Educational Access in Ghana
Towards Evidence-Based Policy
Forest Hotel Dodowa
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Policy perspectives of Development Partners

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Outline

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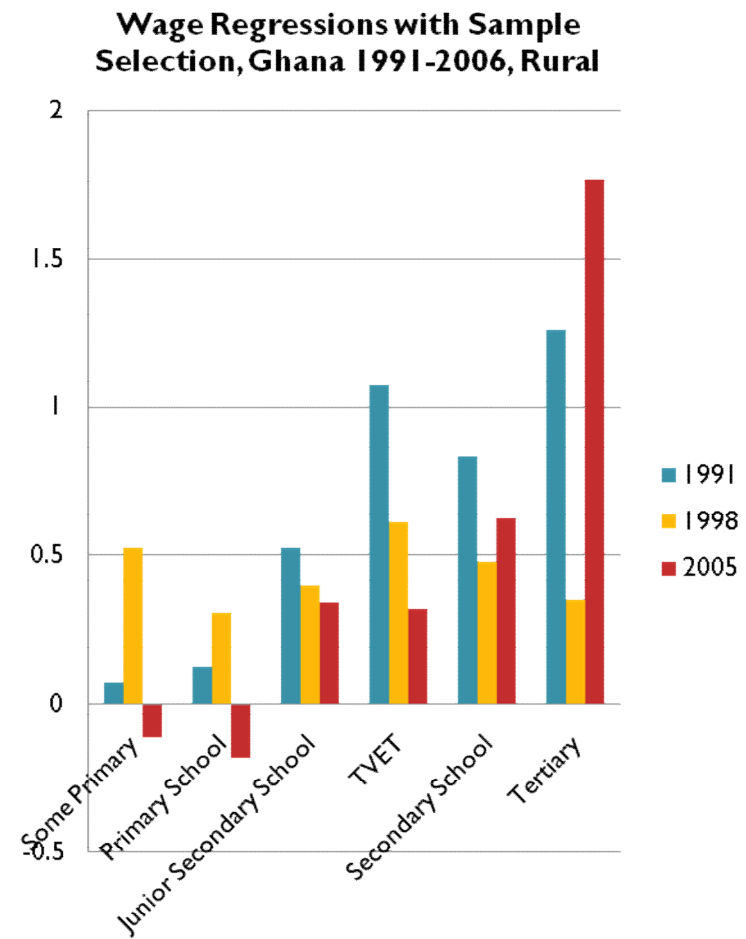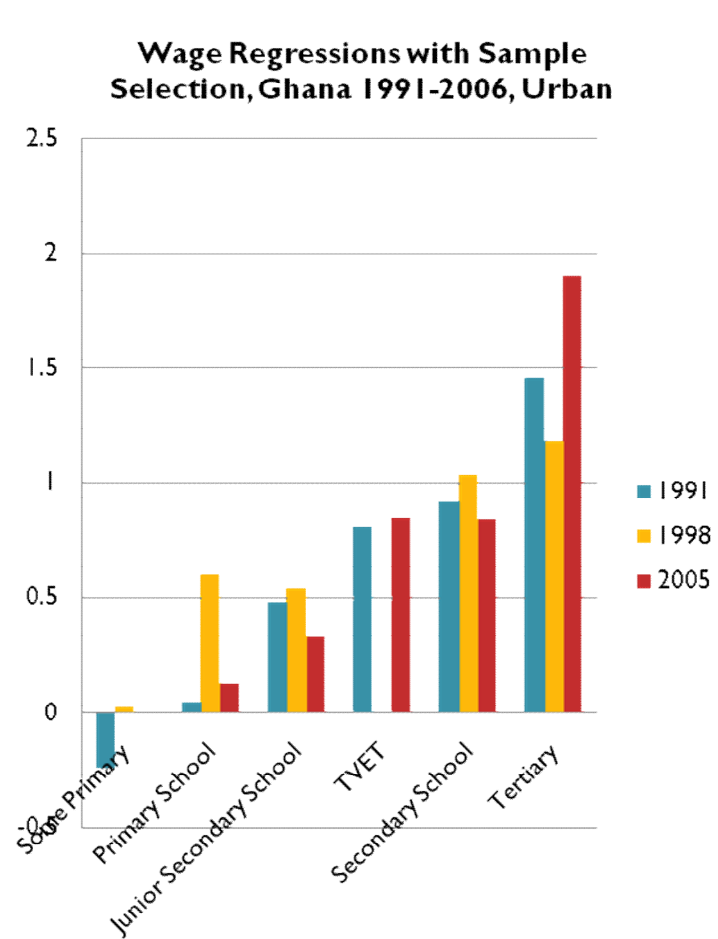- Improving access through an improved policy/planning cycle

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 Charecteristics

- 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 realigment on the premium side.

Education and wages

Wage Regressions with Sample Selection, Ghana 1991-2006, Urban

**Wage Regressions with Sample Selection, Ghana 1991-2006, Rural**

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
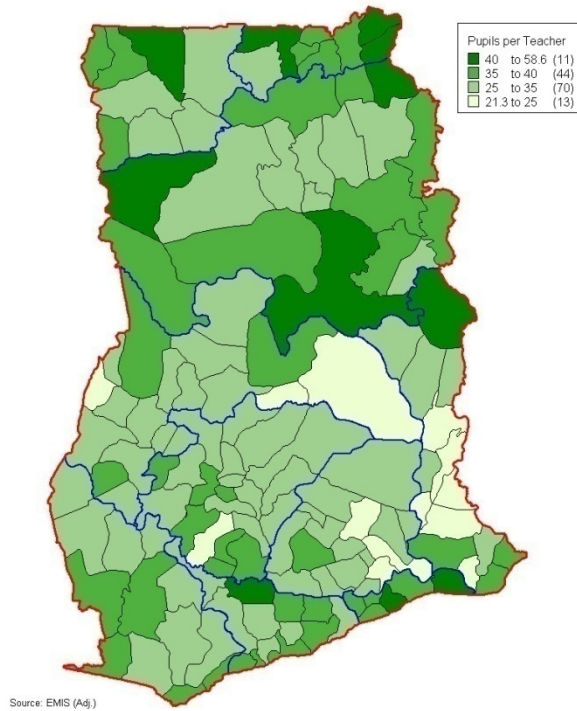
- Weak intergovernmental cooperation

Budget expenditures

Level		2003	2004	2005	2006	2007
Primary	Total Expenditure G	163,533,900	183,091,600	220,115,900	262,627,200	445,933,605
	Recurrent Expenditu	149,037,700	168,808,000	176,628,700	244,403,000	397,483,245
	Enrolment	2,418,696	2,445,913	2,727,044	2,870,656	2,990,782
	Per Capita GH¢	67.61	74.86	80.72	91.49	149.10
	Unit Cost GH¢	61.62	69.02	64.77	85.14	132.90
JHS	Total Expenditure G	91,035,300	92,704,656	131,038,919	159,921,600	206,990,933
	Recurrent Expenditure GH¢			118,188,095.17	150,829,606	186,357,252
	Enrolment	828,517	853,230	951,673	969,351	1,015,491
	Per Capita GH¢	109.88	108.65	137.69	164.98	203.83
	Unit Cost GH¢	-	-	124	156	184

Poverty and Inputs

Incidence of Poverty in Ghana at the district level, 2000

Poverty Rate (%)
- 0-10
- 10-20
- 20-30
- 30-40
- 40-50
- 50-60
- 60-70
- 70-80
- 80-90
- 90-100
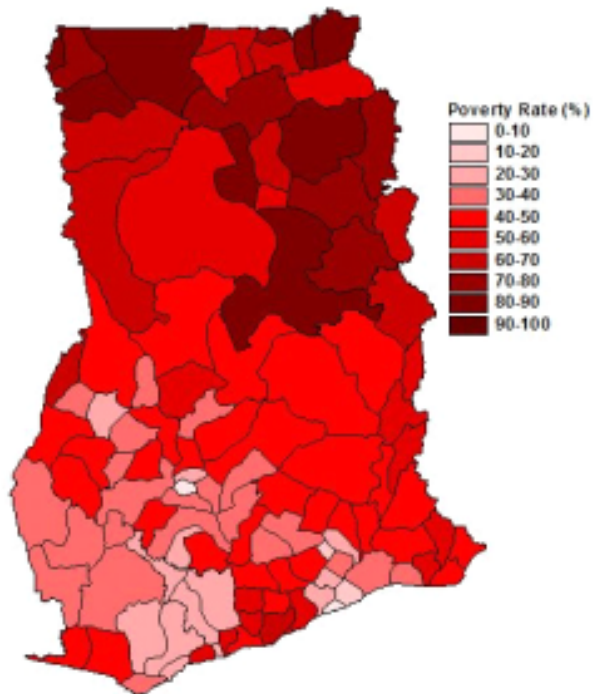
Pupils per Teacher in Public Primary Schools, 2006/7

Pupils per Teacher
- 40 to 58.6 (11)
- 35 to 40 (44)
- 25 to 35 (70)
- 21.3 to 25 (13)

Source: EMIS (Adj.)

Pupils per TRAINED Teacher in Public Primary Schools, 2006/7

Pupils Per Trained Teacher
- 85 to 155 (32)
- 50 to 85 (52)
- 35 to 50 (40)
- 24 to 35 (14)

Source: EMIS (Adj.)
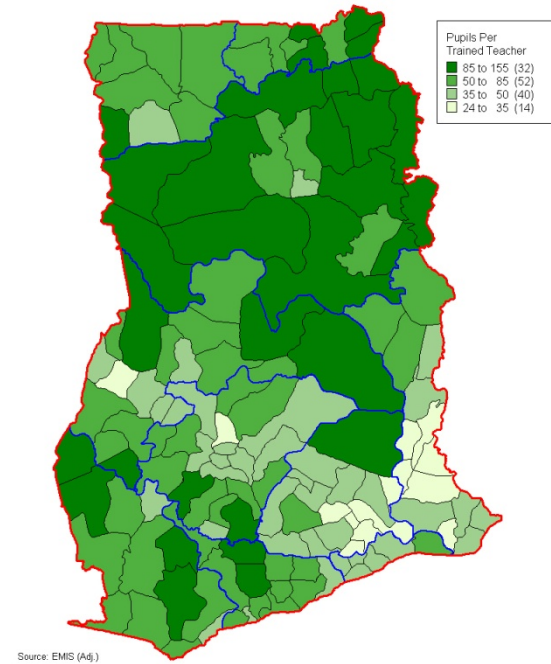
Performance

KG Net Enrolment 2006/7 (both sexes)
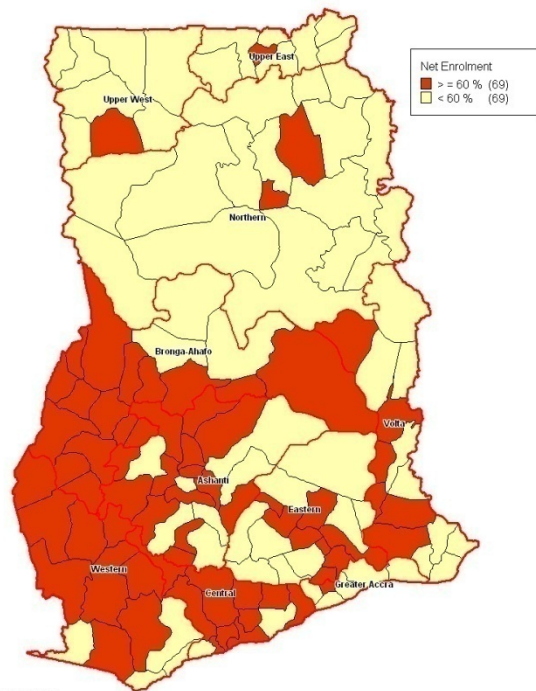
Net Enrolment
- = 60 % (69)
- < 60 % (69)

Data Source: EMIS

y Net Enrolment 2006/7 (both sexes)

Net Enrolment
- >= 78 % (69)
- < 78 % (69)

r: EMIS

National Education Assessment (2007) - Average Score P6 Math by District

P6 Math avg score
- < 31 (40)
- 31 to 33 (29)
- 33 to 36 (28)
- 36 to 49 (41)
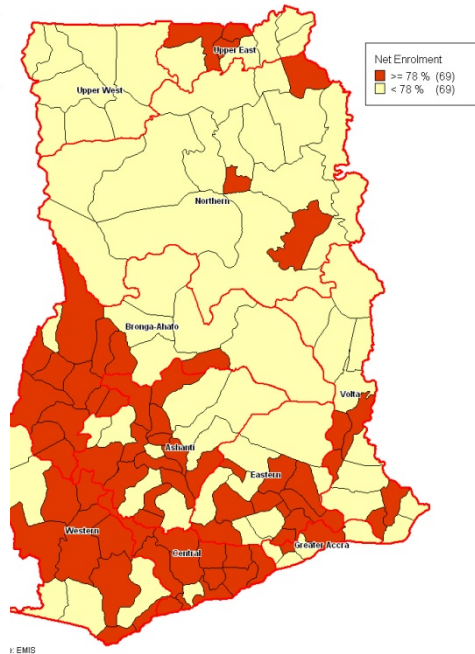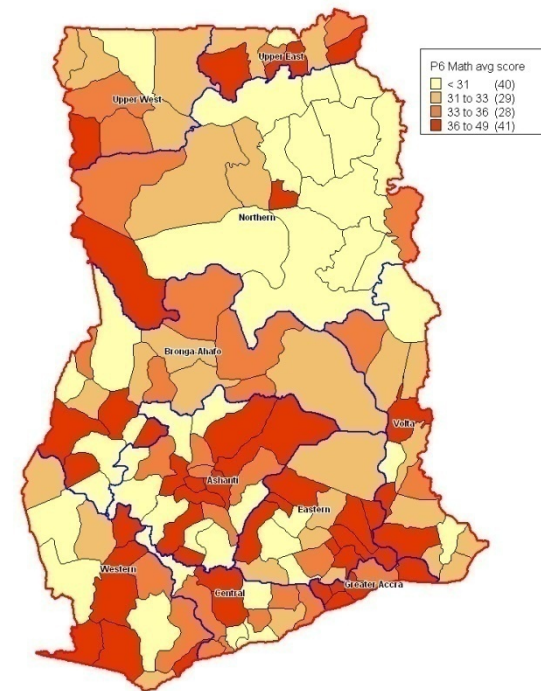
PTTR and learning

Pupils per TRAINED Teacher in Public Primary Schools, 2006/7

Pupils Per
Trained Teacher
- 100 to 155   (15)
- 35 to 100 (109)
- 24 to 35   (14)

Source: EMIS (Adj.)

National Education Assessment (2007) - Average Score P6 Math by District

P6 Math avg score
- < 29   (20)
- 29 to 41 (104)
- 41 to 49   (14)

Upper East

Upper West

Northern

Bronga-Ahafo

Ashanti

Eastern

Volta

Western

Central

Greater Accra
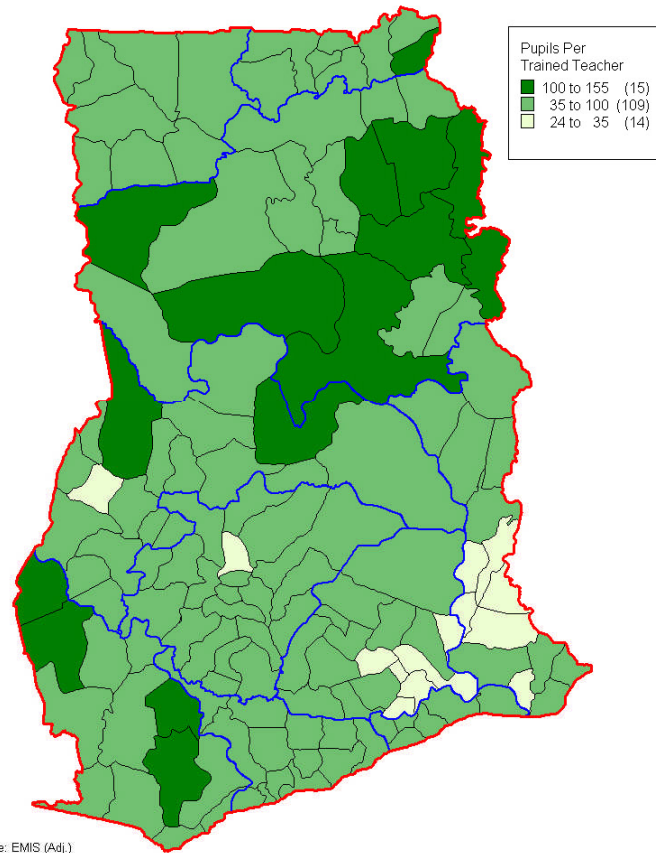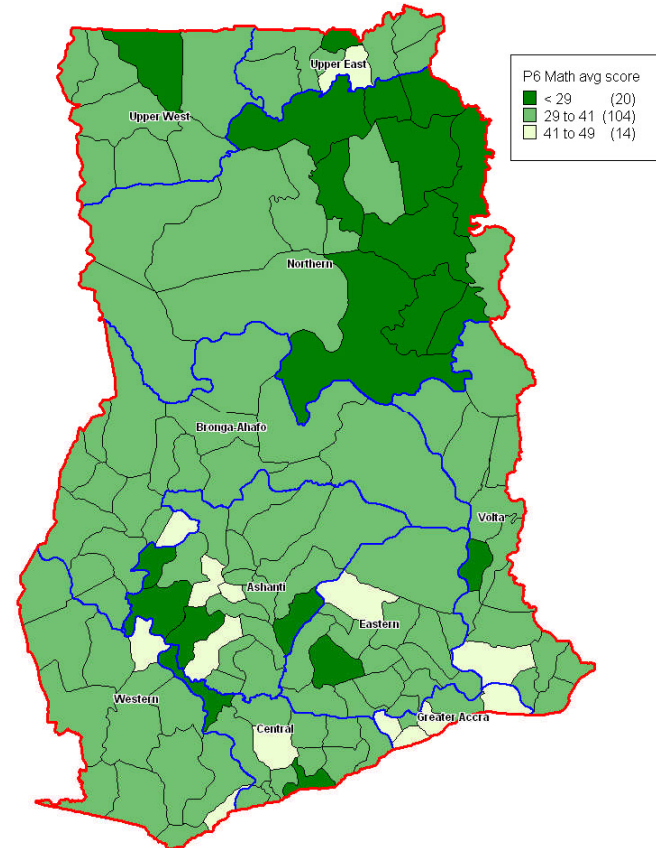
Policy

- 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