

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



**REPORT OF THE COMMITTEE ON EDUCATION ON
THE 2024 ANNUAL BUDGET ESTIMATES OF THE
MINISTRY OF EDUCATION**

December, 2023

PARLIAMENT OF GHANA LIBRARY
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1.0 INTRODUCTION

On Wednesday, 15th November 2023, the Hon Minister for Finance, Mr. Ken Ofori-Atta, presented to Parliament the Budget Statement and Economic Policy of the Government of Ghana for the 2024 Financial Year, pursuant to Article 179 of the 1992 Constitution and Section 22 of the Public Financial Management Act, 2016 (Act 921).

In accordance with Orders 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 Deliberations

The Committee met on Wednesday, 13th and Thursday, 14th December 2023 and considered the referral. The Hon. Minister for Education, Dr. Yaw Osei Adutwum, his deputies, Rev Ntim Fordjour and Ms Gifty Twum-Ampofo, the Chief Director of the Ministry and officials from the Ministries of Education and Finance were present to assist the Committees in its deliberations.

The Committee expresses its appreciation to the Hon Minister, his Deputy Ministers, Heads of the Agencies and officials of the Ministries of Education and Finance for their support.

2.0 REFERENCE DOCUMENTS

The Committee referred to the following documents during the consideration of the estimates:

- i. The 1992 Constitution of the Republic of Ghana
- ii. The Standing Orders of Parliament of Ghana
- iii. The 2024 Budget Statement and Economic Policy of the Government of Ghana
- iv. The 2024 Programme-Based Budget (PPB) Estimates of the Ministry of Education
- v. The 2023 Budget Statement and Economic Policy of the Government of Ghana
- vi. The 2023 Programme-Based Budget (PPB) Estimates of the Ministry of Education.
- vii. The 2024 Estimate presentations of the Ministry and its agencies

3.0 MANDATE AND POLICY OBJECTIVES OF THE MINISTRY

The mandate 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 democratic advancement of the nation.

The policy objectives of the Ministry of Education are as follows:

- Increase inclusive and equitable access to and participation in quality education at all levels
- Strengthen School Management Systems
- Ensure sustainable sources of financing for education.

4.0 CORE FUNCTIONS

To achieve its objectives, the Ministry of Education performs the following functions:

- 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.
- Initiate and formulate policy options on education for the consideration of the Government.
- Initiate and advise the Government on Educational Policies and issues.
- Undertake research as may be necessary for the effective implementation of the Government policies.
- Review Government policies and plans on education.
- Coordinate the implementation of sector policies and strategies.
- Provide guidance in the management of educational institutions and affiliated agencies.

- Provide quality assurance and supervision of pre-tertiary and tertiary institutions.
- Manage the provision of library services to the citizenry towards the development of a literate society.
- Manage mandatory National Service Scheme.
- Develop curriculum and assessment.
- Manage the conduct of examination and certification.

5.0 IMPLEMENTING AGENCIES

The under-listed agencies are responsible for the implementation of the programmes and activities of the Ministry of Education:

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

6.0 2023 FINANCIAL PERFORMANCE

6.1 Total Approved Budget for 2023

In the year under review, a total amount of **Twenty-Two Billion, Nine Hundred and Two Million, Six Hundred Thousand and Seven Hundred and Fifty-Two Ghana Cedis (GH¢22,902,600,752)** was approved for the operations of the Ministry and its Agencies. The breakdown of the amount by sources of funding and expenditure items is shown in Tables 1 and 2.

Table 1: 2023 Budgetary Allocations by Cost Centres and Sources of Funding

Item	GoG (GHC)	ABFA (GHC)	DP (GHC)	Retained IGF	Total
Compensation	14,990,121,703	-	-	243,910,078	15,234,031,781
Goods & Services	106,337,158	2,957,502,092	142,200,000	1,700,386,726	4,906,425,976
CAPEX	2,206,000	30,088,000	1,564,200,000	1,165,648,996	2,762,142,996
Total	15,098,664,861	2,987,590,092	1,706,400,000	3,109,945,800	22,902,600,752

Source: 2023 Budget and Economic Policy of the Government of Ghana

Table 2: Breakdown of 2023 Budgetary Allocation by Programme and Expenditure

Item

Programme	Compensation GHC	Goods and Services GHC	CAPEX GHC	TOTAL GHC
Management & Administration	4,170,345,285	3,356,969,240	1,306,158,187	8,833,472,712
Basic Education	4,576,112,073	-	-	4,576,112,073
Second Cycle Education	2,215,260,838	25,019,801	2,361,105	2,242,641,744
Non-formal Education	61,407,402	3,743,440	-	65,150,842
Inclusive & Special Education	209,723,094	540,000	-	210,263,094
Tertiary Education	4,001,183,089	1,550,241,496	1,423,535,705	6,974,960,290
TOTAL	15,234,031,781	4,936,513,977	2,732,054,997	22,902,600,752

Source: The 2023 Programmed-Based Budget Estimates of the Ministry of Education.

6.2 Expenditure for 2023

The expenditure returns of the Ministry of Education as of September 2023 stood at **GHC**18,502,519,730.49, representing 72 per cent of the approved amount. The details are shown in Tables 3 and 4.

Table 3: Total Expenditure by Source of Funding as of September 2023

Source of Funding	2023 Appropriated Amount (GHC)	2023 Revised Budget (GHC)	Expenditure (GHC)	Variance (GHC)
GoG	15,098,664,861	17,928,664,861.00	14,666,180,273.96	3,262,484,587.04
ABFA	2,987,590,092	2,987,590,092.00	1,007,043,864.32	1,980,546,227.68
IGF	3,109,945,800	3,109,945,800.00	2,521,239,351.64	588,706,448.36
Donor	1,706,400,000	1,706,400,000	308,056,240.57	1,398,343,759.43
TOTAL	22,902,600,753	25,732,600,753	18,502,519,730.49	7,230,081,022.51

Source: The 2023 Programmed Based Budget Estimates of the Ministry of Education.

Table 4: Expenditure and Releases as of September 2023

ITEM	APPROPRIATED BUDGET (GHC)	REVISED BUDGET (GHC)	RELEASED BUDGET (GHC)	VARIANCE	% VARIANCE
Compensation	15,234,031,781.00	18,034,031,781.00	14,732,320,731.96	3,301,711,049.04	18.31%
Goods and Services	4,906,425,976.00	4,936,425,976.00	3,719,465,619.33	2,018,402,380.86	40.89%
CAPEX	2,762,142,996.00	2,762,142,996.00	858,950,419.28	1,909,967,592.61	69.15%
TOTAL	22,902,600,753.00	25,732,600,753.00	19,310,736,770.57	7,230,081,022.51	28.10%

6.3 PROGRAMME PERFORMANCE

6.3.1 National Teaching Council

In 2023, the National Teaching Council (NTC) conducted Ghana Teacher Licensure Examination (GTLE) for a total of 29,909 candidates and subsequently licensed a total of 8,782 teachers across the country, bringing the total number of licensed teachers to 306,453. This was done as part of efforts to streamline the professional and career progression of teachers within the appropriate competency framework in the pre-tertiary sector. For the same period, a total of 28,791 newly qualified teachers who completed Colleges of Education were inducted.

During the year under review, nine Continuous Professional Development (CPD) service providers were accredited, while an additional 34 Service providers had their subscriptions renewed. A total of 72,341 teachers have undergone the National Teaching Council (NTC) approved Continuous Professional Development (CPD) programmes and have been credited as part of efforts to improve their pedagogical skills to effectively manage classrooms and enhance instructional practices.

7.3.2 Ghana Education Service

The Ghana Education Service (GES) organised in-service training for 10,000 teachers primarily in English, Mathematics and Science, to improve teacher professionalism. The GES also educated students across 1,000 schools on menstrual hygiene and trained 950 instructors in the promotion of safe schools.

7.3.3 Ghana Library Authority

In line with the Government's commitment to promoting the culture of reading among the populace, the Ghana Library Authority (GhLA) completed and commissioned five (5) new public libraries in 2023 as follows:

- i. Christiana Akua Brago Diawuo Library and Tech Hub – Oda, Eastern region.
- ii. National Children and Mobile Library - Airport, Greater Accra region.
- iii. Agotime-Kpetoe Community Library - Agotime, Volta region.
- iv. Ada Foah Community Library - Ada, Greater Accra region.
- v. Kwaku Boakye ICT and learning center - Juaben, Ashanti region.

This brings the total number of public libraries across the country to 122.

The Ministry also continued with the implementation of the Hands-on Mobile ICT Project to equip pupils in primary schools with practical ICT skills using the Mobile Library Services. Specifically, 490 Mobile Library Van outreaches were conducted in elementary schools across the country.

The Authority hosted 168 personalities reading sessions and trained 412 youngsters in digital literacy. These efforts aimed to promote literacy and digital skills among children, fostering a positive impact on education and literacy.

7.3.4 National School Inspectorate Authority

The National School Inspectorate Authority (NaSIA) carried out Performance Inspections in 938 schools and Compliance Based Inspections in 8,546 pre-tertiary schools, in accordance with its mandate. The Authority also tested and piloted the licensing and inspections modules of the School Licensing and Inspections Management System (SLIMS). The successful deployment of this system will improve the licensing and inspections of pre-tertiary educational institutions in the country. Additionally, the Authority trained 359 head teachers on the Inspection Evaluation Framework – Focusing on School Leadership, across five regions.

7.3.5 Ghana Book Development Council

The Ministry acting through the Ghana Book Development Council (GBDC) successfully hosted reading sessions for a total of 5,379 pupils, with a special focus on encouraging reading across all age groups, especially among children.

7.3.6 National Service Scheme

In fulfilment of its mandate of providing newly qualified graduates with practical job experience in both the public and private sectors, the National Service Scheme enrolled and deployed a total of 179,309 people personnel for the 2022/2023 service year. The Scheme is currently in the process of deploying the 122,017 personnel who registered online for the 2023/24 service year.

7.3.7 Basic Education Programme

The Government continued to ease the financial burden on parents and guardians in the access and provision of quality education to their wards. Accordingly, the Ministry in 2023 implemented its social intervention programmes at the basic school level. Specifically, Ministry provided feeding grants for 7,500 students in special schools.

The Ministry also provided Capitation Grants to all public schools across the country. Additionally, registration expenses of 471,277 registered candidates from public Junior High Schools for the Basic Education Certificate Examinations (BECE) were duly paid by the Ministry for the period under review.

During the period under review, the Ministry provided learning grants to 10,579 basic schools to support the implementation of School Performance Improvement Plans

(SIPs) and conducted management training for 10,579 head teachers on performance contract and preparation of SIPs. In addition, 70,000 basic schoolteachers were trained on Differentiated Learning Approach in Teaching as part of efforts to enhance the overall quality of education and improve learning outcomes in the country.

Furthermore, a total of 51,508 pieces of furniture as well as 9.5 million Basic School Textbooks and 273,075 copies of Teachers Guide have been supplied to basic schools across the country.

7.3.8 Secondary Education Programme - Free SHS/TVET Programme

The Ministry continued the implementation of Free Senior High School Programme during the period under review. The programme offers free education to eligible students, removing financial barriers and providing quality education. A total of 448,641 first year students were enrolled on the Free Senior High School and Technical and Vocational Education and Training (TVET) Programme, bringing the total number of beneficiaries for the 2023 academic year to 1,320,976 students.

To promote TVET and increase enrolment in Technical and Vocational Institutes (TVIs), the Ministry visited several schools and communities. A total of 23 TVIs were accredited to implement Competency-Based Training (CBT) with 1,861 CBT learners issued certificates on the National TVET Qualification Framework.

7.3.9 Science, Technology, Engineering and Mathematics (STEM) Education

In 2023, the Ministry continued the construction of 20 STEM Centres across the country as part of government's effort to scale up STEM education across the country. A total of five (5) STEM Schools have been completed and ready for operation. They are:

- Abomosu STEM Senior High, Eastern Region;
- Kpansenkpe STEM Senior High, Northeast Region;
- Awaso STEM Senior High School, Western North Region;
- Bosomtwe STEM Senior High School, Ashanti Region and
- Bosomtwe Girls STEM Senior High School, Ashanti Region

Additionally, two (2) STEM Centres established in existing schools are ready for STEM Education. They are:

- Accra Senior High School (Engineering Only), Greater Accra Region: and
- Koase Senior High Tech, Bono Region

In 2023, the Ministry introduced the school placement and selection process portal for STEM Senior High Schools for the prospective students.

7.3.10 Technical and Vocational Education and Training (TVET)

Government recognizes the important role of Technical and Vocational Education and Training (TVET) in the industrialization agenda of the country and has continued with its key initiatives to provide the skilled manpower necessary for the realization of the agenda. With the introduction of this 'Free TVET for All' flagship programme, more than 51,000 students enrolled in Free TVET in 2022/2023 academic year, representing 80 per cent increase in enrolment compared to the 2021/2022 academic year. Altogether, over 152,537 students have been placed in 39 Programmes in the 213 TVET Institutions.

The Commission for Technical and Vocational Education and Training (CTVET) has also embarked on media engagements on 2023 exams and stakeholder interactions on National Apprenticeship in the Ashanti, Volta, Eastern, Western, Central, Northern, Bono and Ahafo regions. Additionally, the Ministry accredited 20 TVET centres to adopt Competency Based Training (CBT) to stimulate lifelong learning through initiatives such as skill contests and partnerships as part of efforts to boost TVET.

The Commission for Technical and Vocational Education and Training (CTVET) organized one (1) Zonal and one (1) National WorldSkills Ghana Competition to encourage collaboration among participants, promoting the exchange of knowledge and skills across different regions and disciplines, and to boost national pride and collaboration.

The Ministry also continued with the upgrading and modernisation of thirty-five (35) Technical Institutes across the country as part of the efforts to increase access and the quality of delivery of TVET Education in Ghana. Government also continued with the implementation of the Voucher Programme in the TVET sector to expand skills training opportunities. A total of 18,087 people have so far benefited from the programme.

7.3.11 Non-Formal Education Programme

The Complementary Education Agency (CEA) offers basic functional literacy instruction to underprivileged groups, complementing educational pathways or opportunities in the formal education system from primary to tertiary levels for people, including out-of-school children, and occupational skills training for various groups.

The Agency commenced the implementation of Cycle 8 of the Complementary Basic Education Programme in February 2023, with a total enrollment of 5,000 out-of-school children and 246 classes were established. The Agency also collaborated with LUMINUS Fund to train and graduate 2,000 learners in Ashanti Region and an additional 850 learners in functional literacy and occupational skills development in collaboration with Care Adwumapa. Also, 163 students who sat for this year's BECE under the Educational Pathways for Dropouts have been posted to the Free SHS/TVET Programme.

7.3.12 Inclusive and Special Education Programme

The Inclusive and Special Education programme seeks to ensure the provision of education for children with special, physical and mental needs by integrating them into the formal system or special schools. The programme also provides services to disadvantaged children to ensure they can access basic and second cycle education. Funds have been released for the payment of feeding grants to Special Schools for the first and second terms of the 2021/2022 academic year for 7,900 pupils.

7.3.13 Tertiary Education

In line with government policy of promoting Science, Technology, Engineering, and Mathematics (STEM), ninety (90) students from UMaT and 106 from Pentecost University have graduated from the pre-Engineering programme.

To further improve the quality of Tertiary Education, 200 accredited TEIs will be monitored to verify that equality and affirmative action policies and plans are in place.

In their bid to improve relevance and quality of academic programmes being run by tertiary institutions in the country, the Ghana Tertiary Education Commission continued with its assessment of new academic programmes across the country.

8.0 BUDGETARY ALLOCATION FOR 2024

As contained in the Budget Statement and Economic Policy of Government for the 2024 financial year, the Ministry of Education has been provided with a budgetary allocation of **Twenty-Nine Billion, Five Hundred and Fourteen Million, One Hundred and Ninety-Seven Thousand and Seven Hundred and Thirteen Ghana Cedis (GHC29,514,197,713)** to implement its programmes and activities for the 2024 financial year. The breakdown of the allocation in terms of funding sources is presented in Table 5 as follows:

Table 5: 2024 Budgetary Allocations by Expenditure Items and Sources of Funding

ITEMS	Compensation (GHC)	Goods and Services (GHC)	CAPEX (GHC)	Total (GHC)	% share
GOG	22,232,204,840	565,164,910	55,000,000	22,852,369,750	65.90%
ABFA	-	2,400,899,587	-	2,400,899,587	13.00%
IGF	216,085,363	2,356,597,679	860,570,113	3,433,253,155	13.60%
Donor	-	757,836,860	69,838,361	827,675,221	7.50%
Total	22,448,290,203	6,080,499,036	985,408,474	29,514,197,713	100%
% Share	76.06%	20.60%	3.34%	100%	

Source: 2024 Ministry's Presentation on the Budget

Table 6: Breakdown of 2024 Budgetary Allocation by Programme and Expenditure

Item

Programme	Compensation GHC	Goods and Services GHC	CAPEX GHC	TOTAL GHC
Management & Administration	9,410,271,691	3,805,925,172.00	75,466,881.00	13,291,663,744
Basic Education	5,712,846,528	-	-	5,712,846,528
Second Cycle Education	2,623,321,446	31,331,175.00	3,694,415	2,658,347,036
Non-formal Education	91,377,102	14,686,755	-	106,063,857
Inclusive & Special Education	673,429	-	-	673,429
Tertiary Education	4,609,800,007.00	2,228,555,935.00	906,247,179.00	7,744,603,121.00
TOTAL	22,448,290,203.00	6,080,499,037.00	985,408,475.00	29,514,197,713.00

Source: The Programme-Based Budget Estimates of the Ministry of Education for 2024

8.1 OUTLOOK FOR 2024

The Ministry intends to utilize its budgetary resources to implement the following programmes and activities in 2024:

- Finalize and disseminate the following revised policies:
 - STEM Policy
 - ICT in Education Policy
 - Inclusive Education Policy
 - Guidance and Counselling Policy
- Disseminate the ECE Policy
- Continue with the implementation of the Free SHS/TVET Programme
- Finalise and deploy the Accountability Dashboard
- Organise 2024 Annual School Census
- Organise 2024 National Education Week
- Scale-up and monitor the implementation of the Communities of Excellence Programme in all District across the country.
- Continue with the construction of STEM High schools, STEM centers and Model Junior High Schools
- Mainstream 21,000 out of school children under Ghana Education Outcomes Project (GEOP)

9.0 OBSERVATIONS AND RECOMMENDATIONS

9.1 Submission of Annual Report to Parliament

The Committee observed that the enabling legislation establishing the Ministry and its Agencies require that these agencies submit their Annual Report to Parliament. However, the Committee notes that the Ministry and its Agencies, have failed to present these Annual reports. The Committee admonished the Ministry and its Agencies to as a matter of urgency comply with the requirement of the law and submit the reports to Parliament.

9.2 Non-Utilization of Donor Funds

The Committee observed that many of the agencies under the Ministry have huge balances on their donor votes. The Committee noted that out of the appropriated budget of GH¢79,000,000 allocated for Donor Partners (GTVP) for the Commission on TVET for the year 2023, the Agency had received only GH¢5,022,668.06 representing 6.36% of the total amount, with a balance of GH¢73,977,331.94 sitting on the donor account. As to the reasons why the Commission is holding such huge donor funds, the Agency explained that these donor funds sit with the donors and that in the expenditure of such funds, it first must be appropriated for by the Ministry before actual expenditure is made. They added however that the variance of GH¢73,977,331.94 is available to the Agency for spending on ongoing projects.

9.3 Revision of the Budgetary allocation without Approval

The Committee observed that the Ministry revised its budgetary allocation from the approved amount of GH¢22,902,600,753 to GH¢25,732,600,753 an increase of about 12.4 per cent over the approved allocation. When the Committee queried as to whether parliamentary approval was procured before the revision was affected, the Ministry explained that the revision was sanctioned by the Ministry of Finance. A representative of the Ministry of Finance explained that the revision of the Ministry's allocation was done as part of the mid-year review that reallocated and aligned funds to critical areas and priority programmes within the overall appropriation. According to the Ministry the revision was done to take care of adjustment in Compensation and Goods and Services vote.

On the sources of funding for the increased revised allocation, the Ministry of Finance stated that monies were taken from the Contingency and Arrears Vault to shore up for the difference. The Ministry maintained that the 2023 Budget Estimate of the Ministry was not revised but there was a reallocation within the same appropriation.

9.4 Provision of Basic School Textbooks and Payment of Publishers

The Committee observed that 9.5 million basic school textbooks and 273,075 teachers guide have been supplied to basic schools in 2023 noting that about 6.5 million students in basic schools have full complement of these basic textbooks. While the Committee commended the Ministry for the distribution of the books and teaching materials, it

drew their attention to the fact that majority of schools have not received the full complement of these basic books and urge the Ministry to address the indebtedness to the publishers of the books.

The Committee observed that the indebtedness to the publishers has crippled the operations of the publishers as only 20 per cent of monies owe them have been paid. The Ministry explained that GETFUND is responsible for the payment of the publishers for books and teaching materials supplied to schools and assured the Committee that adequate provision will be made in the 2024 GETFund formula for the payment of the publishers.

9.5 Payment of Utility Bills of Senior High Schools

The Committee observed complaints raised by management of public Senior High Schools about the delay in payments of utility bills by the Ministry. As a result, many of the schools have suffered power cut affecting teaching and learning in the schools. The Ministry explained that for the payment of electricity bills the two systems operate - prepaid and postpaid systems. While under the prepaid system, the Ministry transfers monies to the various schools to cover the cost of electricity, under the postpaid system, payments for electricity are made directly to ECG and NEDCo through an arrangement between the utility companies and the Ministry.

On the provision of water, the Ministry stated that boreholes are being drilled to augment the water supply in most of the schools facing water shortage challenges.

9.6 Delay in Disbursement of Capitation Grants to Basic Schools

The Committee observed delays in the disbursement of the Capitation Grant to the various basic schools in the country. The Committee noted that out of an amount of GH¢22,500,000.00 allocated for Capitation Grant in 2023, as at September only GH¢4,100,000 has been released, representing 18.2 per cent of the amount allocated.

The non-release of funds meant that the basic needs of schools such as provisions of chalk and markers, attendance register, and basic maintenance cost of running the schools have not been provided. To keep the schools running, the heads of basic schools are usually compelled to either borrow money or to take some of these items and services on loans.

In the view of the Committee, the delays in releasing the funds are gradually eroding the objective of instituting the grant. The Committee as a matter of urgency implored the Ministry to take steps to pay all arrears owe the schools. The Committee further recommended to the Ministry to devise a strategy to ensure that capitation grant allocation is paid on a timely basis. The Ministry assured the Committee that the Ghana Education Service is working closely with Controller and Accountant General to ensure that payments are done accordingly.

9.7 The Mass Failure of Ghana Teacher Licensure Examinations

The Committee raised concern about the high failure rate of the Ghana Teacher Licensure Examination (GTLE) conducted in 2023. The GTLE assessed candidates in numeracy, literacy, and professional knowledge to enable qualified teachers to get a professional license, while attracting young graduates with the required professional knowledge and skills to teach. The Committee noted that about 36,730 sat for the GTLE in 2023. The Committee observed that out of the 7,728 teachers who participated in the re-sit exams in May 2023, only 1,277 passed representing 16.5 per cent.

The National Teaching Council informed the Committee that the high failure rate could be attributed to the entry behavior of applicants as majority of the failure comes from candidates who were enrolled in distance and sandwich programmes, rather than from students from the regular colleges of education. The Council stated that because of the outcome of the examinations conducted so far, they are putting in place measures to ensure that teacher training institutions in the country are equipped with the requisite human resource and training pedagogy to better train students to improve the situation. According to the Committee the failure rate has called into question the quality of products coming out of the teacher training institutions and called upon the National Teaching Council and the Ministry to put in place measures to improve the situation.

9.8 Delay in the Accreditation Process

The Committee raised concern about the delay in accrediting new programmes and renewing others run by tertiary institutions in the country. According to the Committee such delays affect students who may need certificates in programmes offered them for further education and job seeking opportunities. The Ghana Tertiary Education Commission informed the Committee that although this issue has come to their

knowledge, much work has been done to curtail the delay. For instance, the Commission had increased the panel that visit the individual universities to assess the programmes for accreditation. As a result, the Commission was able to accredit about 734 programmes in 2023 exceeding the target of 600. On the cost of accreditation of a programme, the Commission informed the Committee that each programme cost about GH¢6,000.00 to accredit in both public and private universities.

9.9 Outstanding Examination Fees

The Committee observed that the Ministry owe WAEC an amount of GH¢129,839,220 as outstanding examination fees for 2022. According to the Council the debt has severely hampered the operations of the examination body as it has not been able to pay for the services rendered by examiners and creditors for the supplies of consumable for the conduct of the examination. Although the Ministry admitted their indebtedness to the examination body, they disputed the quantum of the amount owed and stated that the Ministry had paid the amount in question and the only thing remaining is for a reconciliation to be done to ascertain the balances. The representative from the Ministry of Finance clarified the issue and maintained that as far as arrears are concern, the Ministry does not owe WAEC. She stated that a release for outstanding arrears was made to WAEC early this year indicating that the examination fees form part of the free SHS budget and when the Ministry releases funds to the Ministry of Education for Free SHS, the Ministry is expected to pay the examination fees out of it.

The Committee urged the Ministry of Finance, the Ministry of Education and WAEC to meet and reconcile the accounts to ascertain the actual indebtedness to the examination body.

10.0 CONCLUSION AND RECOMMENDATION

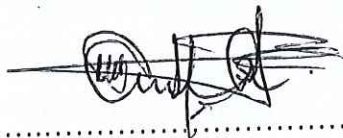
Establishing an educational system that will produce well-balanced individuals with the requisite knowledge, skills, values, aptitudes, and attitudes to become functional and productive citizens requires the needed financial, material, and human resources.

Unfortunately, some of the agencies under the Ministry of Education responsible for promoting education lack some of the resources to effectively perform this important function. There is an urgent need for the Ministry of Finance to deepen the already existing collaboration with the Ministry of Education and its Agencies so as to enable

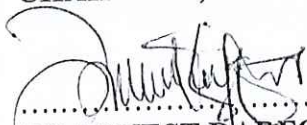
them adequately acquire the needed resources to implement their various programmes and activities.

In view of the above, the Committee recommends to the House to adopt its Report and approve the sum of **Twenty-Nine Billion, Five Hundred and Fourteen Million, One Hundred and Ninety-Seven Thousand and Seven Hundred and Thirteen Ghana Cedis (GHC29,514,197,713)** for the programmes and activities of the Ministry of Education for the 2024 financial year.

Respectfully Submitted.



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HON KWABENA AMANKWA ASIAMAH
CHAIRMAN, COMMITTEE ON EDUCATION



.....
DR ERNEST DARFOUR
FOR CLERK, COMMITTEE ON EDUCATION

