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**IN THE FOURTH SESSION OF THE SEVENTH  
PARLIAMENT OF THE FOURTH REPUBLIC OF  
GHANA**

PARLIAMENT OF GHANA

**REPORT OF THE COMMITTEE ON  
EDUCATION**

*ON THE*

**PRE-TERTIARY EDUCATION BILL,  
2019**

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## **REPORT OF THE COMMITTEE ON EDUCATION ON THE PRE-TERTIARY EDUCATION BILL, 2019**

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### **1.0 INTRODUCTION**

1.1 The Pre-Tertiary Education Bill, 2019 was presented to the House and read the first time on Thursday, 2nd May, 2019.

Pursuant to Article 106 (4) and (5) of the 1992 Constitution of the Republic of Ghana and Orders 169 and 186 of the Standing Orders of the House, the Rt. Hon Speaker referred the Bill to the Committee on Education for consideration and report.

1.2 The Committee subsequently met and discussed the Bill. The Hon. Minister for Education, Dr. Matthew Opoku Prempeh, the Minister of State in Charge of Tertiary Education, Prof. Kwesi Yankah, the two Hon. Deputy Ministers for Education, Dr. Yaw Osei Adutwum and Mrs Gifty Twum-Ampofo, officials from the Ministry of Education, the Office of the Attorney-General, and representatives of the under-listed Agencies under the purview of the Ministry of Education were present at the Committee's sittings to assist in its deliberations:

- i. National Council for Tertiary Education (NCTE);
- ii. Ghana Education Service (GES); and
- iii. Council for Technical and Vocational Education and Training (COTVET).

1.3 The Committee expresses its appreciation to the Hon. Minister for Education, officials from the Ministry of Education, the Office of the

Attorney-General, and representatives of the NCTE, GES and COTVET for attending upon the Committee.

## 2.0 REFERENCE DOCUMENTS

The Committee made reference to the following documents during its deliberations:

- i. The 1992 Constitution of Ghana.
- ii. The Standing Orders of the Parliament of Ghana.
- iii. The Professional Bodies Registration Act, 1973 (N.R.C.D. 143).
- iv. The Education Act, 2008 (Act 778).
- v. The National Council for Tertiary Education Act, 1993 (Act 454).
- vi. The Council for Technical and Vocational Education and Training Act, 2006 (Act 718).
- vii. The State Lands Act, 1962 (Act 125).

## 3.0 BACKGROUND

Pre-tertiary education is considered a crucial phase in education delivery as it constitutes the springboard for students to transit into the tertiary education stream for higher academic pursuits. It therefore stands to reason that any lapses in the pre-tertiary education delivery pose a serious challenge to quality education delivery in general.

Accordingly, part of the education reforms in the country aims at decentralising education to the local authorities to ensure effective community participation and supervision. In addition, current educational reforms have the objective of redefining basic education to include senior high school. The reform also seeks to re-organise Technical and Vocational Education and Training (TVET) into a distinctive stream under a designated Authority to make for effective and efficient delivery of

TVET service. It is in pursuance of this that the Pre-Tertiary Education Bill, 2019 has been introduced in Parliament by government.

#### 4.0 **OBJECT OF THE BILL**

The overall objective of the Bill is to provide for a decentralized pre-tertiary educational system that would adequately equip pupils and students with the requisite knowledge, skills and values to become functional and productive citizens, and to also establish a Technical and Vocational Education and Training Service.

#### 5.0 **HIGHLIGHTS OF THE BILL**

5.1 The Bill has two (2) parts and one (1) Schedule. Part 1 of the Bill provides for the establishment of the Education Service and a decentralised education system, which, redefines the entire pre-tertiary education spectrum as Basic Education. In all, fifty- four (54) clauses dealing with various issues relating to the decentralised education system are provided for.

Part 2 of the Bill Establishes Technical and Vocational Education and Training Service and clauses 55 to 89 provide for this.

5.2 The list of Technical and Vocational Education and Training institutions currently under the Ministries, Departments and Agencies which are to be absorbed into the Technical and vocational Education and Training Service are provided for in the Schedule.

#### 6.0 **OBSERVATIONS**

##### 6.1 The New Basic Education System

Clause 1 of Part 1 of the Bill has redefined basic education to include secondary level education. Hitherto, Basic Education was up to the Junior

High School Level. The Committee noted that the new basic education system shall comprise of:

- \* Two years of kindergarten
- \* Six years of primary education
- \* Three years of Junior High School; and
- \* Three years of Secondary Level Education, which includes Technical and Vocational Education and Training.

Accordingly, the Free, Compulsory Basic Education for every Ghanaian Child will commence at the kindergarten level and end at the secondary education level.

## 6.2 Re-Definition of Basic Education

The Committee observed that the re-definition of basic education would ensure that most Ghanaian children, if not all, acquire secondary education, which has now become the minimum qualification for entering a tertiary institution or the job market. Besides, the new policy provides the benefit of equipping students with the knowledge and skills that will enable those who are unable to further their education (at the tertiary level) professionalize themselves in different trades, businesses and other fields of endeavour. Indeed, the policy is aligned with the Sustainable Development Goals (SDGs) 4, which has the objective of ensuring that all girls and boys complete secondary education by year 2030.

## 6.3 Decentralised Education System

The Committee noted that clause 3 of the Act has made provision for decentralised education system, which gives responsibility for the provision and management of basic education to the District Assemblies. The provision gives practical meaning to the Education Act, 2008 (Act 778), which also lays emphasis on decentralisation in the management of

education. The Committee is hopeful that the new direction will go a long way to empower the District Assemblies to take ownership of education delivery in their respective areas to make for effective and efficient monitoring and supervision, as well as to ensure quality education outcomes.

#### 6.4 Establishment of the Education Service

Clause 5 of the Bill establishes the Education Service, which will be responsible for the co-ordination of technical standards, and direction for the effective and efficient implementation of approved national policies and programs in respect of basic education. The Education Service will be dedicated to the management of senior high level education (Non-TVET Institutions). The Committee observed that this policy will enable the Education Service pay maximum attention to senior high level education to ensure better outcomes.

#### 6.5 Establishment of Private Pre-Tertiary Schools

Clauses 51 and 55 of the Bill provides the modalities under which a private pre-tertiary institution could be established. For instance, a private pre-tertiary school must be approved by the District Assembly, be staffed with teachers who are professionally qualified and licensed, and satisfies the standards set by the regulatory bodies.

The Committee is of the view that guidelines for the establishment and management of private schools will adequately empower the regulatory bodies, including District Assemblies to inject more sanity, efficiency, effectiveness, transparency and accountability into the operations of pre-tertiary school system in the interest of the citizens of the country.

## 6.6 Creation of TVET Service

Part 2 of the Bill makes provision for the creation of the Technical and Vocational Education and Training Service, which will be solely responsible for the management and development of vocational education in this Country. By this arrangement, all secondary level institutions that are TVET oriented will fall under the authority of the TVET Service.

The Committee observed that the establishment of a dedicated authority for TVET service will contribute immensely to promote the development and image of TVET which has over the years not received the needed attention and investment.

## 6.7 suspension of decentralisation clauses

The Committee noted that the Ministry and the Teacher Unions are still in discussion on the clauses relating to decentralisation. Considering the fact that discussions are still ongoing, the Committee proposes that the implementation of the clauses relating to decentralisation be suspended in the transitional provisions for two years to allow reasonable time for the necessary adjustment.

## 7.0 **PROPOSED AMENDMENTS**

The Committee, taking into consideration, the observations made during its deliberations, proposes the amendments in the attached Appendix for consideration and adoption by the House.

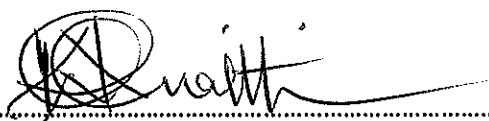
## 8.0 **CONCLUSION AND RECOMMENDATION**

The re-defining of basic education to include secondary level education, and the creation of a distinctive Education Service to oversee and manage Technical and Vocational Education, together with other measures

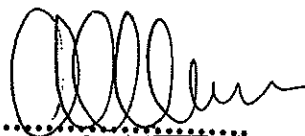
espoused in the Bill stand to make Ghana's pre-tertiary education more inclusive, focused and efficient for the benefit of all.

The Committee therefore recommends to the House to adopt its Report and pass the Pre-Tertiary Education Bill, 2019 into law.

Respectfully submitted.



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**WILLIAM AGYAPONG QUAITTOO (HON.)**  
**(CHAIRMAN, COMMITTEE ON**  
**EDUCATION)**



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**ABIGAIL ABA ANSO**  
**(CLERK TO THE COMMITTEE)**

APRIL 2020



## APPENDIX

### PRE-TERTIARY EDUCATION BILL, 2019

#### PROPOSED AMENDMENTS

1. Clause 3 – Amendment proposed - sub clause (1) (a), line 1, delete “effective”
2. Clause 3 – Amendment proposed - sub clause (1) (b), line 1, after “effective” insert “and efficient”
3. Clause 7 – Amendment proposed – line 2, after “harmonisation” delete “for the effective” and insert “of policies and programmes for the effective and efficient”
4. Clause 8 – Amendment proposed – delete paragraph (e)
5. Clause 9 – Amendment proposed – sub clause (1) paragraph (m), delete “private schools” and insert “association of private schools on rotational basis”
6. Clause 9 – Amendment proposed – add a new paragraph as follows:  
    “(o) one representative of the National Council of the Islamic/Ahmadiyya Mission”
7. Clause 9 – Amendment proposed – sub clause (2) lines 2 and 3 delete “Education Service” and insert “Council”
8. Clause 10 – Amendment proposed – sub clause (1) line 3 delete “shall”