administration, central administration, EMIS,

• Inefficient (inequitable ineffective) policies
  – Study leave, post-basic subsidies (7-8%), overhead expenditures

• External influences (with unclear budget implications and impact)
  – DACF, YEP, HIPC fund, GET funds, some donor activities

• Identified external (demand specific) constraints
  – Out-of-pocket payments, family income, cultural issues, community involvement

• Identified internal constraints
  – Absenteeism, TOT, pedagogical issues (learning methods, discipline, etc.), training, infrastructure use
Policy-Financing-Planning-Monitoring

• Presently
  – Running on first gear (i.e. do we have fuel and the machinery to maintain speed and the load)
  – Budget framework is not connected to policy
  – Policies and incentives are not targeted
  – Policy is not connected (to be decentralized) delivery
  – Delivery is not (sufficiently) connected to a (capable) monitoring
  – Monitoring is not informing budget framework
PFPM

• Investment is a necessary but not sufficient to bring results
• Learning policies and implications of successful policy initiatives
• Distinguishing policies that bring children in from those that makes them succeed
• Monitor effective policies, results and cost implications
PFPM

• Assess policy effectiveness, efficiency of financing
• Design new policies, incentives
• Bring them into programs and expenditure frameworks
• Make projections
• Monitor policies, programmatic performance, disparities and cost-effectiveness and
• revise policies