

**IN THE FIRST SESSION OF THE EIGHTH
PARLIAMENT OF THE FOURTH
REPUBLIC OF GHANA**

**REPORT OF THE
COMMITTEE ON EDUCATION**

ON THE

PARLIAMENT OF GHANA LIBRARY

**ANNUAL BUDGET ESTIMATES OF THE
MINISTRY OF EDUCATION
FOR THE 2021 FINANCIAL YEAR**

REPORT OF THE COMMITTEE ON EDUCATION ON THE ANNUAL BUDGET ESTIMATES OF THE MINISTRY OF EDUCATION FOR THE 2021 FINANCIAL YEAR

1.0 INTRODUCTION

1.1 The Budget Statement and Economic Policy of Government for the 2021 Financial Year was presented to Parliament on Friday, 12th March, 2021 by the Hon. Minister for Parliamentary Affairs, Majority Leader and Leader of Government Business, Mr. Osei Kyei-Mensah-Bonsu. This was in accordance with Article 179 of the 1992 Constitution.

Pursuant to Order 140(4) and 186 of the Standing Orders of the House, the Rt. Hon Speaker referred the Annual Budget Estimates of the Ministry of Education to the Committee on Education for consideration and report.

1.2 The Committee met on Tuesday, 23rd March and Wednesday, 24th March, 2021 and considered the referral. Present at the Committee's sittings were the Hon. Minister for Education, Dr. Yaw Osei Adutwum, the Chief Director of the Ministry of Education, Mr. Benjamin K. Gyasi, officials of the Ministry of Education, Ministry of Finance, and the under-listed Agencies under the purview of the Ministry of Education:

- i. Ghana Education Service (GES).
- ii. Ghana Tertiary Education Commission (GTEC).
- iii. Commission for Technical and Vocational Education and Training (CTVET).
- iv. National Service Scheme (NSS).
- v. National Council for Curriculum and Assessment (NaCCA).
- vi. Ghana Library Authority (GhLA).
- vii. National Teaching Council (NTC).
- viii. West African Examinations Council (WAEC).
- ix. Ghana Book Development Council (GBDC).
- x. Centre for Distance Learning and Open Schooling (CENDLOS).
- xi. National Schools Inspectorate Authority (NaSIA).

- xii. Ghana National Commission for UNESCO.
- xiii. Non-Formal Education Division (NFED).

The Committee expresses its appreciation to the Hon. Minister, the Chief Director of the Ministry of Education, Heads of the Agencies and officials of the Ministries of Education and Finance for attending upon the Committee to assist in its deliberations.

2.0 **REFERENCE DOCUMENTS**

The Committee availed itself of the following documents during its deliberations:

- i. The 1992 Constitution of the Republic of Ghana.
- ii. The Standing Orders of the Parliament of Ghana.
- iii. The Budget Statement and Economic Policy of the Government of Ghana for the 2020 Financial Year.
- iv. The Programme Based Budget Estimates of the Ministry of Education for the 2021 Financial Year.
- v. The Budget Statement and Economic Policy of the Government of Ghana for the 2021 Financial Year.

3.0 **MANDATE OF THE MINISTRY OF EDUCATION**

The mandate of the Ministry of Education is to provide equitable access and quality education to all Ghanaians to make them functional citizens in order to contribute to the growth and development of the country.

4.0 **GOAL OF THE MINISTRY OF EDUCATION**

The Goal of the Ministry of Education is to establish an educational system intended to produce well balanced individuals with the requisite knowledge, skills, values, aptitudes and attitudes to become functional and productive citizens for the total development and the democratic advancement of the nation.

5.0 CORE FUNCTIONS OF THE MINISTRY

The Ministry's role of effectively managing the educational system is accomplished through the execution of functions carried out by its Agencies. These functions include the following:

- Planning, development and implementation of educational policies and programmes.
- Monitoring and evaluation of the performance of Government Policies and programmes.
- Maintenance of an efficient Education Management Information System to meet local and international standards.
- Development and support to programmes, services and activities geared towards adult literacy, skills development, personal and national development.
- Advise Government on Education Policies and issues, among others.

6.0 PERFORMANCE IN 2020 FINANCIAL YEAR

6.1 Financial Performance

The Ministry of Education was allocated an amount of thirteen billion, three hundred and one million, one hundred and eighty-two thousand, six hundred and ninety-two Ghana cedis (GH¢13,301,182,692.00) for the implementation of its programmes and activities in 2020. The breakdown of the allocation by source of funding and expenditure item is shown in Table 1.

Table 1

Breakdown of 2020 Budgetary Allocation by Source of Funding and Expenditure Item

Expenditure Item	Government of Ghana (GoG) GH¢	ABFA GH¢	Internally Generated Fund (IGF) GH¢	DONOR GH¢	TOTAL GH¢
Compensation	10,445,711,542	-	85,516,692	-	10,531,228,234
Goods and Services	220,500,000	-	1,149,970,831	-	1,370,470,831
CAPEX	-	16,800,000	471,392,764	911,290,863	1,399,483,627
TOTAL	10,666,211,542	16,800,000	1,706,880,287	911,290,863	13,301,182,692

SOURCE: Ministry of Education's Presentation on the 2021 Annual Budget Estimates

6.1.1 The Committee noted that as at December 2020, the Ministry of Education had expended an amount of twelve billion, nine hundred and seventy million, four hundred and forty-five thousand and ninety-five Ghana Cedis (GH¢12,970,445,095.00) representing 97.5% out of the appropriated amount of GH¢13,301,182,692.00. The details are provided in Table 2.

Table 2

Total Expenditure by Source of Funding as at December 2020

Source of Funding	Appropriated Amount GH¢	Expenditure GH¢	Variance GH¢	EXP. AS % OF BUDGET
GoG	10,666,211,542	11,104,783,217	(432,571,675)	104.1%
ABFA	16,800,000	16,415,595	384,405	97.7%
Donor	1,706,880,287	1,144,708,711	562,171,576	67.1%
IGF	911,290,863	704,537,572	206,753,291	77.3%
TOTAL	13,301,182,692	12,970,445,095	330,737,597	97.5%

SOURCE: Ministry of Education's Presentation on the 2021 Annual Budget Estimates

6.1.2 GoG Budget Performance

As at December 2020, the Ministry of Education had expended an amount of GH¢11,104,783,217 representing 104.1% of the total GoG allocation of GH¢10,666,211,542. Out of the total expenditure of GH¢11,104,783,217, an amount of GH¢10,905,187,728 was expended on Compensation while GH¢199,595,489 was on Goods and Services. No allocation was made to the Ministry from GoG for its Capital Expenditure. The details are provided in Table 3.

Table 3

GoG Budget Expenditure Outturn as at December 2020

EXPENDITURE ITEM	BUDGETARY ALLOCATION GH¢	ACTUAL EXPENDITURE GH¢	VARIANCE GH¢	% ACTUAL
Compensation	10,445,711,542	10,905,187,728	(459,476,186)	104.4%
Goods and Services	220,500,000	199,595,489	20,904,511	90.5%
CAPEX	-	-	-	-
TOTAL	10,666,211,542.00	11,104,783.217	(438,571,675)	104.1%

SOURCE: Ministry of Education's Presentation on the 2021 Annual Budget Estimates

6.2 Key Achievements in 2020 by Programme

The following activities, among others, were carried out by the Ministry of Education in the pursuit of its mandate during the year under review:

i. Management and Administration Programme

- To strengthen the legal, institutional and regulatory framework to improve the governance and efficiency of education service delivery, the under-listed Bills were passed by Parliament:
 - i. C. K. Tedam University of Technology and Applied Sciences, Navrongo Act, 2019 (Act 1000).
 - ii. S. D. Dombo University of Business and Integrated Development Studies Act, 2019 (Act 1001).
 - iii. Technical Universities (Amendment) Act, 2020 (Act 1016) to include Wa and Bolgatanga Polytechnics.
 - iv. Chartered Institute of Human Resource, Ghana Act, 2020 (Act 1020).
 - v. Chartered Institute of Marketing, Ghana Act, 2020 (Act 1021).
 - vi. Ghana Communication Technology University Act, 2020 (Act 1022).
 - vii. Education Regulatory Bodies Act, 2020 (Act 1023).
 - viii. Akenten Appiah Menka University of Skills Training and Entrepreneurial Development Act, 2020 (Act 1026).
- The National Council for Curriculum and Assessment (NaCCA) assessed and approved a total of 956 textbooks submitted by various publishers in connection with the new curriculum. The second phase of the Pre-Tertiary Curriculum Review which is the Common Core Programme for Junior and Senior High Schools was approved by Cabinet.
- The National Pre-Tertiary Learning Assessment Framework Policy was developed and approved by Cabinet.
- To ensure that adequate logistics are available for effective and efficient administration of schools and educational directorates, the Ministry procured and distributed 840 pickup trucks and 350 buses. 2,000 motorbikes were also distributed to Circuit Supervisors to facilitate their movement in the performance of their duties.
- The Ministry commenced the Ghana Accountability for Learning Outcomes Project – a 5-year Project which seeks to improve the quality and performance of 10,000 low performing basic schools and 28 special schools for improved sector equity and accountability.

ii. Basic Education Programme

- A total of 1,823 teachers from 303 public basic schools were equipped with pedagogical skills.
- 195 Infrastructural Expansion Projects aimed at providing basic education for all children were completed in 2020 bringing the number of completed projects to 518.
- Funds were disbursed to all public basic schools as Capitation Grant and to all public Special Schools as Feeding Grant for the second term of the 2019/20 academic year.
- Government absorbed registration fees for 403,878 registered candidates from public Junior High Schools across the country.
- Teacher Trainee Allowance for the second semester of the 2019/20 academic year was paid to 47,135 teacher trainees.
- An Early Childhood Education Policy which seeks to provide a framework for comprehensive early childhood education and standards for teaching and monitoring of public and private service providers was approved by Cabinet in 2020.

iii. Secondary Education Programme

- The 2019/2020 academic year witnessed the enrolment of 1,200,580 students in the secondary education sector. This was due to increased demand for secondary education as a result of the implementation of the Free Senior High School Programme.
- To ensure that no child is denied access to education, Government invested in infrastructure to accommodate the increase in demand for secondary education. Accordingly, a total number of 1,119 Senior High School Infrastructural Projects were initiated in 2017. As at 2020, 539 projects out of the 1,119 projects had so far been completed. Additionally, Government completed a total of 28 Community Day Senior High Schools (E-Blocks) under the Secondary Education Improvement Programme.
- Work is ongoing towards the completion of nine model Senior High Schools (SHSs) across the country. This includes the construction of 7 new SHSs which will focus on creative arts, technical and Science, Technology, Engineering and Mathematics (STEM) education. In addition, Diaso Community SHS and Koase Senior High Technical Schools are being upgraded.

- ✦ Heavy investment was made by Government to increase access and improve quality of Technical and Vocational Education and Training (TVET) by expanding infrastructure through the construction of new institutions, foundries and machining workshops and upgrading of facilities in existing Technical Universities and Technical and Vocational Institutes.
- ✦ The Ministry continued with processes towards the establishment of 32 State-of-the-Art TVET Centres of Excellence across all the 16 Regions of the country.
- ✦ Government and the World Bank signed the Ghana Jobs and Skills Project. The Project will support the following among others:
 - Development of Competency Based Training Curricula from level 1 to 5 on the National TVET Qualification Framework (NTVETQF) for 100 trades/professions.
 - Provision of apprenticeship training for a minimum of 25,000 beneficiaries.
 - Provision of competitive grants to a minimum of 700 private enterprises for skill development and expanded employment.
 - Operationalisation of the Ghana Labour Market Information System and upgrade of District Public Employment Centres and Services.

iv. Tertiary Education Programme

- ❖ The First Phase of infrastructural facilities at the Somanya Campus of the University of Environment and Sustainable Development (UESD) was completed to pave way for the admission of the first batch of students. The Second Phase of the Project has been commissioned and ongoing.
- ❖ To expand access to tertiary education, Cabinet gave approval and a Memorandum of Understanding was signed with Open University, UK to provide Technical Assistance for the establishment of an Open University in Ghana.
- ❖ Parliament Passed the Education Regulatory Bodies Act, 2020 (Act 1023) to pave way for the creation of the Ghana Tertiary Education Commission (GTEC) to become a unitary regulatory body for tertiary education in Ghana.

7.0 **OUTLOOK FOR 2021**

In year 2021, the Ministry of Education will continue to focus on the following Policy objectives:

- a. Improve the management of education service delivery.
- b. Ensure inclusive and equitable access to, and participation in quality education.
- c. Improve the quality of teaching and learning.
- d. Promote the teaching and learning of Science, Mathematics and Technology.
- e. Ensure the provision of life skills training.

Pursuant to the above Policy objectives, the Ministry of Education will undertake the following programmes/activities among others in year 2021:

i. Management and Administration Programme

- Prepare and implement a roadmap for a comprehensive teacher policy.
- Establish a Skills Development Fund to support skills training in Ghana.
- Continue with the procurement of Teaching and Learning Materials (TLMs) for public Basic Schools and SHSs.
- Operationalise the Pre-Tertiary Education Act to oversee the implementation of pre-tertiary TVET and skills training policy.

ii. Basic Education Programme

- Initiate the design and construction of model Junior High Schools.
- Improve on the teaching and learning of Mathematics, Science and Information Communication Technology.
- Government will absorb the registration fee for an estimated number of 416, 066 registered candidates from public Junior High Schools.
- Continue with the construction of basic school infrastructure.

- Continue with the implementation of Social Intervention Programmes.
- ii. Secondary Education Programme
- ❖ Continue with the construction of Senior High School infrastructure.
 - ❖ Continue with the implementation of the Free SHS Programme.
 - ❖ Continue with the establishment of nine State-of-the-Art TVET Centres of Excellence under Phase I of the construction of 32 State-of-the-Art TVET Centres Project and commence the establishment of twelve State-of-the-Art TVET Centres under Phase II of the Project.
 - ❖ Continue with the upgrading and modernisation of the 34 NVTI Centres.
 - ❖ Continue with the construction of 20 STEM Centres.
 - ❖ Continue work on the establishment of two new training centres for Foundry and Machining in Kumasi and Accra.
- v. Tertiary Education Programme
- ✚ Establish and operationalise Open University in Ghana to expand tertiary education opportunities.
 - ✚ Implement “No Guarantor” Student Loan Policy.
 - ✚ Facilitate links with institutions and industry to enhance teaching and learning.
 - ✚ Operationalise the new Universities – the University of Environment and Sustainable Development, University of Technology and Applied Sciences and the University of Business and Integrated Development Studies.
 - ✚ Complete the set-up of the Centralised Applications Processing System (CAPS) for deployment in the 2021/2022 academic year.

8.0 BUDGETARY ALLOCATION FOR 2021

As contained in the Budget Statement and Economic Policy of Government for the 2021 Financial Year, an amount of **fifteen billion, six hundred and thirty-one million, six hundred and thirty-seven thousand, eight hundred and fifty-five Ghana Cedis (GH¢15,631,637,855.00)** has been allocated to the Ministry of Education for the implementation of its programmes and

activities in 2021. The breakdown of the allocation by Source of Funding and by Programme and Expenditure Item are shown in Tables 4 and 5.

Table 4

Breakdown of 2021 Budgetary Allocation by Source of Funding and Expenditure Item

Item	GoG GH¢	ABFA GH¢	IGF GH¢	DONOR GH¢	TOTAL GH¢	% Share
Compensation	10,412,416,118	-	109,616,991	-	10,522,033,109	67.3%
Goods and Services	1,431,341,360	763,180,024	1,394,165,364	18,013,595	3,606,700,342	23.1%
Capital Expenditure	11,500,000	13,000,000	570,984,952	907,419,452	1,502,904,404	9.6%
TOTAL	11,855,257,478	776,180,024	2,074,767,307	925,433,047	15,631,637,855	100%
% Share	75.84%	4.9%	13.27%	5.92%		

SOURCE: The Programme Based Budget Estimates of the Ministry of Education for the 2020 Financial Year

Table 5

Breakdown of 2021 Budgetary Allocation by Programme and Expenditure Item

PROGRAMME	COMPENSATION (GH¢)	GOODS AND SERVICES (GH¢)	CAPEX (GH¢)	TOTAL (GH¢)
Management and Administration	1,711,063,072	2,247,439,355	909,590,183	4,868,092,610
Basic Education	4,707,300,397	15,000,000		4,722,300,397
Second Cycle Education	2,027,750,730			2,027,750,730
Non-Formal Education	49,088,878	1,300,000		50,388,878
Inclusive and Special Education	5,348,933			5,348,933
Tertiary Education	2,021,481,099	1,348,404,754	587,870,454	3,957,756,307
TOTAL	10,522,033,109	3,612,144,109	1,497,460,637	15,631,637,855
% Share	67.3%	23.1%	9.6%	

SOURCE: The Programme Based Budget Estimates of the Ministry of Education for the 2020 Financial Year

9.0 **OBSERVATIONS AND RECOMMENDATIONS**

9.1 2020 Compensation Overrun

As evidenced in Table 3, allocation for the compensation needs of the Ministry of Education for 2020 was GH¢10,445,711,542. The Committee observed however that the Ministry's actual expenditure in respect of compensation for 2020 amounted to GH¢10,905,187,728. This amount exceeded the approved allocation of GH¢10,445,711,542 to the tune of GH¢459,476,186 representing 104.4% of the approved amount. With the exception of the Ghana Library Authority, CENDLOS and the Ghana National Commission for UNESCO, all the Agencies under the Ministry of Education exceeded their approved allocation for compensation.

Explaining the excess expenditure, officials of the Ministry informed the Committee that the variance between the approved amount and actual expenditure on Compensation for 2020 was as a result of an unavoidable need to cater for compensation of its employees. It came to the fore that for 2020, the Ministry budgeted for compensation based on its actual staff strength. However, due to budget ceilings by the Ministry of Finance, allocation to the Ministry for 2020 fell short of the required amount. The shortfall was subsequently catered for by the Ministry of Finance in the Supplementary Budget for 2020.

The Committee considers this situation unhealthy as it portrayed that the Ministry of Education overspent its allocation for compensation in 2020. The Committee therefore urges the Ministry of Finance to be mindful of the fact that every year, Ministries, Departments and Agencies across the country will either promote, recruit, pay salary related allowances among others, and accordingly propose realistic ceilings in respect of compensation.

9.2 Total Budgetary Allocation for 2021

The Committee observed an increase of 17.5% in the Ministry's total budgetary allocation for 2021 over the allocation of GH¢13,301,182,692.00 for 2020. The 2020 and 2021 budgetary allocation by source of funding is shown in Table 6.

Table 6

2020 and 2021 Budgetary Allocation by Source of Funding

SOURCE OF FUNDING	2020 APPROVED BUDGET GH¢	2021 BUDGETARY ALLOCATION GH¢	% CHANGE
Central GoG	10,666,211,542	11,855,257,478	11.15%
ABFA	16,800,000	776,180,024	4520.12%
Donor	911,290,863	925,433,047	1.55%
IGF	1,706,880,287	2,074,767,307	21.55%
TOTAL	13,301,182,692	15,631,637,855	17.52%

SOURCE: Ministry of Education's Presentation on the 2021 Annual Budget Estimates

As evidenced in Table 6, the increase in the allocation for 2021 is due to an increase in the GoG, ABFA, Donor and IGF components of the budget. Worthy of note is the huge increase in the ABFA allocation from GH¢16,800,000.00 for year 2020 to GH¢776,180,024.00 for 2021.

Officials of the Ministry of Education informed the Committee that since 2018, funds for the implementation of the Free SHS Policy have always been captured under the Office of Government Machinery. For 2021, however, this line of expenditure has been captured under the Ministry's Goods and Services. This development therefore accounts for the increase in the 2021 budgetary to the Ministry. For 2021, funds for the implementation of the Free SHS Policy amounts to GH¢1,974,021,968.00. The breakdown of the amount by source of funding is as follows:

	GH¢
GoG	1,210,841,944.00
ABFA	<u>763,180,024.00</u>
TOTAL	<u>1,974,021,968.00</u>

The Committee noted that the allocation for the implementation of the Free SHS Policy, pencilled out of the Ministry's 2021 total budgetary allocation of GH¢15,631,637,855 leaves the Ministry with an amount of GH¢13,657,615,887 representing an increase of 2.6% over the allocation of GH¢13,301,182,692.00 for 2020.

9.3 Ghana Education Service (GES)

i. 2021 Budgetary Allocation

An amount of GH¢7,776,744,630.00 has been provided to GES for the implementation of its programmes and activities in 2021. This comprises a GoG component of GH¢7,757,081,912.00, an estimated IGF of GH¢4,662,718.00 and a Donor component of GH¢15,000,000.00. The breakdown of the allocation by expenditure item is as follows:

Compensation	GH¢7,637,763,803.00
Goods and Services	GH¢138,980,827.00

From the breakdown, Compensation alone will take 98.21% of the total budgetary allocation to GES, leaving only 1.79% of the allocation for Goods and Services.

The Committee observed that GES would apply its budgetary allocation to the following among others:

- Improve teacher professionalism and deployment
- Promote the achievement of Universal Basic Education
- Improve School Health, sanitation system and guidance and counselling in schools by organising training for teachers.
- Improve curriculum implementation to enhance teaching and learning and improve accountability.
- Enhance Accountability and Monitoring systems in Districts and schools.
- Recruit new staff, including both teaching and non-teaching staff.

ii. Lack of Teachers in Deprived Communities

The Committee expressed grave concern about the uneven deployment of teachers across the country. The Committee noted that there is a high concentration of teachers in the urban areas, whereas in deprived communities in rural areas, some schools cannot boast of a single trained and competent teacher.

Officials of GES acknowledged that there is uneven distribution of teachers across the country. They informed the Committee that the problem however

has to do with housing and other social considerations in deprived communities and called for collaborative efforts by all stakeholders to bring a closure to this issue.

The Committee noted that this issue has over the years been recurring during budget hearings on the Budget Estimates of GES. The Committee therefore urges the Sector Minister to ensure that GES revisits its teacher rationalisation exercise and redeploys over-staffed teachers in the urban areas to deprived communities. The Committee further urges GES to fully implement the policy of posting newly trained teachers to deprived areas for at least two years to improve the quality of teaching in such areas. GES should also ensure that the Transfer Grant Policy is sustained to curb the situation.

9.4 **Ghana Tertiary Education Commission (GTEC)**

i. Budgetary Allocation

GTEC exists to regulate tertiary education in all its forms in the country. For its programmes and activities in 2021, a budgetary allocation of GH¢3,967,967,860.00 has been earmarked for the Commission. The amount is made up of a GoG component of GH¢1,920,864,108.00, an IGF component of GH¢2,013,253,768.00 and a Donor Component of GH¢33,849,984.00. The breakdown of the allocation by economic classification is as follows:

	GH¢
Compensation	2,021,481,099.00
Goods and Services	1,350,930,978.00
Capital Expenditure	595,555,783.00

For 2021, GTEC plans to complete the construction of prioritised ongoing physical infrastructure projects, assess 150 new academic programmes, harmonise policy and legislative framework, and improve Management and Regulation of Initial Teacher Education, among others.

ii. Low Patronage of the Sciences at the Tertiary Level of Education

It came to the attention of the Committee that a high percentage of programmes run by tertiary institutions in the country relates to the humanities. While acknowledging the importance of the humanities, the Committee underscored

the need for the nation to create the necessary environment to stimulate interest in the sciences at all levels, given the significance of science and technology as key drivers of the economy.

The Council attributed the comparatively poor patronage of students in the sciences to low pass rates in the sciences at the SHS level due to a number of factors, including limited facilities and equipment for the effective teaching and learning of the sciences. This development, unfortunately, discourages many SHS graduates and pushes them to opt for the humanities that often witness higher success/pass rates.

The Council assured the Committee that efforts are being made to provide the opportunity for all students, including students from the humanities and arts background who may be interested in taking up science related programmes at the tertiary level, undertake a short programme and sit for entrance examination to enable them qualify to pursue science related courses.

9.5 **Commission for Technical and Vocational Education and Training (CTVET)**

i. Budgetary Allocation

For the implementation of its programmes and activities in 2021, CTVET has been allocated an amount of GH¢439,508,842.00. Out of this amount, GH¢2,440,810.00 is for Compensation. GH¢4,980,804.00 would be used for expenditure on Goods and Services while GH¢432,087,228.00 would cater for the Commission's Capital Expenditure.

In 2021, CTVET would commit its funds to the following activities among others:

- Monitor the progress of work on all on-going upgrading and construction of new TVET Centres including the 12 State-of-the-Art Centres of the Phase II of the establishment of 32 State-of-the-Art Centres.
- Issue vouchers to approximately 6000 beneficiaries to access training at CTVET accredited training providers.
- Establish TVET Clubs in 50 Junior High Schools across the country.

- Development communication strategy and brand book for the Commission.
- Organise National Skills Competition.
- Register and accredit 60 TVET institutions to implement Competency Based Training.
- Develop institutional greening plans for 20 TVET institutions.

The Committee underscores the contributions of the TVET system to national development. Undoubtedly, training the youth to be technically and vocationally skilled would prepare them to be self-employed in various sectors of the economy. The Committee therefore urges the Commission to ensure judicious use of its allocated funds for the implementation of its planned programmes and activities.

ii. Inadequate Office Accommodation

The Committee noted that the Commission is bedeviled with inadequate office accommodation for its staff. Currently, the Commission, with a staff strength of about 170, is housed in an office complex that accommodates only 120 officers of the Commission. The other 50 officers of the Commission are accommodated in a rented office building. This situation, according to the Commission, adversely impacts on its performance.

The Committee considers the provision of an office complex for the Commission as crucial if the Commission is to deliver on its mandate. The Committee therefore urges the Sector Minister to put measures in place to address office accommodation need of the Commission.

9.6 **National Service Scheme (NSS)**

i. 2021 Budgetary Allocation

A total amount of GH¢792,384,043.00 has been provided for the programme and activities of the Scheme in 2021. The amount is made up of a GoG allocation of GH¢773,413,703.00 and an IGF component of GH¢18,970,340.00.

Out of the total allocation of GH¢792,384,043.00, GH¢773,213,703.00 is for the payment of compensation, GH¢11,582,204.00 for Goods and Services, and GH¢7,588,136.00 for Capital Expenditure.

The Committee observed that for 2021, NSS will utilise its funds for the following activities, among others:

- Generation of Pins for a targeted number 140,000 National Service Personnel for the 2021/2022 academic year.
- Strengthening publicity and awareness campaign on rebranding the Scheme through campus orientation/virtual meetings.
- Monitoring of personnel and operations of the Scheme across the country to ensure that National Service Personnel have duly reported and are at post.
- Train staff in customer relations and management skills.
- Complete and commence the operationalisation of the Scheme's Water Project in Medie, in the Greater Accra Region.

The Committee urges the Scheme to utilise its budgetary allocation judiciously in the implementation of its planned programmes and activities for the year.

ii. The Scheme's Critical Challenges

The Committee noted that the National Service Scheme is confronted with challenges such as rejection of service personnel by some user Agencies; unwillingness of some personnel to take up postings to deprived communities; refusal of some non-subsided user Agencies to pay service charges; and inadequate office space.

It came to the attention of the Committee that the challenges confronting the Scheme has in the past, been a matter of concern at the consideration of Annual Budgets Estimates of the Ministry of Education. The Committee has therefore, on various occasions, made several recommendations to address these challenges. The Committee was therefore surprised to hear of the same challenges during this year's deliberations. This situation, in the opinion of the Committee, gives an indication that efforts are not being made to address the challenges.

The Committee is of the considered view that this state of affairs does not augur well for the attainment of operational targets. The Committee therefore urges the Sector Minister to put measures in place to address the challenges confronting the Scheme.

9.7 **NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT (NaCCA)**

NaCCA is the entity mandated by the Education Regulatory Bodies Act, 2020 (Act 1023) to develop national curriculum and assessment standards for pre-tertiary education institutions other than TVET institutions.

The Committee noted that in year 2020, the Council developed the following among others:

- training manuals on the Common Core Programme (CCP) subjects-curricula, teachers resource pack, learners resource pack and training manuals;
- a Communication Plan for sensitisation on the CCP;
- a National Pre-tertiary Learning Assessment Framework (NPLAF) Policy document;
- a textbook short code (*920*65#) to enable Publishers to check on the status of books submitted to NaCCA for assessment.

For year 2021, NaCCA has been provided a budgetary allocation of GH¢2,158,258 to cater for its programmes and activities. This comprises GH¢1,358,258 for Compensation and GH¢800,000 for Goods and Services.

The Council plans to expend its budgetary allocation for year 2021 to monitor and evaluate the fidelity of implementation of Standards-Based Curriculum; Collaborate with Special Education Division of GES to unpack the Standards-Based Curriculum for learners with special education needs in the special schools; develop permanent standards for Kindergarten to Primary 6; train teachers in Assessment (NPLAF and its accompanying documents) and Standards for Learning to support the implementation of the curriculum; train publishers and book assessors on the textbook approval processes and assessment tools for the Standards-Based Curriculum; among others.

It came to the attention of the Committee that aside inadequate and late releases of funds, the Council is still confronted with inadequate space, furniture and office equipment; and low staff strength. With the enactment of Act 1023, the Committee considers it necessary for the Ministry of Education to ensure that NaCCA is provided with the needed resources for its programme and activities. The Ministry should also ensure that NaCCA's critical manpower office accommodation needs are addressed as a matter of urgency. It is also imperative for NaCCA to be provided with furniture, office equipment for the effective and efficient delivery of its mandate.

9.8 **Ghana Library Authority (GhLA)**

i. Budgetary Allocation

GhLA has been allocated an amount of GH¢14,261,425.00 for its programmes and activities in 2021. This comprises an amount of GH¢11,942,852.00 for Compensation, GH¢800,000.00 for Goods and Services, and GH¢1,518,573 as Internally Generated Fund (IGF). There was no allocation for Capital Expenditure.

The importance of the Public Library System in the enhancement of educational, social and moral well-being of the society cannot be underestimated. It is therefore the opinion of the Committee that the amount of GH¢2,318,573.00 representing 16.3% of the total budgetary allocation is inadequate for the programmes and activities of GhLA.

For 2021, GhLA has committed itself to the implementation of the following programmes and activities, among others:

- Increase static library membership through innovative engagements.
- Establish a digital training platform for public and school librarians.
- Develop the Ghana Knowledge and Skills Bank.
- Increase the number of renovated school libraries under the School Library Transformation Programme.
- Oversee the completion of partner library projects and also establish partnerships with operators of collapsed libraries in the country and to bring them under the management of the Library Authority.

The Committee therefore recommends that the Ministry of Education should take a closer look at the importance of the public library system to the socio-economic development of Ghana and ensure that adequate resources are allocated to the Authority.

ii. Absence of a Book Fund

The Committee noted the absence of a Book Fund to address the low book stock in public libraries across the country. In 1981 for instance, GhLA had 1,049,526 number of books on its shelves. This number declined to 349,941 in 2016. Over the last three years, the Authority, through its own initiatives, has been able to bring the number of books on its shelves to 1,078,691.

Officials of the Authority informed the Committee that globally, governments allocate special budget for the procurement of books to support libraries in order to build their collections. Unfortunately in Ghana, there is no financial commitment to support the Library Authority to build its stock. The Committee therefore urges the Ministry of Education to put measures in place to ensure that funds are committed annually for the procurement of books for public libraries in the country. This, in the view of the Committee, will go a long way to support the book industry in the country.

iii. Limited Internet Connectivity in Public Libraries

The Committee noted that most public libraries in the country do not have access to the internet, apart from Libraries in the Greater Accra Region, which benefited from the National Wi-fi Project for educational institutions. Absence of internet connectivity in libraries situated in other Regions denies children in that part of the country, the opportunity to benefit from the variety of online opportunities the management of GhLA presents.

The Committee recognises that libraries play a critical role in the development of literacy skills in every society. The Committee therefore urges the Sector Ministry to ensure that all public libraries under the management of the Library Authority are connected to the National Wi-fi Project.

9.9 **Ghana National Commission for UNESCO**

i. Budgetary Allocation

The Ghana Commission for UNESCO is a specialised Agency of government under the Ministry of Education with the mandate of fostering multilateral relations between UNESCO and its member states and Ghana.

For 2021, the Commission has been provided with a total sum of GH¢3,639,823.00 comprising an amount of GH¢419,421.00 for compensation and GH¢3,220,402.00 for Goods and Services.

The Commission intends to undertake the following activities, among others in 2020:

- a. Promote activities within the delivery of quality education, peace-building, sustainable development, strengthening of the National Commission and its Secretariat and enhancing international relations.
- b. Intensify the promotion of quality education through education for peace and sustainable development as well as intercultural learning
- c. Participate in the 41st General Conference of UNESCO.
- d. Ensure the optimal benefaction of Ghanaians and Ghanaian institutions in UNESCO Fellowship Programmes and the UNESCO Participation Programme Scheme.

ii. Absence of an Act

Article VII of UNESCO's Constitution stipulates that *"each Member State shall make such arrangements as suit its particular conditions for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organisation, preferably by the formation of a National Commission broadly representative of the government and such bodies"*.

Additionally, Article IV.I of the Charter of National Commissions for UNESCO also requests 'each Member State, under Article VII of the Constitution, to provide its National Commission with the status, structure and resources

necessary to enable it effectively discharge its responsibilities to UNESCO and to the Member State’.

The Committee was informed that in furtherance of the above provisions, the Ministry of Education has begun the process of giving the Commission the needed legal status and structure. The Bill has gone through the needed consultations with the Attorney-General’s Office and other stakeholders and was submitted to Cabinet in September 2020 for approval.

Having an Act to regulate the activities and operations of the Commission is long overdue. The Committee therefore urges the Sector Minister to ensure that work on the draft Bill is expedited for submission to Cabinet for approval, and to Parliament for passage as early as possible.

9.10 **Ghana Book Development Council (GBDC)**

i. Budgetary Allocation for 2021

The Ghana Book Development Council is responsible for co-ordinating the activities of all groups and individuals involved in book development. The Council also encourages indigenous authorship, publishing and printing and translation, and also promote reading among all age groups, particularly children.

The Ghana Book Development Council has been provided with a budgetary allocation of GH¢2,457,066.00 for the implementation of its programmes and activities in the 2021 Financial Year. This constitutes an amount of GH¢2,107,266.00 from GoG and GH¢349,800.00 from IGF.

The Council will commit its funds to the following activities among others, in year 2021:

- Organise reading session for 15,000 children in 30 Basic Schools.
- Provide Booths and Reading Books for 60 basic schools.
- Organise creative writing seminar for 800 students in 20 senior high schools.
- Provide capacity building for 50 book industry practitioners.

ii. Cost of Production of Books

The Committee noted that the high cost of printing of books in the country, which is relatively four (4) times higher than the cost of printing of books abroad remains a big challenge and threatens the survival of book development industry in the country. This is because inputs for the printing of books domestically such as paper, ink, printing plates and printing equipment are imported.

According to officials of the Council, due to the advocacy by GBDC and the Ghana Printers and Paper Converters Association in 2016, the Ministry of finance agreed to waive import taxes on paper for the production of books. However, the waiver was not extended to cover other inputs such as ink, printing plates, and equipment which also form a significant cost component in the printing of books. Undoubtedly, this situation renders the cost of book production in the country very high thus compelling many people to print their books outside the country.

The Committee therefore urges Government to consider waiving taxes on other inputs used in the printing industry to reduce the cost of printing of books in the country. This measure will help revive the printing industry which has the potential to create employment opportunities for many people.

9.11 **NATIONAL TEACHING COUNCIL (NTC)**

i. 2021 Budgetary Allocation

The National Teaching Council has the mandate to promote excellence and professionalism among teachers and managers of schools by ensuring standards at all levels of the educational system through licensing of teachers; monitoring and supervision of teacher education, promotion of continuing professional development; maintenance of discipline; and leading the overall process of transforming education delivery.

For 2021, an amount of GH¢24,720,115 has been provided for the activities and programmes of the Council. Out of the total approved budget, an amount of GH¢2,017,885 will be expended on Compensation and GH¢22,702,230 on Goods and Services.

The Council, pursuant to its objectives, plans to improve teacher data management process, enhance teacher professionalism in the country and improve management efficiency, among others with its allocated resources in 2021.

iii. Inadequate Office Space

The Committee was informed that the major challenge confronting the National Teaching Council is the lack of office space for staff. As a result, staff of the Council are crowded in few offices. This situation renders it difficult for the Council to function effectively and efficiently, particularly in the face of the Covid-19 pandemic which requires the need for social distancing. Again, examination and other operational materials are often stored in containers in an open space thus exposing them to the vagaries of the weather.

The Committee considers the role of NTC as very crucial and therefore recommends that the Sector Ministry should ensure that the National Teaching Council is housed in a more spacious office.

9.12 **Centre for National Distance Learning and Open Schooling (CENDLOS)**

The mandate of the Centre is to make technology an essential tool in the delivery of education at all levels by advising, supporting, coordinating and harmonising Open, Distance and eLearning (ODEL), packaging education and training for delivery through ODeL systems, provide training in ODeL and assist institutions to adopt dual-model delivery. The Centre also contributes to the creation and operation of Open University in Ghana and performs any other functions that are ancillary to the object of the Centre.

As part of its objectives to build the capacity of students, the Centre, in 2020, provided 14,400 sets of interactive quizzes to bring the total to 25,565 sets for six elective subjects (E-Maths, Physics, Chemistry, Biology, Agric Science and ICT). It also provided 900 video scripts for use in the production of audio-visual lessons, loaded 720 sets of notes with exercises and 14,000 sets of

interactive quizzes on iCampusgh portal and 160 iBoxes. The Centre again, configured additional 460,803 SHS students and teachers IDs on the iCampusgh portal to bring the total to 1,239,103, among others.

For 2021, the Centre has been allocated an amount of GH¢490,635.00 for its activities and programmes. The approved budget is made up of an amount of GH¢137,268.00 for Compensation and GH¢353,367.00 for Goods and Services. No allocation was made for Capital Expenditure.

To deliver on its mandate in 2021, CENDLOS plans, among others, to utilise its allocation to train 425 SHS core subjects and ICT teachers from 85 schools in the use and management of iBOX and eContent, install wireless access points to provide campus-wide coverage of iBoxes in schools. The Centre will also configure SHS 1 students IDs onto the iCampusgh portal and continue to provide technical support to users.

The Committee was pleased with the achievements of the Centre so far and urges the Centre to contribute to the creation and operation of Open School System and Open University in the country which is purposed to provide a flexible avenue for Life-Long Learning to all Ghanaians especially the out-of-school youth.

9.13 National Schools Inspectorate Authority (NaSIA)

The National Schools Inspectorate Authority (NaSIA) exists to enforce education standards by promoting quality teaching, learning and effective school management by ensuring that schools across the country are able to support learners to achieve prescribed learning outcomes.

NaSIA has been provided with a budgetary allocation of GH¢7,206,042.00 to implement its programmes and activities for 2021. The allocation comprises GH¢2,583,542.00 for Compensation, GH¢4,031,140.00 for Goods and Services and the remaining GH¢591,360.00 for Capital Expenditure.

To achieve its objectives in 2021, the Authority plans to launch NaSIA visibility campaign across the country; sensitise stakeholders on policies; develop a baseline on Teaching Practices across Ghana Accountability for Learning

Outcomes Project (GALOP) targeted public schools and license 4,585 private pre-tertiary schools, among others.

It came to the attention of the Committee that, the Authority, like many other Agencies under the Ministry of Education lacks the requisite personnel to perform its functions effectively and efficiently.

Considering the importance of school inspection in checking teacher absenteeism and improving time-on-task to promote effective teaching and learning, the Committee urges the Ministry of Finance to give financial clearance for the Authority to recruit the required number of qualified staff to perform its functions effectively and efficiently.

9.14 **West African Examinations Council (WAEC)**

i. Budgetary Allocation for 2021

An amount of GH¢55,484,977 has been allocated to the Council for the implementation of its programmes and activities in 2021. The breakdown of the allocation by expenditure item is as follows:

Compensation	GH¢12,969,367.00
Goods and Services	GH¢42,082,755.00
CAPEX	GH¢432,855.00

The Council, having regards to its mandate, will apply its budgetary allocation to conduct WAEC examinations and as appropriate, award certificates comparable to those of equivalent examining authorities internationally, and conduct any other examinations considered by the Government of a member country.

ii. 2021 BECE and WASSCE Examination Fees

The Committee noted that the approved fee for the 2021 Basic Education Certificate Examination (BECE) is GH¢85.00 per candidate.

Officials of WAEC informed the Committee that as has been the practice over the past four years, Government has undertaken to pay 100% of the fees for all public school candidates. In all, 416,066 candidates from public Junior

High Schools are estimated to write the BECE in 2021. The payment of their examination fees will cost Government, an amount of GH¢35,365,610.00.

Similarly, the 2021 West Africa Senior Secondary School Certificate Examination (WASSCE) will cost each candidate, GH¢248. For 2021, WAEC has estimated that 429,631 candidates from public SHSs would write the WASSCE. In line with the Free SHS Policy, Government would pay the fees for all candidates in public schools. This will translate into a total amount of GH¢106,548,488.00 to be paid by Government on behalf of the candidates.

The Committee urges Government to release the funds on time to enable the Council prepare adequately, and conduct the BECE and WASSCE on schedule.

iii. Inadequate Staff

The Council informed the Committee that one of the major challenges facing the Council is inadequate Staff. The Council requires a staff strength of 821 to enable it carry out its operations effectively and efficiently. However, currently it has 570 staff at post. As a result of the significant gap of 251 personnel in its staff requirements, most staff are compelled to work overtime and on weekends to meet deadlines.

The Committee noted that the inability of the Council to increase its staff strength is largely attributed to the failure of the Ministry of Finance to grant financial clearance to the Council to recruit. The Committee urges the Ministry of Education to take the matter up with the Ministry of Finance as a matter of urgency.

iv. Examination Malpractices

The issue of examination malpractices and leakages emerged as a matter of grave concern to the Committee. The Council informed the Committee that it has, to a large extent, been able to address leakages in all examinations. However, it is still confronted with the circulation of false examination questions arising from the activities of rogue website operators. The Council, however, did not rule out the possibility of examination malpractices involving supervisors, invigilators and students.

The Council assured the Committee that it will continue to sensitise candidates and other stakeholders on the rules and regulations governing the conduct of examinations. The Council will also continue to adhere to the following measures put in place to help curb the menace of examination malpractices:

- Intensify monitoring at examination centres.
- Prosecute perpetrators of examination malpractices.
- Name and shame schools that indulge in examination malpractices.
- Engage undercover security operatives to counter the activities of rogue website operators.

9.15 **Non-Formal Education Division (NFED)**

i. 2021 Budgetary Allocation

The Non-Formal Education Division exists to provide leadership and coordinate all complementary education and training activities. The Division also offer quality and equitable lifelong learning opportunities for children, youth and adults outside formal education in Ghana. Its main aim is to increase inclusive and equitable access to, and participation in education at all levels.

In pursuance of its objectives, the NFED undertook the following activities and programmes, among others, in 2020.

- Opened 2,346 classes for the 2019/2020 literacy cycle.
- Enrolled 51,411 learners for the 2019/2020 literacy cycle.
- In partnership with Mondelez Cocoa Life, 500 cocoa farmers benefited from occupational skills development.
- Developed Basic English and Numeracy Primers with accompanying manuals.

For 2021, NFED has been given an amount of GH¢50,388,878.00 for the implementation of its programmes and activities. The allocation is made up an amount of GH¢49,088,878.00 for Compensation and GH¢1,300,000.00 for Goods and Services.

The NFED plans to use its allocation for the following activities, among others in 2021:

- Strengthen inter-sectoral links to digitised literacy activities for easy accessibility at all levels.
- Develop comprehensive entry and learners assessment to measure progress of learning at all levels.
- Continue education on COVID-19 through family groupings, community broadcast systems and radio programmes.
- Organise class monitoring in all the Regions of the country.

ii. Challenges Confronting NFED

The Committee noted that NFED is confronted with a myriad of challenges. Critical amongst them are inadequate staff and lack of operational vehicles for monitoring and evaluation activities.

Officials of NFED indicated that the Division has over the past five years, experienced a major downtrend in its numerical strength due to resignation, retirement and death of members of staff. The Division requires a total number of 3,500 for its operations across the country. However, the current staff strength of the Division nationwide is 2,196.

It came to the fore that from 2017 to 2020 the Division's staff strength reduced by 259 due to retirement, resignation and vacation of post, among others. It is worrisome to note that out of the 259 staff exited over the period, 238 are Programme Assistants who are mainly the facilitators of literacy classes. 33 officers have also been earmarked for retirement in 2020 out of which 21 are Programme Assistants. Obviously, this situation would adversely impact on the operations of NFED particularly, in the area of literacy delivery.

Again, considering the mandate of NFED, monitoring and supervisory visits are necessary for quality assurance. Lack of vehicles for monitoring activities will definitely hamper the smooth running of operations of the Division. During the Committee's deliberations on the budgetary allocation to the Ministry of Education for 2020, the Committee noted that the Division lacked vehicles for its activities. The only vehicle available to the Division at that time had broken down. The Committee appealed to the Ministry of Education to provide the Division with vehicles. The Ministry responded to the call by providing the Division with 5 vehicles in 2020 for its operations nationwide. The Committee commends the Ministry albeit the fact that 5 vehicles is inadequate for the monitoring activities of the Division in the 16 Regions of the country.

Employees of the Division are paid to provide a service. Thus it is important for the Division to be provided with the necessary tools and logistics for the day-to-day running of its operations. The Committee therefore calls on the Sector Ministry to collaborate with the Ministry of Finance to ensure that clearance is secured for the recruitment of staff for the Division, and funds made available for the procurement of vehicles for the Division.

10.0 **CONCLUSION**

Education delivery is very strategic to the development of every nation as it unearths the potential of the child to become a useful citizen and adequately contribute to the progress of society. Unfortunately, the Ministry of Education, which is responsible for promoting education in the country lacks the needed resources to effectively perform this important function. Indeed, most of the Agencies under the Ministry lack vehicles, office accommodation and other logistics required to deliver on their mandate.

This calls for an urgent need to address the situation and provide the Ministry of Education and its Agencies with adequate resources to implement its various policies and programmes, particularly STEM and TVET, designed to make education practical and responsive to the needs of the country.

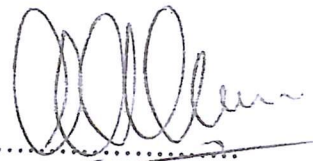
Accordingly, the Committee recommends to the House to adopt its Report and approve the sum of **fifteen billion, six hundred and thirty-one million, six hundred and thirty-seven thousand, eight hundred and fifty-five Ghana Cedis (GH¢15,631,637,855.00)** for the programmes and activities of the Ministry of Education for the 2021 Financial Year.

Respectfully submitted.

PARLIAMENT OF GHANA LIBRARY



.....
KWABENA AMANKWAH ASIAMAHA
(CHAIRMAN, COMMITTEE ON
EDUCATION)



.....
ABIGAIL ABO ANSO
(CLERK TO THE COMMITTEE)

26TH MARCH, 2021