

Teachers in Ghana

Improving access to schools



The study

- ★ Teachers in Ghana
- ★ For World Bank as part of an Africa-wide set of country studies
- ★ Help countries learn from each other
- ★ Limited time so...recommendations tentative



Education in Ghana: the outsiders view

- ★ Long history
- ★ Strong commitment
- ★ Wide variety of funding sources
- ★ High share of GDP (9%) for education



Education in Ghana: the outsiders view

★ But....

★ Frequent changes

★ Poor quality (TIMSS, NEA)

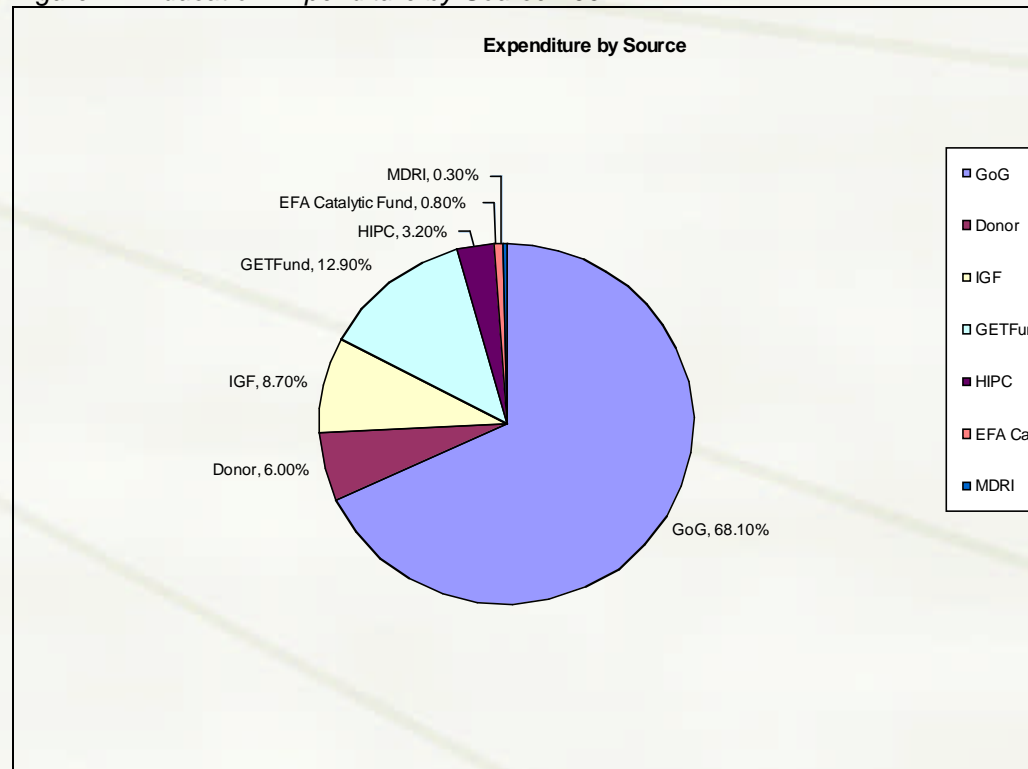
★ Subsystem inefficiency

★ High numbers (16%) in private schools

★ Hit resource ceiling

Sources of funding

Figure 1.. Education Expenditure by Source 2007





Additional Sources of Support

- ★ DACF

- ★ National Service

- ★ National voluntary service

- ★ Youth employment



Questions on Teachers

- ★ Are there sufficient numbers (female)?
- ★ Are they qualified to teach?
- ★ In the appropriate subjects and for the different levels?
- ★ Are teachers where they are needed?
- ★ Are teachers valued?
- ★ Are teachers teaching?
- ★ What is the medium-term demand and supply of teachers?



Numbers and PTR

Level	Teachers	% Share Trained	Enrollment	PTR
Total kindergarten	35,736	25.3	1,258,483	35.2
Public	27,437	30.5	1,016,606	37.1
Private	8,299	7.1	241,877	29.1
Total primary	112,443	49.1	3,616,023	32.2
Public	87,665	60	2,990,773	34.1
Private	24,778	12	625,250	25.2
Total junior high	73,656	65.2	1,224,010	16.6
Public	58,357	76.4	1,015,489	17.4
Private	15,299	22.4	208,521	13.6
Total senior high	21,790		437,771	20.1
Public	19,252	85.7	393,995	20.5
Private	2,538	57.9	43,776	17.2

Source: Authors calculations from EMIS

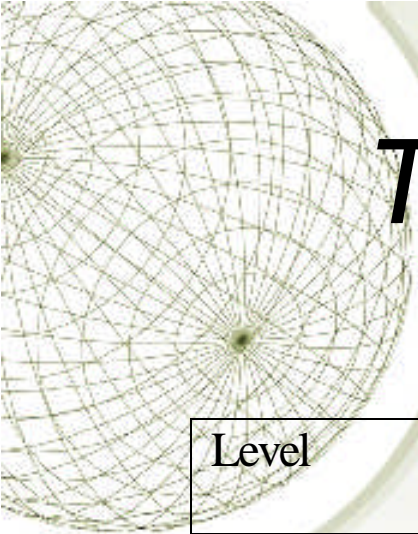


Female teachers in Ghana

Table 11: Ghana Teachers 2007/08

Level	Teachers	%Share Trained	%Share female
Total kindergarten	35,736	25.3	83.6
Public	27,437	30.5	85.2
Private	8,299	7.1	78.5
Total primary	112,443	49.1	33.0
Public	87,665	60	35.2
Private	24,778	12	25.4
Total junior high	73,656	65.2	22.7
Public	58,357	76.4	25.3
Private	15,299	22.4	12.6
Total senior high	21,790		18.5
Public	19,252	85.7	19.6
Private	2,538	57.9	10.5

Source: Authors calculations from EMIS



Trained and untrained teachers and PTTR

Level	Teachers	% Share Trained	% Share female	Enrollment	PTR	PTTR
Total kindergarten	35,736	25.3	83.6	1,258,483	35.2	148
Public	27,437	30.5	85.2	1,016,606	37.1	123
Private	8,299	7.1	78.5	241,877	29.1	414
Total primary	112,443	49.1	33.0	3,616,023	32.2	69
Public	87,665	60	35.2	2,990,773	34.1	57
Private	24,778	12	25.4	625,250	25.2	210
Total junior high	73,656	65.2	22.7	1,224,010	16.6	26
Public	58,357	76.4	25.3	1,015,489	17.4	23
Private	15,299	22.4	12.6	208,521	13.6	61



Share qualified

QuickTime™ and a
TIFF (LZW) decompressor
are needed to see this picture.

Source: *ReCOUP* 2007



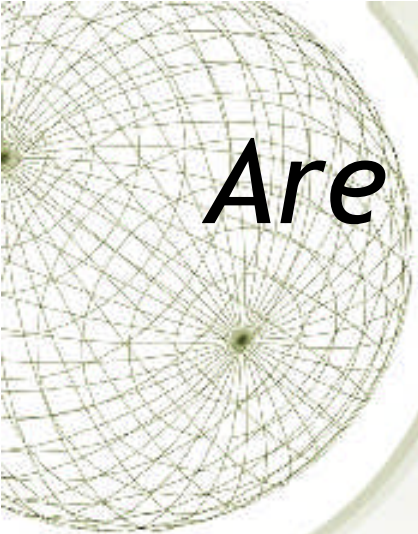
Are teachers appropriately qualified?

- ★ Kindergarten, now specific training
- ★ Primary, general but...
- ★ Junior secondary, maths and science
- ★ 100/484 SHS offer maths and science
- ★ 7.4% on degree programmes graduated in maths and science
- ★ ICT?



National and Voluntary service

- ★ 20,000 in National service
- ★ Over 10,000 Volunteers
- ★ Youth employment numbers?



Are teachers where they are needed?

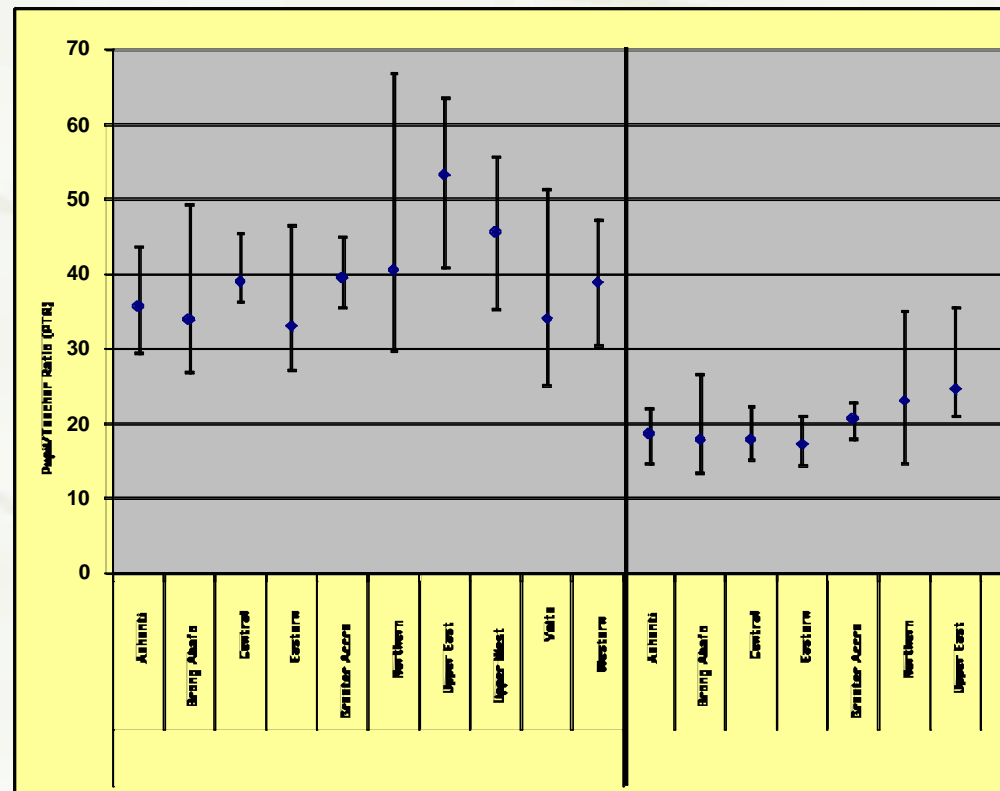
Table 15: Percentage of Trained Teachers

	2003/04	2004/05	2005/06	2006/07	2007/08
Kindergarten				35.3	42.9
Primary National	73.9	72.4	70.8	62.1	59.4
Primary Deprived	55.3	53.2	55.9	42.8	37.2
Junior High National	84.2	83.5	85.5	77.2	76.4
Junior High Deprived	75.9	73.9	77.7	64.2	62.9

Source: Education Sector Performance Report 2008

Teacher distribution by Region

Figure 4: Variations in Primary and Junior Secondary District PTRs within Regions, 2005/06



Source: Perry



Are teachers valued?

- ★ Best teacher awards
- ★ Comparisons nationally and internationally
- ★ Teacher perceptions
- ★ Movement in and out of the profession
- ★ Inservice opportunities



Inservice in Ghana

- ★ Study leave
- ★ Sandwich programme
- ★ Distance teaching opportunities
- ★ Cluster based Inservice



Study leave

Table 13: Number of teachers on study leave in relation to output from training colleges

Year	No. graduating from TTCs in July	No. approved for study leave from Sept.	% Equivalent of TTC output approved for study leave	Additional Withdrawal from TTC Pool
1997/98	6114	3149	52.0	+2965
1998/99	6858	4411	64.3	+2447
1999/2000	6417	6343	98.8	+74
2000/2001	6596	10103	153.0	-3507
2001/2002	6362	6247	98.2	+115
2002/2003	6955	6076	87.4	+879
2003/2004	4676	5000	107	-324
Average Addition to Teaching Service Each Year				378



Untrained teachers inservice

Table 14: Enrolment in Untrained Teachers Training Programme

Phase	Start Date	Total
1 - 3 Northern Regions and Afram Plains District	2005	5,119
2 - Ashanti and Brong Ahafo Regions	2006	7,627
3 - Central, Western and Eastern Regions	2007	8,994
4 Š Volta and Greater Accra Regions	2008	5,439
Total		27,183

Source: Education Sector Performance Report 2008



Are teachers teaching?

- ◆ Absent over 20 percent of time
- ◆ Students engaged in learning activities for 40 percent of their school time
- ◆ Absenteeism is worse:
 - ◆ at beginning of week
 - ◆ for female teachers
 - ◆ for professional teachers



Teacher supply and demand

Table16: 2005 Basic Education Teacher Supply compared to Ideal 2005 Teacher Demand

Indicator	Kindergarten	Primary	Junior High
% of Districts Understaffed	69	37	6
% of Districts Overstaffed	31	63	94
Total No. Vacancies	4,569	3,161	64
Total No. Surplus Teachers	1,943	7,293	16,449

Source: Perry



Perry scenarios

- ★ Scenario One :adhering to the white Paper target PTRs, 25 at Kg, 34 at Primary and 26 at JSS. More than 45,000 additional teachers need to be trained to 2015
- ★ Scenario Two:increased efficiency to 35, 40 and 32 and increase teacher college output gradually. This will require 10,000 additional teachers
- ★ Scenario 3: Simply fix supply at current levels and allow ratios to be driven by this. Ratios go to 32, 42 and 33.



Observations

- ★ **Scenario** one costs \$510 million more than Scenario three
- ★ Numbers seem to be OK, problem is with qualifications and distribution



Recommendations: Overall

- ◆ Remove Upheaval
- ◆ Increase Efficiency and use additional resources to drive improvements in quality
- ◆ Integrate the three subsystems in basic



Teacher recommendations

- ★ Work with teachers to get them teaching
- ★ Increase number of qualified teachers and their share in rural areas and monitor current modalities
- ★ Support and increase share of female teachers
- ★ Evaluate national service and support
- ★ Reexamine current study leave arrangements and use savings to help teachers gain qualifications while continuing to teach



Teacher recommendations

- ★ Support distance courses and reimburse fees of successful graduates
- ★ Determine the number required and specializations of basic teachers and retool colleges of education courses
- ★ Establish Teaching Council with broader remit including oversight of recruitment, deployment and utilization