

The BARAKA

A BPI BIENNIAL DEVELOPMENT MAGAZINE

(FIRST EDITION FEBRUARY 2016)



EDUCATION AND LIFE:

- Opportunity of Access
- Tertiary Education & National Development
- The New Education Bill

A Foreword by
BPI Board Chair
(Mr. Alhassan ANDANI)

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OUR CORE VALUES

Justice, Independence, Progress and Compassion

OUR CORE ACTIVITIES

- Conducting research on education with particular focus on access, relevance, quality and performance.
- Engaging in Advocacy on educational issues and substance abuse.
- Engaging in Advocacy on the general developmental issues in the Ghanaian society especially those affecting the vulnerable and the underprivileged.
- Offering policy direction on educational matters
- Providing capacity building for educational projects.

OUR VISION

“To become a nationally and internationally recognized Think Tank contributing effectively to National development”

OUR MISSION

“We strive for the general wellbeing of people especially the vulnerable in society through advocacy, promotion of social justice, policy analysis and the conduct of research in selected and relevant areas of national development”

**32nd Street-Mempeasem, East Legon, Accra
P.O Box An 5216 Accra-North.**

**E-mail : info@barakapolicy.org Tel: +233 (0) 303934431.
website; [www. barakapolicy.org](http://www.barakapolicy.org)**

THE BPI TEAM

THE BOARD



THE SECRETARIAT



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Foreword from BPI Board Chair Mr. Alhassan Andani

I accepted to join the board of BPI because I saw the urgent need and contemporary relevance in its mission and vision. Indeed, there is no gainsaying that education and wellbeing are immutable yardsticks for measuring sustainable development in the world today. And for BPI to make these two development pillars as its focus is appetizing enough to attract any well-meaning person join it. For me, it was a privilege to be asked to contribute to this noble mission.

True to its mission, I have seen and experienced the commitment and dedication on the part of both the BPI board and management toward the achievement of its goals. Indeed the programmes and projects of BPI are carefully tailored towards solving

our contemporary challenges especially in the area of education and wellbeing. In just two years of its existence, BPI has been able to position itself and already contributing to big conversations in our developmental efforts. Our educational seminars and research activities are important sources of feedbacks for policy-makers and change agents alike.

In order to make our research available to the general public, the idea of the biannual development magazine “The Baraka” was muted by the board. The magazine is an information and policy direction platform of the Baraka Policy Institute (BPI) where developmental issues particularly on education and general wellbeing are discussed. Indeed, contributory articles and reports

which relate to BPI’s operational areas from all academics and experts are profusely welcome.

The Baraka has indeed come to inform, educate and impact positively on our national developmental effort. Welcome, *The Baraka*!!





Mr. Salem Kalmoni

INTRODUCTORY REMARKS

By Mr. Salem Kalmoni,
President of Baraka Policy Institute (BPI)

The Think Tank, Baraka Policy Institute derives its name from a word which is part of the other active vocabulary of several languages including Arabic, Kiswahili, Hausa and a couple of other Ghanaian languages. In fact the name of the suburb in Accra, Adabraka, is linguistically linked to this word. The word basically means blessing, and President Obama's father probably had an advanced sense of destiny in relation to what his son would grow to become. That could have been the reason why he named him Barak- a name which belongs to the same semantic field as the name of our Think Tank.

Established in January, 2014, Baraka Policy Institute focuses on the promotion of social justice and national development. And the Institute does this through research and advocacy. We place emphasis on issues regarding education with a particular tilt towards the underprivileged and the vulnerable. Additionally BPI commits itself to working to promote the overall wellbeing of the Ghanaian people especially those in the margins of society.

This explains why we list among our core values the concept of justice, and this in relation to the provision of equal opportunities for all to develop their potential to the fullest limits possible. This ties up with the element of compassion which is also a core value of BPI.

To protect its integrity, BPI places a high value on its independence which it strives to protect in all matters concerning its activities which are all geared towards providing the momentum for progress in our overall national development effort.

In the pursuit of its Vision and Mission, BPI sees those in charge of national policy as partners. We are fully aware of the difficulties and complexities of policy institution and implementation. The problem blend into such screechy noise that it blocks some important details from coming to the attention of these policy makers. Our intervention in these matters is to draw attention to those important details that might have escaped the attention of the government and policy makers. We will do this by offering suggestions and alternative ideas which we hope will feed into government policy.

On education, we at BPI are particularly interested in access, quality, performance and relevance to national development. Access in BPI's programme of advocacy refers to all levels of education such as pre-school, primary, JHS, SHS and tertiary. Of particular interest to BPI are admission statistics especially into SHS, universities, polytechnics and college of education, as well statistics on dropout levels and the rates of attrition. BPI is also interested in the extent to which access to education is influenced by the distribution and spread of educational

facilities relative to population size as well as proximity to such facilities for those who access them.

Our emphasis on education is informed by the fact that access to it gives it concrete meaning especially its role as a very powerful catalyst of personal development and social mobility. It is through education that the son of a labourer can become a doctor or an engineer; it is through education that the daughter of a 'trotro' driver can become an architect, a scholar or a lawyer. But for these to happen the child should have the opportunity and access to the type of education that would enable him or her to attain such social mobility. If such opportunity of access is absent or severely limited, this would lead to the perpetuation of social stratification and the further deepening of inequalities. BPI acknowledges the fact that over the years some official attention has been devoted to tackling the problem of extreme inequalities in accessing education. The disconnect between our educational curricula and our national development goals has been of major concern to stakeholders in the education sector. We at BPI intend to participate actively in the ongoing discussions on this and other related matters. In this connection BPI will provide the platform for major actors in the education sector especially those who will approach the issues at stake

With regards to physical wellbeing of the people, our current focus is on substance abuse. It is a reality that substance abuse has robbed the nation and continues to rob us of many talented and ingenious youth who are supposed to be the future of our dear nation, Ghana. In this regard, reducing alcohol consumption particularly among the youth and the vulnerable has been one of the preoccupations of BPI in recent times. We at BPI believe that sustainable national development cannot be attained without guaranteeing the education and physical wellbeing of our youth. That is why BPI is working with the Ministry of Health and other stakeholders on a National Alcohol Policy (NAP) to regulate the production, consumption, and marketing of alcoholic products in the country in order to safeguard the productive future of our youth and for that matter, our nation, Ghana.

In view of our mission and vision, BPI engages in the following core activities:

- Conducting of research on education with particular focus on access, relevance, quality and performance.
- Engaging in advocacy on educational issues and substance abuse.
- Engaging in advocacy on the general developmental issues in the Ghanaian society especially those affecting the vulnerable and the underprivileged.
- Offering policy direction on education and related matters
- Providing capacity building for educational projects.

Since our inception we have chalked modest achievements. These include the following:

Co-Convener of National Stakeholders' Conference on draft

National Alcohol Policy, December, 2015.

- Convener of a National Seminar on Education Improvement in Ghana: Access, Quality and Relevance-attended by various key education stakeholders, January 2015.
- Key participant in the Stakeholder Conferences on the Draft Education Bill, organized by the Ghana National Education Campaign Coalition, GNECC, 2015.
- Key participant of the National Conference on Bridging the Gap between Education/Training and Industry, organized by the Ministry of Education in May 2014.
- Presentation of a Position Paper to the NCTE on the conversion of Polytechnics into Technical Universities, January, 2014.
- Monthly Newspaper Articles/Publications on issues pertaining to education and other national development issues.

We are currently involved in research and advocacy on the following themes:

- The state of enrolment of the underprivileged and minority groups in public universities in Ghana.
- The Distressed and Underprivileged Schools Intervention Project
- National Campaign Against Examination Malpractices
- Campaign on harmful effects of alcohol
- The adoption of a National Alcohol Policy for Ghana.

Finally, I must say that BPI is here to complement the efforts of policy-makers, experts and other Think Tanks towards sustainable national development. Our doors are wide open for those who share our vision and want to share their resources of all kinds with us. May God bless you and bless our nation, Ghana.



Sheikh Ishaq Nuamah, BPI Board Member interacting with the Board Chair and the President of BPI.



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EDUCATION: OPPORTUNITY OF ACCESS FOR INDIVIDUAL AND NATIONAL DEVELOPMENT

Dr Gamel Nasser Adam
Snr. Lecturer, University of Ghana &
Board Member of BPI



Dr Gamel Nasser Adam

Organized societies have always given considerable attention to formal schooling because it is a necessary process of systematically preparing the individual to become a useful and well developed citizen both for his or her personal development and equally importantly, for the overall national development effort. And any country desirous of extricating itself from the crisis of underdevelopment must endeavour to provide the requisite opportunity for all its citizens to develop their potential to the fullest as a precondition for the development of the relevant national mind- and manpower requirements.

Without prejudice to the fundamental disconnect between our educational system and our overall national development aspirations, our main preoccupation for the moment is the lack of opportunity for education and the resultant limitation in social advancement. The connection between opportunity and educational achievement has been well established. So also has been the role of education in either facilitating social mobility or perpetuating social stratification. It is through education that the son of a goatherd can become an engineer, that the daughter of a cleaner can become a doctor, or the child of a bus driver can become the Vice Chancellor of a university. But for these to happen the child should have the opportunity and access to the type of education that would enable him or her to attain such

social mobility. If such opportunity of access is absent or severely limited, this would lead to the perpetuation of social stratification and the further deepening of inequalities.

Over the years some official attention has been given to tackling the problem of especially extreme inequalities in accessing education. An example has been the effort at eliminating the schools-under-trees whose number stood at about 4,300 as at 2008. Significant progress has been made in this area with the construction 2,064 schools consisting of six-unit classrooms and another thousand or so under construction. While it is true that one's achievement should be measured not so much by the height one has achieved, but more importantly, by the depths from which one has emerged, it is still important to draw attention to the fact that the remainder of the schools under trees is still a significant number and should be tackled with utmost urgency, and even then this should not be an end in itself.

Quite often when the opportunity exists to access education, another critical problem arises in relation to the quality of the educational facilities.

A recent news report posted on Ghanaweb recounted the plight of a basic school in Domeabra in Kasoa in the Central Region where classrooms lacked basic furniture to the extent that pupils are compelled to sit on the bare floor during lessons.

While this may be an extreme worst case scenario, it pales into insignificance when compared to an anecdotal account about a decade ago of pupils from a basic school in an area in the Northern Region generally referred to as overseas, who turned up at a BECE Examination Centre and were startled at the sight of ordinary classroom paraphernalia the rest of us would easily identify as tables and chairs. Sitting on a chair and behind a desk was not part of their school experience in their remote and isolated localities. The invigilators therefore had to give them a special dispensation to use the method they were more familiar with, and that was lying flat on the floor on their stomachs and writing the examination.

These children were writing the same examination, and answering the same questions as their colleagues in other glamorous schools who, as a matter of course, would have more than the required infrastructure to run the regular academic programmes, and might even have the accoutrement for such exotic extra curricula activities as piano lessons. No wonder therefore that the poorest National Education Assessment scores have routinely gone to schools in rural districts especially of the three Northern Regions. In the overwhelming majority of rural schools, apart from the poor condition of the infrastructure, teachers are mostly untrained and the trained teacher-pupil ratio even in some areas in the Greater Accra Region is

often so high that effectively what the teacher does in class is often more of crowd control than actual teaching.

This pattern of inequality is replicated at the higher levels of the education ladder. A 2007 study showed that while the number of Senior High Schools in the country is more than five hundred, enrollment in the University of Ghana and Kwame Nkrumah University of Science and Technology, for example, was dominated by students from some fifty Senior High Schools located predominantly in the urban areas.

This trend has not changed, and the statistics are even more depressing with regard to the study of the sciences where the cost of providing the relevant infrastructure is much higher. And as indicated in an earlier study by Professor Addae-Mensah, former Vice Chancellor of the University of Ghana, more than 70 percent of those enrolled for the study of medicine, engineering, architecture, pharmacy, the sciences in general, and other professional courses came from just 18 Senior High Schools located in the urban areas. So every year our Junior and Senior High Schools turn out thousands of youths who, not for lack of ability, are denied the chance of further education and training.



These victims make up the numbers of the swarms of teenage hawkers and street vendors who throng the city streets struggling to eke an existence by cleaning car windscreens or selling anything from chocolate to toilet rolls. Under these circumstances, the talent, intelligence and abilities of this army of teenagers are squandered in a scandalous and huge waste of their human learning potential. Among these young teenagers are engineers who will never get the chance to build our roads and bridges, inventors who will never build machines, doctors who will never treat the sick, scholars who will never teach or impart knowledge, or administrators who will never administer business establishments.

A more somber perspective on this worrying development is that not all the victims of this inequality accept the stark contrast in fate. With the proliferation of weapons, the capacity of these victims to take matters into their own hands and inflict indiscriminate damage becomes frighteningly real. The knee-jerk reaction has often been to beef up police budgets to fight crime especially armed robbery. On their part, individuals with the requisite capacity continually reinforce and update their residential security. This is not to sound cynical. Of course crime is bad, and the associated anti-social conduct must be condemned and dealt with using the full rigours of the law. But one of the most effective ways of reducing crime and waywardness is to provide the opportunity and access to good quality education for all citizens. In this way the number of potential candidates lined up to take their turns in our prisons will be drastically reduced. More importantly, the latent national learning capacity will also be greatly increased. Any government commitment directed at this effort will have the support of stakeholders such as Baraka Policy Institute.



MAKING FARMERS' AWARD WORK FOR GHANA

By Haruna Zagoon-Sayeed
Executive Director
Baraka Policy Institute (BPI)
East Legon - Accra



Mr. Haruna Zagoon-Sayeed

The fact that Agriculture ought to be the backbone of Ghana's economy cannot be over-emphasized. The country is replete with vast arable lands and vegetation that can be used to boost our food security, expand our agricultural exports for good foreign exchange and create job opportunities for the youth. Indeed, economic analysts have always identified agriculture as the most realistic path for the country's rapid economic growth and prosperity.

One innovation the government is using to encourage agricultural productivity since 1985 is the Annual National Farmers' Awards. The annual national event which recurs on the first Friday of every December with the status of a statutory public holiday, gives awards to farmers and fishermen from the district to national level with the goal of motivating them for higher productivity.

However, in order to make the awards more impactful, there is the urgent need to review how the farmers' day awards are given. In my candid but humble opinion, there are four main issues that must be looked at in relation to the annual farmers' day awards.

First, the yardstick with which the best farmers at the district, regional and national levels are determined does not encourage the much needed specialization intended for higher productivity. A critical evaluation of the yardsticks used to

determine awardees from the district to national levels generally indicates that any farmer who is able to do a bit of almost all facets of agriculture or farming including crop farming with variety of crops, animal husbandry with variety of animals, and fish farming among others can win an award. If the purpose of the annual awards is to motivate for higher production in the agricultural sector, then these awards should be targeted at farmers and fishermen who have specialized in specific areas of agriculture with the goal of expanding for higher production. In the world over, the issue of specialization in any life endeavour is recognised as a positive step for quality assurance and a catalyst for higher productivity.

Second, the organisers of the annual farmers'

awards seem to put business tycoons in farming and peasant farmers together in determining the best farmers and fishermen. Joining together business tycoons in farming who are already successful in their farming businesses and peasant farmers who are struggling to be noticed for awards is highly inequitable and unfair. Therefore, in order to make the awards more meaningful and impactful, large scale commercial farming awards

should be distinguished from peasant farming awards. Whereas successful commercial farmers need just a pat on the back for their contributions to the sector, our peasant farmers need more than a pat. They need special motivation in terms of support in order to expand their agricultural activities to the benefit of both the farmers themselves and Ghana as a whole. Putting peasant farmers into the same awards category with successful business farmers is like putting the elephant and the goat on a field for a tug-of-war.

“ Putting peasant farmers into the same awards category with successful business farmers is like putting the elephant and the goat on a field for a tug-of-war ”

Who is likely to win? Your guess is as good as mine.

Third, there must be a clear distinction between awards for recognition and awards for support in our bid to encourage high productivity as we celebrate our farmers and fishermen. Our local farmers and fishermen who have shown ingenuity and practical commitment to contribute to agricultural productivity especially to the local economy must be awarded with donations of the best of farming equipment in



donations of the best of farming equipment including vehicles to support them to accelerate their farming activities with the view to transforming them from peasant farmers to large scale commercial farmers. On the other hand, large scale but successful commercial farmers who have tangibly contributed to national development through their farming businesses should be appreciated with award of certificates perhaps signed by His Excellency, the President of the Republic of Ghana. They may also be granted other incentives such as tax credits from government in order to sustain business.



And fourth, the award should not be limited only to individuals in the agricultural sector but also government agencies and private corporate bodies who have helped in diverse ways to promote modernisation in farming in particular and agriculture in general for higher national productivity. In this regard, there must be an award category for agencies and companies which deal in agriculture in order to appreciate their invaluable contribution to the development of agro-businesses in the country. Such corporate bodies must also be part of the celebrated on this auspicious occasion.

It is imperative therefore, that periodic evaluation of the awards is made in order to assess the impact of the awards being given on farmers' day. The farmers' day and its associated awards is a wonderful innovation to boost our agricultural ego as a country, but it must be organised in way that will work for mother Ghana and not just the individual awardees.





Dr Abdul Baasit Aziz Bamba

CREATING EQUAL EDUCATIONAL OPPORTUNITIES FOR LATE STARTERS

By Dr Abdul Baasit Aziz Bamba
Lecturer, University of Ghana School of Law &
Board Member of BPI

At long last, Dr. Yunus Dumbe has fulfilled his dream of becoming a University lecturer. In 2014 he was appointed a lecturer at the Kwame Nkrumah University of Science and Technology. His struggle to pursue formal education should be a source of inspiration for many late starters. Attending Class 4 at age 17, he battled through inequality and lack of educational opportunity to achieve what many people could only dream about.

A dirty, gully-filled road leads to Dr. Yunus Dumbe's small village of Dahile, near Hamile in the Upper West Region of Ghana. Dahile is a non-descript village with its key redeeming feature being its proximity to Burkina Faso, hence the opportunity it offers for cross-border trade. Children still play barefoot and shirtless in the open. Early in the morning women could be seen carrying heavy loads of water and firewood on their heads with their babies perched dangerously on their backs. Sheep still rummage through the heap of trash not too far the Dahile Government Primary School Park foraging for anything edible. The Dahile Government Primary School has changed tremendously over the years. About 30 years ago, it was a 3-classroom mud building with thatched-roofs that got ripped off with any heavy downpour. Today

it is a multi-classroom block with corrugated iron-sheets with pupils who spend part of the day in their parents' farms after school.

Dr. Yunus Dumbe spent part of his life in Hamile at the Falahiyya Islamic School. His family, converts to Islam from Traditional Religion, had always nurtured the ambition of seeing their children emerge as renowned Islamic scholars. This hope had implications for Yunus Dumbe's education as he never had the chance to attend secular primary or secondary school whilst he was in Dahile.

In 1988 he escaped the poverty of the North in search of economic opportunities in Accra and to pursue further Islamic studies. He settled in Nima, moving in with his cousin, Hamidu Dingane, who could not afford ₵7,000 (which is now ₵7) to send young Yunus to school. This did not, however, dissuade Yunus from nurturing hopes of attaining secular education. During the long makaranta recess he took up a job as a gardener at Abelenkpe, which enabled him to save some money. He spent part of his earnings to attend evening classes from Class 4 at the age 17 to complement the makaranta education. Prior to his adventure in secular education, Yunus could neither write nor read in English. His friends and colleagues mocked

him for his peculiar ways of expressing himself in English. According to him "I used to admire my age mates in school uniform and wished I were in their shoes". Nevertheless he excelled in his makaranta education and after 6 years of studies at the Institute of Islamic Studies in Nima he became an Islamic teacher (Mallam).

Convinced that his destiny lay in his hands, Yunus invested part of his savings into the business of selling books. "Whenever I closed from makaranta, I would carry my trading bag which contained a tape recorder, Islamic books, rosaries, and audio cassettes to the market to make a living. Wherever a group of people gathered, it was an opportunity for me to trade", he notes. Yunus would start his trading activities from Rawlings Park in Accra, move to Tudu, Cowlane and Zongolane. He would sometimes offer his afternoon prayer at Salahe Market behind the Ghana Post Office and continue with trading to the Timber Market.

Within a year Yunus had raised some money to enable him enroll for English courses at Institute of Languages, Accra Workers College. He would go to makaranta in the morning, go trading in the afternoon, and attend English classes in the evening. Often he was so tired

during class hours he couldn't fully concentrate and missed a lot of what was taught in class. As he trudged along, he gained sufficient proficiency in the use of the English language and mustered enough courage to register for the O'level exams. While preparing for the Ordinary Level exams Yunus continued with his petty and itinerant trading to support himself. Like many Ghanaians he was also enticed by the promise of huge return on investment to save with Pyram Business Consultancies but lost all his savings when Pyram turned out to be Ponzi scheme. With all his savings gone, Yunus was in a dilemma: abandon school or fully concentrate on trading. It took him weeks to make up his mind.

Eventually, he decided to combine trading and the pursuit of education. He registered for, sat and passed the Ordinary and Advanced Level General Certificate Exams as a private candidate gaining admission to read a Diploma course at the University of Ghana. At this time, business had slowed down for Yunus and life was extremely difficult so he contemplated taking up an additional job as a watchman. Luck shone on him when through the intervention of a friend Rainbow Motors offered him a scholarship. His sister, Ayele Abdul Salam who was fully committed to his education also provided weekly foodstuffs for his upkeep on campus. With sheer determination and perseverance he completed his diploma programme at the University of Ghana.

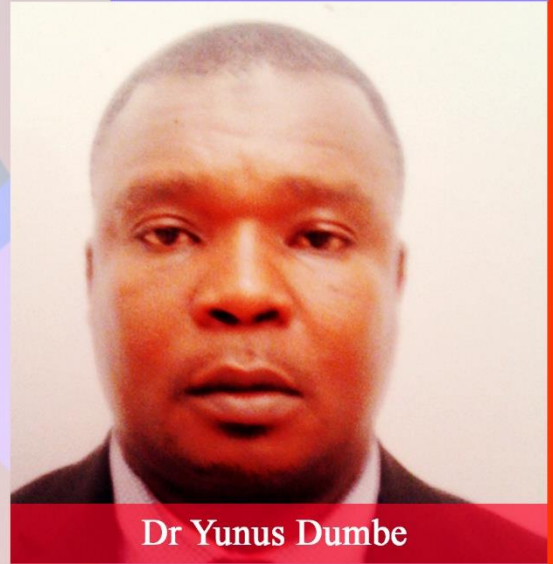
Soon after Yunus enrolled for a degree programme at the same University supporting himself from money he made as a private tutor. With the support and encouragement of Prof. Elorm Dovlo of the Department of Religious Study, University of Ghana, he pursued masters and doctoral programmes at University of Ghana. Dr. Yunus Dumbe's

academic achievements did not end there. He secured a fellowship in the University of Cape Town South Africa to undertake comparative studies on Muslim movements in both South Africa and Ghana. In 2011 he won another fellowship from Sodertorn University in Sweden that enabled him to complete his pace-setting book titled "Islamic Revivalism in Ghana".

Today Dr. Yunus Dumbe through thick and thin is a lecturer at the Kwame Nkrumah University of Science and Technology. His story is not only an example of personal triumph, commitment and sheer perseverance, it is also a story about the role of mentors and policy makers in supporting the educational aspirations of late starters.

Many countries take pride in being lands of equal opportunity, where everyone has a fair chance at success if they work hard. Since 1993 we have given ourselves a Constitution with lofty political, social, economic and cultural ideals. Chapter 6 of our Constitution on the Directive Principles of State Policy enjoins our country, among others, to afford equality of economic opportunity to all citizens and to provide educational facilities at all levels in all regions of Ghana, and to the greatest extent feasible make those facilities available to all citizens. These directive principles of state policy are to guide all citizens, Parliament, the President, the Judiciary, the Cabinet, political parties and all other bodies and persons in taking or implementing any policy decisions for the establishment of a just and free society.

Over the years our country has experienced improved social and economic growth, lifting the lives of



Dr Yunus Dumbe

many people from absolute and relative poverty. This improvement has been brought about in no small measure from improvements in access to education, hence in social and economic opportunity. The personal story of Dr. Yunus Dumbe bears testimony to this. However, it is also true that in most cases the fruits of economic growth have not been evenly or fairly distributed: incomes for our small middle class have stagnated or reduced, and large segments of the poor have increasingly been left behind necessitating anti-poverty interventions by the Government of Ghana such as the Livelihood Empowerment against Poverty program.

Social and economic inequality arising from lack of access to and poor quality of education from preschool to college has implications across many areas of social life. It affects the effectiveness of participation in the democratic process; it affects social and economic mobility, the well-being of families, the parental resources available to children, the chances of finding secure and satisfying work, the quality of health care and health outcomes. The wider the disparity between a society's haves and

have-nots the greater the inequality in the benefits enjoyed in society.

In this context, it is important for us as a country to know to what extent our schools and educational policies have provided equal opportunities for all citizens despite growing differences in family resources, school quality, and job prospects. Has the political system effectively transferred resources to the disadvantaged in society to improve their education outcomes? How well have our institutions performed in moderating educational inequality and providing something akin to equal opportunity for all Ghanaians as enjoined by our Constitution? What can we continue to do to provide children from disadvantaged back

grounds an equal chance in life? There are many Dr. Yunus Dumbes out there, and by knowing their stories of personal success, what policy interventions assisted those efforts at self-actualization, we will have a better understanding of what works to address the needs of late starters and other vulnerable persons as we seek to create equality of opportunity for all Ghanaians.

We at Baraka Policy Institute seek to contribute effectively to national development by striving for the general well-being of people, especially the vulnerable in society through advocacy, promotion of social justice, policy analysis and actionable research on relevant areas of national development. We remain

committed to supporting any programmes directed at this effort.





Dr Rabiatu Ammah

Pre-empting Extremism in Ghana

● The Role of the Muslim

By Dr Rabiatu Ammah

Snr lecturer at the Department for the Study of Religions, University of Ghana, Legon.

Recent events of recruitment of Ghanaian Muslim youth particularly at the tertiary level into Islamic State of Iraq and Syria, ISIS is very worrying and regrettable. For me, this comes as a wake-up call to all stakeholders in the Muslim community including community leaders, Imams, Ulama (scholars), youth and state security institutions among others. It behoves on all to work together to pre-empt any act of extremism and radicalization in the country. To this end, there are roles the aforementioned stakeholders can play in order to ensure that the Muslim youth are not used by extremists to pursue their selfish agenda.

Conscientization and sensitization of Muslims particularly the youth, who are easily prone to negative influences, is one major way this can be attained. It has become imperative to adopt newer methods of teaching and preaching Islam for a better appreciation of the religion by all, including Muslims. The Minbar (Pulpit) is a perfect medium that must be used more effectively. Consequently, rather than serially preach from khutbas (sermons) prepared during the classical period of Islam and handed down verbatim, Ghanaian Imams should frequently intersperse these khutbas with contemporary matters such as the issue

in question and others that affect the holistic development of the Muslim community.

This imposes an enormous responsibility on leaders at the various levels on several fronts. First, leaders must themselves have frequent brainstorming workshops in order to abreast themselves with recent global happenings around the world to facilitate guidance of the general Muslim populace and the youth who are easily influenced. Following this, leaders would have to constantly engage the youth and address both theological and social challenges that confront them in the local communities and possibly refer them to counsellors.

Parents and guardians also have a big role to play in the execution of this herculean task; the home being the immediate environment for nurturing and socialization. It is the duty of parents to provide the needs of education and also instil Islamic values and discipline in the children. To forestall any negative tendencies and inclination parents must supervise and monitor the activities of children and ensure that children are studying under the right Muslim scholar at the appropriate makaranta. Frequent monitoring and interaction with wards is critical in the overall nurturing of children. Unfortunately, this is not

the case in most Muslim homes. It is important to reiterate that we must not quieten our children by not accepting their views and interventions. If anything, we should encourage the interrogation of issues even on Islamic dogma and teachings. Parents should not have problems with such behaviour but show patience as children debate them and hold contrary opinions. Organizing conferences and workshops on parenting from the Islamic perspective to re-learn it, share ideas and strategize on becoming better parents will be of immense benefit to society. But when parents are abreast with modern trends and come down to the level of children it makes for effective bonding and openness.

Whilst good parenting is of the essence, it is recommended that Ghanaian Muslim children and the youth, majority of who are students at different levels, take their education seriously and remain focused. Besides, the youth must avail themselves of the true teachings of Islam at the hands of properly trained local scholars who are also abreast with modern trends and technology. However, they should go beyond the traditional way of accepting anything without question and probe, debate and interrogate subjects in an intelligent and respectful manner. It emboldens them to discuss theological and other issues that arise coherently and confidently;



it also enables them to double as peer counsellors with some training. Given the necessary skills of discernment Muslim children and youth hopefully, will be discretionary in their use of social media from where some have been recruited into ISIS. Again, bearing in mind that our tertiary institution are the fertile grounds for this recruitment, it is prudent for Muslim Student's Associations to intensify their sensitization activities of this scourge. Whether Muslims like it or

not social media must not be condemned as haram (forbidden). It contains invaluable information and has become the school of many of our children and youth. But like the double edged sword it has the good and the bad. On the contrary, professionals in this field should endeavour to take up the challenge and create platforms from where all particularly the youth, will access Islamic moral teachings as explained by renowned scholars.

Islam in my understanding is a peaceful religion that promotes the welfare of humanity and expects its adherents (Muslims) to be good ambassadors of peace and not violence. We must all be security alert and to report any extremist tendencies to our opinion leaders, ulama (Trusted Islamic Scholars), Imams and most importantly the security agencies for quick response. But above all we must be role models for our children and the youth.



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ACCESS AND RELEVANCE OF TERTIARY EDUCATION IN THE CONTEXT OF NATIONAL DEVELOPMENT

By Professor Mahama Duwiejua.

Former Executive Secretary, National Council for Tertiary Education. (The paper was delivered at BPI Educational Seminar in January 2015)



In the last decade, there has been an explosion in demand for tertiary education, particularly university education but access is still limited. For example, in the 2013/14 academic year, of the 78,618 applicants to the University of Ghana, 68.4% qualified to be admitted. The University was able to offer admission to only 38% of the qualified candidates. Finally, --- % of those offered admission reported. In the same year, 57,277 candidates applied to the KNUST. Out of that number, 69% qualified to be admitted. The University offered admission to 60% of the qualified applicants. Finally 15,052 (63.9%) of those offered admission actually registered. What this says is that out of cohort of 57,277 SHS students wishing to enter the KNUST only 26% have a chance of being admitted in that university.

So where are the rest?

Article 25 (1)c of our constitution states:

“higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education”

The right of access to higher education is mentioned in a number of international human rights instruments. The UN International Covenant on Economic, Social and

Cultural Rights of 1966 declares, in Article 13.

“The importance of higher education, especially for African countries, cannot be overemphasized. Indeed, in its 1997 report on the state of Education in Africa, UNESCO (1997) describes higher education as being to the education system what the head is to the body.”

The Ghana Shared Growth and Development Agenda (GSGDA) aims at *“transforming the economy through industrialisation, especially manufacturing, based on modernised agriculture and sustainable exploitation of the country’s natural resources”*

This is the way to create wealth. - This noble aspiration will remain an intention on paper if we do not have the critical mass of trained people (mostly from higher education institutions) with appropriate knowledge and skills to transform the economy. These are the people who can lead the technological transformation and economic development. We cannot develop economically by depending on

sale of raw cocoa beans, timber, minerals and now oil – knowledge drives economic growth

Countries that have invested in their scientific and technological capabilities (usually developed at universities) have reaped great benefits in industrial growth.. These are the wealthy nations. I dare say these countries did not invest in higher education because they are rich. They are rich because they invested in intellectual development. Access to education and for that matter, access to tertiary education should therefore never be viewed luxury - our very survival as humans capable of adapting to emerging challenges and ability to compete globally depends on it.

A country that fails to develop its people intellectually is opting out of the development race. I add that such countries leave themselves at the mercies of countries that care to invest in intellectual development of their people - these are the countries that have built intellectual capital. These are the countries with developed economies. They are the countries with social cohesion, and they are the countries with stable political systems.

I therefore congratulate the Baraka Policy Institute for initiating this discussion on access to education.

A country that fails to develop its people intellectually is opting out of the development race.

2. SCOPE

I will proceed with this presentation with these questions in mind:

- What is the current state of access and implications of current state of access for national development?
- What are the barriers to access/
- What are we doing to ensure we meet the constitutional obligation of making Higher education equally accessible to all Ghanaians, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education
- Can the Baraka Policy Institute play a role in improving access and inclusion?



WHAT IS TERTIARY EDUCATION?

Tertiary education is simply post-secondary education. Notable examples in the formal sector in this country include: nursing training colleges, colleges of education (38 public), agricultural training colleges, polytechnics and universities (public 10) and over 60 accredited private tertiary institutions. I will not distinguish between tertiary education and higher education. The two terms have therefore been used interchangeably in this presentation.

Post-secondary education in a broader sense should include Vocational and technical education. This is receiving massive support under the Council for Technical,

Vocational education and Training (COTVET). This is an extremely important sector with very interesting developments. I mention it here to raise awareness but will not discuss it. I suggest the BPI creates a separate forum for it so as not to dilute their contribution to national development.

Access to tertiary education

Access to tertiary education in Ghana, as measured by the Gross Enrolment Ratio (GER), is about 12%. This translates to a total enrolment figure ranging between 280,000 and 300,000.

Trow (2000) coined the terms elite, mass and universal higher education, with elite representing a national enrolment ratio of up to 15%, mass representing a ratio of up to 50%, and universal a ratio in excess of 50%. According to this classification, access to Tertiary education is still elitist. This figure is certainly too low for our status as a middle income country. If we are to move beyond our lower middle-income status we have to double the enrolment figures to be able to produce the skilled-manpower needs of the country. The problem is therefore not lack of qualified candidates. Infact the problem may be worse 10 years from now if nothing is done.

GES reports in 2014 indicate that we have close to 4m children in primary school. If 2m of these proceed to senior high school, we will have a problem on our hands on how to provide post-secondary education in the next 10 years. Fortunately, arrangements are in place in anticipation of this explosion in demand for tertiary education. Access per se in terms of total enrolment figures does not tell the whole story. Important components of access like - equity, relevance and quality.

EQUITY.

The statement that "higher education shall be made equally accessible to all, on the basis of capacity..." means irrespective of age, ethnicity, religion, social status and sex. As a policy we aim at achieving a 50:50 ratio for male and female enrolment into tertiary education institutions. Unfortunately, the ratio is 30% female and 60% male. A lot more needs to be done to improve female enrolment. Within the 30% enrolled, females are grossly under-represented in the physical sciences and engineering. Gender inequality in tertiary education persists because of social barriers. We must be equally concerned about other socially disadvantaged groups like physically challenged, economically disadvantaged and applicants from less-endowed schools which are mostly located in rural areas with poor





facilities. We must ensure inclusion because acquisition of tertiary education besides the common good has direct benefits at the individual and family level. Evidence abounds that the average person with tertiary education has:

- higher salaries,
 - better employment opportunities,
 - increased savings, and
 - upward social mobility
- A tertiary education graduate also obtains non-economic benefits including, a better quality of life, improved health, and greater opportunities for the future.

It is therefore a matter of social justice that every individual must be given equal opportunity to access tertiary education, irrespective of income and other social barriers including gender, ethnicity, and language. A talented but low-income student or female who is denied entry into tertiary education represents a loss of human capital for society. Disparities in tertiary education opportunities must be eliminated.

RELEVANCE

Higher education is provided at a high cost to the tax payer. It must therefore be appropriate to serve society and the individual. We have seen demonstrations of unemployed graduates, while industry and

particularly complain of lack of graduates with employable skills. There has been a needless debate about what these skills are. The argument is simply that in addition to learning the core subjects, we must infuse in students 1) learning and innovative skills (creativity and innovation, critical thinking and problem solving, communication and collaboration), 2) Information, media and technology skills (information literacy, media literacy and ICT literacy) and 3) Life and career skills. This calls for an overhaul of the curriculum.



WHAT ARE THE BARRIERS TO ACCESS TO TERTIARY EDUCATION?

There are both monetary and non-monetary barriers to entry into tertiary education. Three monetary barriers to tertiary education are the cost-benefit barrier, the cash-constraint or liquidity barrier, and the internalized liquidity constraint or the debt aversion barrier.

The cost-benefit barrier occurs when an individual decides that the costs of attending university (including tuition and living expenses as well as opportunity costs of not working during the duration of the course) outweigh the returns to their education. Liquidity barriers refer to a student's inability to gather the necessary resources to pursue tertiary education after having decided that the benefits do outweigh the costs. And, the debt aversion constraint occurs when a student values the benefits of tertiary education over its costs, can borrow or has access to sufficient financial resources, but, regardless of these factors, chooses not to matriculate because the financial resources available to him/her include loans. All three of these monetary barriers contribute to rising inequity in tertiary education participation.

Non-monetary reasons considered as important factors in explaining poor participation of low-income individuals in tertiary education are: Academic ability, information access, motivation, inflexibility of university admission processes, family environment and others forms of cultural capital are some of the factors. Presence of these barriers has policy implications. Policy initiatives have been developed to protect the integrity of the system and improve access to education for socially and economically disadvantaged students. Similarly, policy



POLICY INITIATIVES TO ADDRESS THE BARRIERS

frameworks are available to encourage institutional diversity and alternative funding mechanisms. I will explain further how some these policy initiatives address the barriers to access.

1. Inflexible entry requirements

Minimum entry requirements have been established for both degree and diploma programmes. For admission into polytechnics, applicants who have passed the core subjects but failed in one elective have been given the opportunity to take an access course supervised by the National Board for Professional and Technician Examinations (NABP-TEX). An application has been received from Colleges of Education for this to be extended to them for science programmes. The request is being studied by a committee at the NCTE.

A bigger problem we have to deal

with is how to reduce the pressure on demand for university education. The recent policy of converting polytechnics to technical universities is an attempt to make technical and vocational education more attractive. We hope by this we shall provide a more diversified and attractive options for tertiary education.

Equity

Gender sensitive admission policies exist in all public universities for disciplines in which females are under-represented. These include engineering and the physical sciences.

Universities also have policies in place for applicants from schools classified as less-endowed.

For those who are economically disadvantaged, the students' loan trust fund has now introduced what they call a means test to advance

loans according to the needs of applicants. The amount ranges between GHC800 and GHC1800 per annum.

Relevance

The Minister of education only last year organised a consultative meeting between industry leaders and academia on the theme "bridging the gap between industry and academia"

It behoves on regulatory bodies like the National Council for Tertiary Education (NCTE) and National Accreditation Board (NAB) to ensure these in public institutions. The NCTE is submitting new proposals to the Minister of education on funding of tertiary education.

Finally while it is commendable to increase access we must plan for the required support for infrastructure and human resource development.



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THE NEW EDUCATION BILL 2015 EXPLANATORY MEMORANDUM

Background

The Object of this Bill is to provide for a decentralized pre-tertiary education system. It is to revise and update the legal framework for the pre-tertiary regulatory bodies for education in the Education Act 2008, (Act 778). It also reconciles the conflicting provisions of the Ghana Education Service Act 1995, (Act 506) and the Education Act, 2008 (Act 778) in order to comply with section 31 (3) of Act 778 that requires that “within twelve months of the coming into force of this Act, the Ghana Education Service Act, 1995 (Act 506) shall be amended to conform with the provisions of this Act”.

The attempt to decentralise the education sector by devolution in this country has had a very chequered history. The first major attempt to decentralise education by devolution to the regional level under the proposed five Regional Assemblies; Eastern Region, Western Region, Ashanti Region, Northern Territories and Trans-Volta Togoland under the 1957 independence Constitution fizzled out after the abolition of the Regional Assemblies in 1958.

The second major attempt was made by the government of the National Redemption Council under the Local Administration (Amendment) Decree, 1974 (N-RCD 258) when education was listed as one of the sectors to be decentralised by devolution.

The Ghana Education Service (Amendment) Decree, 1976 (SMCD 63) however reversed this by recentralising education in 1976. This was when the NRC had metamorphosed into the Supreme Military Council. Education was removed from the list of the decentralised Departments of the District Councils and responsibility for the provision of primary and middle school education was vested in the centralised Ghana Education Service.

Under section 29 of the Local Government Law, 1988, (PNDCL 207) education was reinstated as a decentralised sector and the Ghana Education Service was listed as the first devolved Department of the twenty two decentralised Departments of the newly-created Metropolitan, Municipal and District Assemblies in the First Schedule to that Law. The entire First Schedule to PNDCL 207 was however not implemented until after the promulgation of the 1992 Constitution. After that, PNDCL 207 itself was repealed and replaced with the Local Government Act 1993, (Act 462).

When the Local Government Bill 1993 was presented to Parliament, the Ghana Education Service was on the list of the twenty two decentralised Departments but by the time the Local Government Act, 1993 (Act 462) was enacted, the Ghana Education Service had been left out even though the decentralisation of education had been touted as one of the major reasons for the introduction of the decentralisation programme. The Ghana Education Service Act,

1995 (Act 506) confirmed the Ghana Education Service as the centralised apex body for pre-tertiary education but had provisions that decentralised some functions and powers to the regional and district levels by way of de-concentration.

Under the Local Government Service Act, 2003 (Act 656) the number of devolved Departments was reduced from twenty two to seventeen, without the Ghana Education Service on the list of devolved Departments. Instead, section 15 (6) © of that Act, provided that the Head of the Local Government Service shall “establish, with the approval of the Local Government Service Council, systems for effective inter-service and sectorial collaboration and co-operation between the Local Government Service, the Education Service, the Health Service, the Forestry Service and other Services, to harmonise local government programmes and avoid duplication”.

The next development was that on the 6th January 2009, a day before the Fourth Government of the Fourth Republic left office, the President assented to the Education Act, 2008 (Act 778). The Act transferred more extensive functions and powers to the regional and district offices of the Ghana Education Service, but these were still by way of de-concentration rather than devolution, meaning that power was not given to the decentralised bodies.

The genesis of the education sector decentralisation under the Fifth and Sixth Governments of the Fourth Republic is that the Ministry of



Education, with funding from the USAID, established an Education Sector Decentralisation Committee to make proposals for the implementation of Act 778 and for the decentralisation of education. The Committee engaged consultants whose recommendations, flowing from Act 778, were still in the direction of a de-concentrated rather than a devolved Ghana Education Service.

The Local Government (Departments of District Assemblies) (Commencement) Instrument, 2009 (L.I. 1961) was laid before Parliament in December 2009 but matured and come into force in February 2010. Even though education as a sector was not in the Decentralisation Schedule in Act 462 and was also not in the Schedule to Act 656, the Department of Education, Youth and Sports of the Metropolitan, Municipal and District Assembly made up of the Ghana Education Service, the Ghana Library Board, the National Youth Council and National Sports Council had remained on the Schedule of Departments of the Metropolitan and District Assembly under section 38 of the first Schedule of Act 462. The Schedule to L.I. 1961 IN IMPLEMENTING SECTION 164 OF Act 462, established the Department of Education, Youth and Sports to commence operating as a Department of the Metropolitan, Municipal and District Assembly. However, since education was no longer a devolved sector, it required a policy decision to restore education to the decentralisation Schedule to enable the Department of Education, Youth and Sports to properly function as a Department of the Metropolitan, Municipal and

District Assemblies.

In April 2012, the Inter-Ministerial Co-ordination Committee on Decentralisation and subsequently the Cabinet, took the policy decision to decentralise education by devolution and restored the education and health sectors to the Decentralisation Schedule. The Education Sector Decentralisation Committee was subsequently reconstituted and converted into an Education Decentralisation Task Force under the auspices of the Inter-Ministerial Co-ordinating Committee on Decentralisation with a mandate to prepare a roadmap for the decentralisation of education by devolution but more specifically to devolve the Ghana Education Service to the district level to function as part of the Department of Education, Youth and Sports of the Metropolitan, Municipal and District Assembly.

After the Education Sector Decentralisation Committee prepared a roadmap for the Zero draft of the decentralised Education Bill, it was then directed by the Inter-Ministerial Co-ordinating Committee on Decentralisation to team up with the Legislative Review Task Force of the Inter-Ministerial Co-ordinating Committee on Decentralisation to review and finalise the roadmap and the Education Bill.

The current Education Bill is therefore the joint effort of the Education Sector Decentralisation Committee and the Legislative Review Task Force of the Inter-Ministerial Co-ordinating Committee on Decentralisation.

Summary of Parts and Clauses

Part One of Bill deals with general provisions and the Education

Service. Part Two is on the National Inspectorate Authority. Part Three deals with the National Teaching Authority. Part Four is on the National Curriculum, Assessment and Reporting Authority. Part Five provides for the decentralised education system and Part Six is on administrative, financial and miscellaneous provisions.

Clause 1 of the Bill specified that the system of education comprises three levels; basic, second-cycle and tertiary education. Clause 2 gives effect to the constitutional injunction for Free, Compulsory, Universal Basic Education and for the first time seeks to operationalise the “compulsory” element of that injunction.

Clause 3 emphasises that education at the basic and second-cycle levels is to be decentralised to the Metropolitan, Municipal and District Assemblies and Regional Co-ordinating Councils respectively.

Clause 4 “inclusive education” provides for the education of children with special education requirements.

Clause 5 establishes the Education Service and clause 6-17 deals with its membership, function, governing body and administration. In anticipation of the decentralised nature of the Service, clause 6 defines the membership of the Service to consist of the personnel of the Service at the headquarters, general manager of educational units and their supporting staff and other persons who may be employed for the Service.

The object of the National Inspectorate Authority, currently known as the National Inspectorate Board, in clause 19 of Part Two, is to be responsible for the standards in public and private schools to ensure their improvement and to enforce standards in these schools to ensure quality education.



The governing body of the Inspectorate Authority is to establish inspection panels to provide an independent external evaluation of the quality and standards in pre-tertiary educational institutions, clause 22.

Part Three and Four of the Bill deal with the other regulatory bodies in the education sector that were also first established in the Education Act, 2008 (Act 778). These are the National Teaching Authority, currently known as the National Teaching Council and the National Curriculum, Assessment and Reporting Authority, currently known as the National Council for Curriculum and Assessment.

The National Teaching Authority is the body responsible for matters related to the Licensing and registration of teachers, clause 28. The object of the Teaching Authority in clause 29 is to uphold the standards of the teaching profession by the provision of a quality assurance process to support the delivery of education in a school in a professional and competent manner by licensed teachers. Certified teachers are to be registered and issued with the Teaching Authority's license to teach, clause 35. This clause enables the Teaching Authority to refuse to certify and register a person as a teacher. A grievance procedure is provided for a person who is refused registration. A person cannot be employed in a pre-tertiary educational institution unless that person has been certified and registered as a teacher, clause 36. Under clause 37, the Teaching Authority Council may authorize the employment of an unregistered teacher to teach in a pre-tertiary education institution and in that case, the qualifications and conditions for the teacher will

be waived.

The National Curriculum, Assessment and Reporting Authority is the governing authority responsible for matters related to curriculum and assessment for pre-tertiary education clause 38. The object of the Curriculum, Assessment and Reporting Authority is to provide quality human resource training at the pre-tertiary education level through the use of a structured curriculum in a specified learning area provided by the Minister, clause 39.

Part Five of the Bill clause 35-72 deals with the decentralised education system at the regional and district levels. Under clause 45, a Regional Education Department is established at the regional level with oversight responsibility by the Regional Co-ordinating Council. Clause 51 provides that in consultation with the Regional Co-ordinating, the Regional Education Department is responsible for the establishment of Boards of Governors of public second-cycle schools in the region. The other functions of the Regional Education Department are set out in clause 46. Clause 47-55 deals generally with the administration of the decentralised education system at the regional level.

Clause 56-65 is on the administration of the decentralised education system at the district level. Clause 56 makes the Metropolitan, Municipal and District Assemblies responsible for basic and functional literacy education in the district with the specific mandate to oversee the implementation of the decentralised basic education system. This includes the construction, equipment and maintenance of public basic schools and the establishment of public schools on the recommendation of the Director

of the Department of Education, Youth and Sports of the Metropolitan, Municipal and District Assemblies.

Clause 57 establishes a District Education Section of the Department of Education, Youth and Sports of a Metropolitan and Municipal and District Assembly. Its functions include the efficient delivery of educational services to meet the needs of the district and the provision of library services. Others are the provision of education management information systems; the preparation, administration and control of budgetary allocations and the facilitation of the work of the School Management Committees.

Clause 59-60 establishes a District Education Oversight Committee that reports to the Social Services Sub-Committee of the Executive Committee of the Metropolitan, Municipal and District Assembly and spells out its membership and functions.

Clause 61 provides that each Municipal, Metropolitan and District Assembly is to establish a School Management Committee for every public basic education school in the district. Clause 62-65 provides for the membership, tenure of office, meetings and functions of the School Management Committee.

Clause 66-72 is on private pre-tertiary educational institutions. These may be established, managed and operated in accordance with guidelines issued and regulations made by the Minister for Education through the Education Service Council. The clauses also deal with change of ownership, closure and the withdrawal of approval for a private educational institution. A grievance procedure is provided for in clause 72. This enables a person to petition a District Assembly or a Regional Co-ordinating



Council for review and action if dissatisfied with the standard of teaching or learning in a private education institution, if the person suspects discrimination or any sufficient cause.

Part Six, clause 73-83 deals with administrative, financial and miscellaneous provisions that are standard provisions statutory bodies. The clauses provide for the tenure of office of members of the Councils and Board, clause 73, meetings of the Council or Board, clause 74 and disclosure of interest, clause 75. Others are on allowances, clause 76, ministerial directives, clause 77 and

funds, clause 80. The rest are on annual estimates, clause 81, accounts and audit, clause 82 and annual and other reports, clause 83.

Under clause 84, the Minister for Education may, by Legislative Instrument and in consultation with the relevant Council or Board, make regulations in respect of the wide range of matters required under the Bill.

Clause 85 is the interpretation clause and clause 86 provides for repeals, savings and transitional provisions. Under clause 85 (1), the conflicting Ghana Education Service Act, 1995 (Act 506) and the

Education Act, 2008 (Act 778) are repealed.

MINISTER FOR EDUCATION



Prof. Naana Jane Opoku-Agyemang





Ghana National Education Campaign Coalition (GNECC) Issues Paper on the Draft Education Bill March 2015

The review and merger of the Ghana Education Service (GES) (Act, Act 506 and the Education Act of 2008 (Act 778) were two critical legislative reforms that have been recommended on various Education Decentralisation (ED) platforms in the past five years. This was because of the fact that two laws were conflicting:

a. The Act 506 suggested a de-concentrated education service with a centralized command and control centre at the headquarters in Accra, with certain administrative functions shipped to regional and district offices. Responsibility and authority over decision making concerning key resources in education management and delivery were retained at the headquarters. It specifically set up structures and functions in compliance with some constitutional provisions such as the setting up of an Education service and Education Council with clearly identification structures and functions, (Chapter Fourteen of the 1992 Constitution).

b. In contrast, Act 778 essentially mandated a devolved service. Act 778 provides for a devolved education service with the district assemblies as the key implementation authority of education services at the local level. The local government acts – Act 462,656 and LI 1961 all provides for a devolved education service but only at the basic, pre-school and special school levels.

The conflicting requirements of two Acts dictated a need for

clarifying and reconciling the two options available for reconciling the two acts included amending Act 506 to conform to Act 778, amending both Act 506 and Act 778 to ensure the ensuing legal framework will adequately achieve a decentralised service, or a merger or consolidation of the two acts incorporating all relevant provisions for effective implementation. These would ensure that the various constitutional provisions which both Acts seek to operationalise are enforced.

In March 2015, the Ministry of Education, after extensive consultations with the Inter-Ministerial Committee on Decentralization submitted a draft of a consolidated Education Bill in line with the third option mentioned in the previous paragraph (i.e. a merger and consolidation of both Acts) to GNECC for their inputs.

This issues paper has been developed as part of GNECC's strategy for reviewing the draft Bill. The issues paper presents a summary of the key issues that require attention during GNECC's deliberations on the draft Bill on the basis that the issues, when addressed, will have far reaching implications on the realization of certain GNECC policy recommendations previously made to government or will provide critical foundations for the attainment of Education for All and Millennium Development Goals on Education in Ghana. It is noteworthy that, the crux of the issues herein, reflects the objective of the on-going legislative review which aims to ensure a devolved education management system with district playing

lead roles and assuming ultimate responsibility in decision making, implementation and monitoring of educational policies and their outcome

The following issues are accordingly identified for discussion:

Issue 1: Functions of the Service Council – The draft Bill proposes the setting up of a Service Council to advise the Minister of Education on policy formulation while coordinating approved national policies, programmes and standards related to pre tertiary education. In essence, the proposed Service Council is likened (if not the same) to the current Ghana Education Service Council which has not shown any meaningful commitment towards Education Decentralization due to GES' allegiance to Act 506 in their bid to retain certain key functions which were destined for the districts and other decentralized education agencies like the NTC, NCCA and the NIB. Section 10 (1) (a) confers the mandate to ensure the effective implementation of the decentralized education system to this same Service Council. One wonders what the Ministry of Education seeks to achieve by entrusted such a conflicting mandate to the Service Council.

What is the way forward?

Issue 2: Regional Education Department- Under Section 3 of the draft Bill, there is established by law, a Regional Education Department of the Regional Coordinating Council, which shall act in accordance with guidelines, standards and directions from the Service Council and other regulatory bodies. How practicable



will it be for a staff of the RCC to work under the directions of another agency, the Service Council? Where the service Council may play an advisory role by providing guidelines and standards, will it be practically feasible for the Regional Education Department of the RCC to work under the 'direction' of an external agency without conflict with the RCC?

Issue 3: The composition and leadership of the District Education Oversight Team (DEOT). DEOT is established under Section 59 of the draft Bill. DEOT replaces the current Direct Education Oversight Committee which was chaired by the District Chief Executive. The Team now reports to the Social Services Sub Committee of the Assembly. However, there is no mention of who chairs DEOT in bill. Second, the composition of DEOT excludes NGOs. In view of the significant role NGOs play in education development at the district level, especially their valuable exposure to innovative and alternative approaches to education development (sometimes unique from the conventional approaches adopted by GES), why are NGO's still not given a seat to make an impact at DEOT?

Issue 4: The composition and leadership of School Management Committees -School Management Committees (SMCs) are vital accountability structures at the community level. They represent the core of participatory governance thereby creating a platform for community participation in the governance of the school. As agents of social accountability, it is refreshing that their role is formally mandated under section 62 (1) of the draft Bill.

However, the decision to confer the powers of appointing the SMC Chairperson to the District Director of Education [Section 62 (1)] in consultation with DEOT could be contradictory of a body that is supposed to represent the community in the governance of their school (and not the District Assembly). To what extent can SMC Chairpersons appointed by the District Assembly demand accountability from the District Assembly or its agents? Second, Four (4) out of the six (6) mentioned members of the SMC are agents/staff/direct appointees of the District Assembly [2 teachers, a Unit Committee member, and the Chairperson]. What does this portend for accountability?

Issue 5 : The scope and authority of the National Teaching Authority (NTA). The NTA is mandated to register, certify and license teachers. Section 36 provides that only certified and registered teachers shall be employed by a pre tertiary school. It is unclear whether this includes private schools. Under Section 37 of the draft Bill, a threshold is provided by mandating the NTA to authorize in some instances, unregistered and unqualified teachers to teach. It is unclear what conditions would warrant this. To prevent abuse, the conditions that could warrant this exclusion clause to Section 36 should be useful if stated. What could such condition be?

Issue 6: Status of GES staff at the regional and district level- Administratively, the Act is not definite on the status of current GES staff at the pre-secondary level when management is devolved from the Education Service Headquarters to the districts. It is unclear whether they will remain staff of the Education Service or will be migrated to the Local Government

Service (LES). Besides, Articles 240 (2) (d) of the 1992 Constitution suggests that teaching and non-teaching staff at the district will become members of LGS.

Even though the Act mentions REDs and Board of Governors as entities responsible for coordinating managing secondary education under the RCC's [section 51 (1)] there is a penumbra as to whether staff of Second Cycle schools will be employed by the RCC or the Education Service, as currently pertaining.

The above notwithstanding , the draft Education Bill provides the critical building blocks for a decentralized education system that thrives on popular participation and devolution of authority and responsibility at the district level. It provides a comprehensive structural and functional framework to guide the relationships of centralized agencies and to-be-devolved agencies, without missing out on their roles and functions and how they interrelate.

Most importantly, the draft Bill is defensive on the expressly repealed status of the GES Act 506 immediately upon the passage of the draft Bill. This will ensure there are no parallel and conflicting legislations guiding education management in Ghana. The conviction that provisions in the draft Bill brings Ghana closet to devolving education management is realistic.

References:

Draft Education Bill, Ministry of Education. (2015)
Education Act of 2008 (Act 778), Ministry of Education
Ghana Education Service Act, 506
GEDP legal framework review report
District Education Oversight Committee handbook, PAGE Project (USAID)

NATIONAL CONFERENCE ON BRIDGING THE GAP BETWEEN EDUCATION/TRAINING AND INDUSTRY HELD

Theme: Achieving a strong partnership between Education/Training and Industry: The Way Forward

On the 19th - 20th May, 2014, Baraka Policy Institute (BPI) was invited by the Ministry of Education to participate in a National Conference on Bridging the Gap between Education/Training and Industry. The conference was attended by about 300 participants and resource persons drawn from education and training institutions, industry. Policy makers, youth and students. The conference provided a unique platform for sharing ideas on the subject matter which has been a concern for both policy-makers in education and the industry. The Baraka reproduces below the communiqué issued by participants at the end of the conference.

COMMUNIQUÉ AT THE END OF THE CONFERENCE

Preamble

On the 19th -20th May 2014, about 300 participants and resource persons drawn from education and training institutions, industry. Policy makers, youth and students, met at the International Conference Centre and in the spirit of nationalism deliberated on the above subject.

Participants were of the view that the notion of existence of a gap

between the skills produced by academic and training institutions on one hand and skill requirement of industry on the other hand is not in doubt. Additionally, population growth and demographic dynamics should be taken into consideration in policy planning and within the overall national development agenda.

Based on intensive deliberation and discussion on the issue the participants came up with the following recommendations for policy action:

1. Education and skill training in the country be considered from a global perspective by producing graduates with the view to making them effectively compete in the world at the national, regional and global level.

2. A strong and structured collaboration among education and training institutions, government and industry in a broader national and framework aligned to the development goals of the country is urgently needed. This collaboration should take the of following but not

restricted to:

- o Involvement of industry and employers in the labour market in the design of education and training curricula;

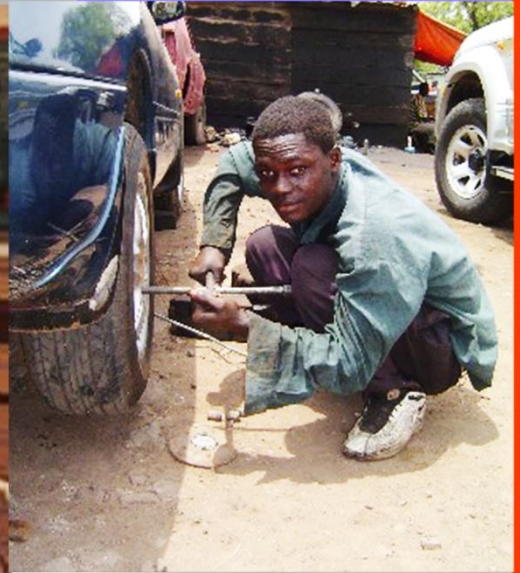
- o Periodic retooling of skills of instructors in education and training institutions through regular training at the world of work or industry;

- o Institutionalize and increase the duration of internship/practical attachment for students to enable them appreciate what is taught in class and at the work place.

- o Involvement of practitioners of industry and world of work in the teaching and training at some point of education and training process.

3. Industrial attachment should be provided with competency certification and must be extended beyond the current 3 month period to give





students sufficient time to link the classroom work with what occurs at the work place.

4. At the senior high and tertiary levels, the need for general and generic training cannot be discounted but there is also the need for establishing specialised institution that focus on training science, technology and engineering graduates to provide specific training needed by critical area in the economy.

5. Review the education system to equip school leavers with productive skills and inculcate in them the values and norms as a country to distinguish Ghanaian graduates from the rest of the world.

6. The foundation of education in the country must be strengthened by improving the quality of basic and secondary education through conscious effort to enhance the governance system and decentralise supervision, management and accountability at the school level.

7. In terms of technical and vocational education training (TVET) participants were of the view that

- o TVET must be strengthened to facilitate employability of the youth particularly in the informal economy.

- o There is the need to bring together all TVET institutions under one sector as part of governance restructuring and institute targeted support.

8. There is the need for industry and training institutions to collaborate periodically to provide stakeholders with data and statistics on job opportunities, required skills and skills available though regular skill gap survey to guide education/training and policy.

9. Industry should be prepared to invest in a top-up skill training to suit their needs since all over the world, employers offer on-the-job training to fresh school leavers to make them adapt to the requirements of a particular job.

10. Introduction of short courses at the polytechnic and technical institutions for graduates to impart world of skills should be instituted.

11. Skills training should be accompanied by government policies that favour the development of indigenous industries.

12. The National Council for Tertiary Education should consider establishing a unit to liaise between academia and industry to strengthen the partnership between education and industries

13. Restructure Counseling Centers in Senior High Schools (SHS) and tertiary institutions into Resource Development and Counselling Centres (RDCC).

14. Government should consider special incentives for industry that show stronger collaboration with education/training institutions.

15. Establish science and technology parks to serve as incubation hubs for start-up industries.

16. Ensure the deepening of the use of technology in teaching and learning at all levels of education and facilitate better outcomes of the partnership between education/training and industry.



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Report on First BPI Public Education Seminar on the theme: “EDUCATION IN GHANA: ACCESS, QUALITY AND RELEVANCE IN THE CONTEXT OF NATIONAL DEVELOPMENT”.

INTRODUCTION

Several studies have shown that educational opportunities and accessibility still remains elitist in Ghana. There has also been a long existing extreme inequality in accessing education both at the basic and higher levels. As result, many brilliant but poor children have been denied quality education that could transform their life and make them useful to themselves and to society. This situation ought to change if Ghana can attain a sustainable development.

As part of its contribution to the educational development discourse, the Baraka Policy Institute decided to bring experts and key stakeholders in the educational sector to discuss how to improve on this appalling situation that has bedeviled our educational system.

The seminar was organized on 31st January, 2015 at the British Council Hall in Accra under the theme: “Education in Ghana: Access, Quality and Relevance in the context of National Development”

SEMINAR OBJECTIVE:

1. To draw the attention of Policy makers and Stakeholders on the growing pattern of inequality in the Ghanaian educational system
2. Brainstorm on how to make our educational delivery more relevant and accessible

EXPECTED IMPACT

The seminar was expected to draw attention of Policy makers and stakeholders in the educational sector to this disequilibrium in our educational system.

THE SEMINAR

i. Attendance

The Seminar was attended by 296 participants in the educational sector. These include key stakeholders, Heads of institutions and agencies, both from government and non-government organisations. Particularly, the following agencies in the educational sector fully participated in the seminar:

1. Ministry of Education
2. The Ghana Education Service

and their Agencies such as;

- a) Director, Supply and Logistics Unit
- b) Director, Inspectorate Division
- c) Director, Non Formal Education Division
- d) COTVET, NCTE, and NAPTEX

3. Educational Units including; the Presbyterian, Methodist, Islamic, Adventists Education Units.

4. The Ghana Library Authority
5. Ghana National Education Coalition

6. Senior Administrators, Lecturers and Research Fellows of public universities

7. Head teachers of Second Cycle Schools.

8. And several other institutions and personalities

ii. Delivery of lectures

Two main papers were delivered at the seminar. One was on access and relevance of tertiary education in the context of national development which was delivered by Professor Mahama Duwiejua, former Executive Secretary of the National Council for Tertiary Education (NCTE). The other



lecture was on the relevance and quality of the curriculum taught in schools and was delivered by Mr Anis Hafar, the Director of the Gate Institute in Accra.

a) Access and relevance of tertiary education in the context of national development:

☒ Current state of Education access and its implications/Relevance:

Professor Mahama Duwiejua mentioned in his speech that there has been a growing demand for tertiary education, particularly university education with a limited accessibility. With statistics showing a very small percentage of averagely 30% of qualified candidates who gain admission into the public universities (with an average of 70% qualified applicants), and so the disturbing question is: where do the rest of the qualified students go? More worrying is the fact that, our Constitution stipulates that as a country we should strive to make education very accessible to all citizens: "higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education" Article 25 (1).

The question again is: what happens to our own constitution ideals that we set for ourselves as well as several other international laws that strongly encourage countries to make higher education very accessible to its citizenry?

The country's economic transformation agenda through sustainable exploitation of the country's natural resources will remain an intention on paper if we do not have the critical mass of trained people (mostly from higher education institutions) with appropriate knowledge and skills. We cannot develop economically by depending on sale of raw cocoa beans, timber, minerals and



Prof Mahama Duwiejua, delivering at the Seminar

now oil – knowledge drives economic growth. Countries that have invested in their scientific and technological capabilities (usually developed at universities) have reaped great benefits in industrial growth and these are the wealthy nations today. These countries did not invest in higher education because they are rich. They are rich because they invested in intellectual development.

Access to education and for that matter, access to tertiary education should therefore never be viewed luxury - our very survival as humans capable of adapting to emerging challenges and ability to compete globally depends on it. A country that fails to develop its people intellectually is opting out of the development race. Unfortunately, Higher Education still remains elitist in Ghana, several indicators point to that with a gross enrolment ratio of 15%.

☒ The barriers to accessibility: There are both monetary and non-monetary barriers to entry into tertiary education. Three monetary

barriers to tertiary education are the cost-benefit barrier, the cash-constraint or liquidity barrier, and the internalized liquidity constraint or the debt aversion barrier.

Non-monetary reasons considered as important factors in explaining poor participation of low-income individuals in tertiary education are: Academic ability, information access, motivation, inflexibility of university admission processes, family environment and others forms of cultural capital are some of the factors.

☒ What the state can and should do to realize this important development requirement:

Policies, regulations and monitoring are very important in this regard. Providing minimum entry requirement as currently exist is a good one.

Gender sensitive admission policies supposing exist in all public universities for disciplines in which females are under-represented is quite commendable.

Universities also have policies in place for applicants from schools classified as less-endowed. A bigger problem we have to deal with is how to

reduce the pressure on demand for university education. The recent policy of converting polytechnics to technical universities is an attempt to make technical and vocational education more attractive.

☒ What role can civil society (think tanks), such as Baraka Policy institute play in this regard:

The role of civil society is more of Advocacy like the Baraka Policy Institute is doing. This will constantly remind policy makers on the relevance of the subject matter.

b) Relevance of education delivery in Ghana- Improving on the intellectual and Human capacity building, Mr Anis Hafar delivered his paper on providing the right education for the child in this modern age, and how we build the youth of our country to receive the required manpower knowledge for our development.

He began his lecture with the following notable quotations from

renowned people:

- Kwegyir Aggrey (1875 – 1927)
“I don’t care what you know; show me what you can do”
- John Dewey (1859 -1952)
“If we teach today’s students as we taught yesterday, we rob them of tomorrow”
- Albert Einstein (1879 – 1955)
“It is the mark of insanity to continue doing the same thing and expect different results”.

The lecture had the following highlights (with video intercepts of Ghanaian school children learning in the classroom and playing games); He asked a rhetorical question, What are Ghanaian students doing and how are they doing it ? It is understood that Children/Pupils come to the world empty and we have to fill their heads with knowledge. There is a natural growth from when a child learns how to walk without supervision. “Human beings are wise to succeed naturally”, in many instances, they lose attributes when they come to us in the school hence we must

pay attention to what pupils have naturally.

He indicated that, if we really want our children to be in the driver’s seat tomorrow and be able to perform, then they must be given the chance now to be independent, by learning to perform task, which involves problem solving. He lamented that we depress the young people when we tell them they cannot do it because we couldn’t do it. We cannot develop our children by just make them sit in the classroom always.

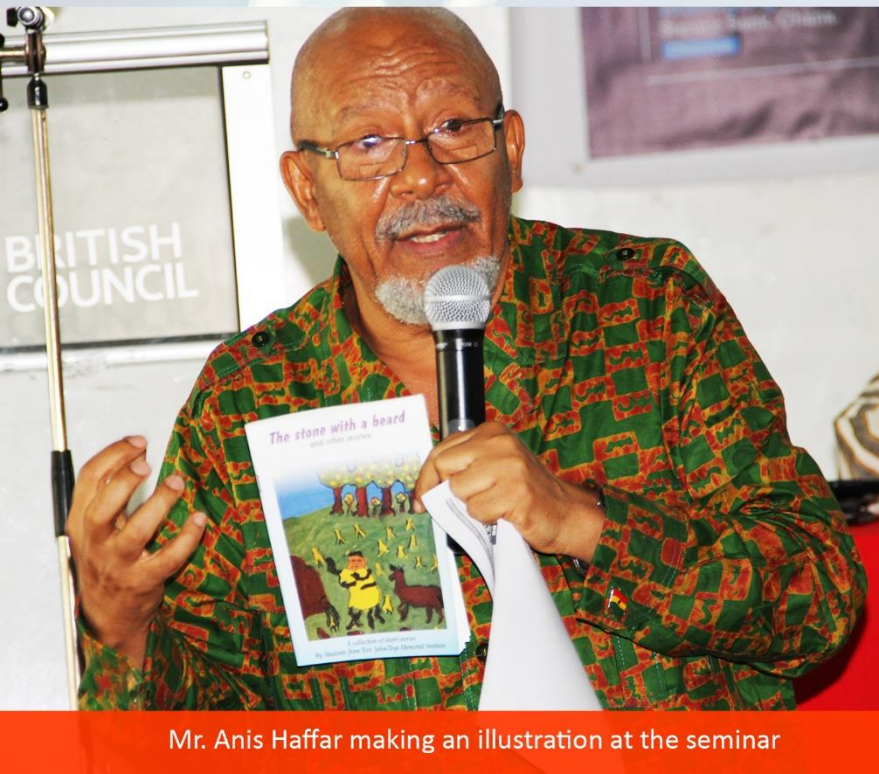
According to him, children in this digital age are brilliant than all of us put together. It is an age of technological advancements. “Let teach the pupils how to think, how to articulate their thoughts and what to do with their thoughts. We must train our children to have the curiosity to pursue a passion or something of their Interest and see it to its end”. He mentioned.

He stated that, we need to identify the things we have to stop, what we must continue and the new things we have to start doing and raise our young ones to the highest caliber possible. It is not bad for parents to take their children from the classroom to help them harvest because it is taught in school as part of the syllabus.

Mr Anis Hafar advised that, when sorting to employ people it is necessary to consider the academic background but it is important to admit people in practice and those who can make us progress.

He gave the following recommendation as the summary of his lecture;

- ☒ The Syllabus in our Schools should ensure hands on education and not always theory. For example, what is the essence of us living by water bodies and yet import fishes. School around those areas should rather develop a science project on that, like fish farming.
- ☒ Each region should be self sustaining by using the local materials in the



Mr. Anis Hafar making an illustration at the seminar

- *Kwegyir Aggrey (1875 – 1927)*
"I don't care what iyou know ; show me what you can do"
- *John Dewey (1859 -1952)*
"if we teach today's students as we taught yesterday ,, we rob them of to-morrow"
- *Albert Einstein (1879 – 1955)*
"it is the mark of insanity to continue doing the same thing and expect different results"

region to develop and that is what development is all about.

iii. Participants Discussions

A head teacher of a deprived community Senior High School, Mr. GBK Adam, was the first to share his experience on the challenges involved in managing a School without basic facilities. He recounted the ordeal both staff and students go through in studying without basic facilities such as Library, computers and even the non-existence of Science laboratories for a school pursuing a General Science programme with all the departments, Biology, Chemistry and Physics. Crusading Ing Robert Woode lamented over what he described as simply "insanity" for a country to be over dependent on items they do not locally provide, hence do not



Some Key Participants

have control over. He attributed this to be the bane of the economy. He cited an example of why Ghana very close to the Equator and having the sunlight, cannot use solar energy. All of these are due to the wrong education we channel to our manpower.

Several other remarks were made by participants, all pointing to the fact that, Ghana needed to make it educational delivery not only accessible but also relevant to meet changing needs of our time.

RECOMMENDATIONS/ OUTCOMES

The discussions at the conference gave the following conclusions and recommendations;

1. Policy makers needed to intensify efforts in making education accessible to all especially the poor, by coming out with effective policy Actions
2. Re directing and re packaging educational contents to make it more relevant to the needs of our time.



Some Key Participapants



BPI Board members in interacting with Mr Ibrahim Awal, CEO of The Finder

PICTURES FROM First BPI Public Education Seminar



Report on
**NATIONAL STAKEHOLDERS'
 CONFERENCE**

on National Alcohol Policy (NAP) jointly Organised by Baraka Policy Institute (BPI) and Ministry Of Health (MOH)



Hon. Alex Sebgefa (Minister of Health) arriving for the conference.

Introduction

There is a growing concern on the high incidence of alcohol consumption among the citizenry, particularly, the youth in the country in recent times. The situation is even more disturbing with the alarming rate of bombarding advertisement on alcohol products on the media that aim at luring people into alcohol consumption with very little or no recourse to its harmful or negative effects on the people.

In response, the Ministry of Health with technical support from the World Health Organization (WHO) initiated the drafting of a National Alcohol Policy for Ghana on 16th June, 2011. Since then, series of technical sessions have been held which have led to the development of the 8th Draft of the National Alcohol Policy (2014). Following

the establishment of Baraka Policy Institute (BPI), the Think Tank began to explore innovative and effective ways of contributing to the reduction and regulation of alcohol manufacturing, importation and consumption in the country. This forms part of BPI's advocacy work against substance abuse. In line with this, BPI initiated a working relationship with the Ministry of Health and the technical committee responsible for the draft of NAP with the view to give intellectual and financial support to the committee in order to enhance the speedy drafting of the NAP, the development of LI and its adoption by the Parliament of Ghana. Subsequently, BPI managed to have a strategic meeting with the Minister of Health, Mr. Alex Sebgefa at his residence on October 25, 2015 on

the need to hold a national stakeholders' conference to finalize the 8th draft and strategize for the development and adoption of a Legislative Instrument (LI) for the control of harm due to alcohol use as stated in the Public Health Act (Act 851). The Minister together with BPI Officials then fixed December 3, 2015 for a National Stakeholders' Conference on National Alcohol Policy (NAP) as proposed by BPI.

Conference Conveners:

Following the meeting with the Minister, Baraka Policy Institute (BPI) decided to contact the Ag. Chief Director of the Ministry of Health (MOH), Dr Nafisah Zakariah with the proposal of BPI jointly organizing the conference with the Ministry. The Ministry readily accepted the BPI proposal and a joint committee made up of officials of BPI and the Ministry of Health was set up to plan and organize the conference.

Conference Objectives

1. To finalize Stakeholder discussion on the eight draft of the National Alcohol Policy.
2. To discuss and adopt a common strategy for speedy adoption of the National Alcohol Policy for Ghana.

Expected Conference Outcome

1. A final stakeholder approved National Alcohol Policy (NAP).
2. A strategy document towards a speedy adoption of the propose National Alcohol Policy.
3. Inauguration of strategy implementation Committee to ensure the adoption of the policy.





BPI President, Mr. Salem Kalmoni delivering his opening remarks at the conference

The Conference:

a. Attendance

The Conference was attended by forty-Two (42) participants from 21 Stakeholder institutions and organizations. Notable public personalities who attended the conference include the Minister of Health (Hon. Alex Segbefia), the Chairman of the Parliamentary Select Committee on Health (Hon. Wisdom Gidisu), a Ranking Member of the Parliamentary Select Committee on Health (Hon. Richard Anane), the President of BPI, (Mr. Salem Kalmoni) among other high profile personalities from the pertinent government and non-governmental agencies, the alcohol industry, Faith Based Organizations (FBOs), Civil Society Groups among others (please see the attached attendance list).

b. First Session: Official Opening (9:55 am – 10:50am)

The first session was the official opening session of the conference. It witnessed the showing of a brief documentary on the negative effects of alcohol on a person, the welcome address by the Chief Director of the Ministry of Health and the delivery of the Keynote Address by the Hon. Minister of Health, Mr. Alex Segbefia.

The documentary on the devastating effects of alcohol consumption on the individual was a real life story in which a Ministry of Health team had chosen 3 alcoholics to show case the negative effects of alcohol. The production of this documentary was sponsored by the Ministry of Health as part of its campaign

against alcohol consumption in Ghana.

The Director/Legal of the Ministry of Health, Mr. Hamidu Adakrugu delivered the Welcome Address on behalf of the Chief Director who had urgently travelled out of the country just a day before the conference. In her address, the Chief Director underscored the purpose of the conference and stated “We are here today to share and build consensus on the National Alcohol Policy for Ghana.

This national conference will also enable us to chart a way forward in adopting a common strategy for the speedy adoption of the National Alcohol Policy and a Legislative Instrument, LI for Ghana”. She added that the National Alcohol Policy details how the issue of harmful use of alcohol will be handled in Ghana; and that particular emphasis is placed on protecting vulnerable groups, preventing underage drinking as well as opportunities for the control of alcohol related harms. Admitting the challenges faced since the start of the drafting stage of the NAP, the Chief Director said the road leading to the current 8th draft of the policy has not been an easy one and commended all stakeholders for their commitment in developing this document to protect the health of Ghanaians. Concluding her address,



The Representative of Mental Health Authority Dr. Anna Dzadey of the Conference .



Representative from VALD. and WHO.

the Chief Director stated “We are at the finishing stages of the document and may I urge all of us to endure this session today knowing that we would be contributing to a document that will protect us and our children from harmful alcohol use”.

In his opening address, the Minister of Health, Hon. Alex Segbefia commended BPI for the collaboration with the Ministry on a project as important as the NAP project. He observed that, the consumption of alcohol has been a cause for great concern both internationally and locally. The Minister said that the current trend of irresponsible alcohol consumption with its attendant health and social problems is a source of worry to the Ministry; and that it has noted with concern the weak regulation regarding alcohol production, importation, sales and adverts. Furthermore, the Minister reminded the technical committee of the NAP to bear in mind the informal sector which produces local alcoholic beverages with high percentage of ethyl alcohol which is also largely unregulated and therefore must be factored into the final drafting of the NAP.

The Minister then pledged the Ministry’s commitment in ensuring that the NAP is adopted at the Parliament of Ghana for the common good of the citizenry.



Representative from the Security Agency

He concluded by saying “It is our hope that the interventions and programmes put forward in the final document will be based on evidence that is locally and internationally sourced and that the implementation mechanisms proposed will be sustainable and involve all stakeholders. It is also our hope that effective services would be available, accessible and affordable for those affected by the harmful use of alcohol”.

**c. The Second Session:
Conference Deliberations**

The second session of the conference was in two segments: Opening Remarks by some key stakeholders, and Discussion on the 8th Draft of the NAP. The key stakeholders

who were asked to give remarks are BPI, Association of Alcohol Manufacturers and Importers (AAMI) and the Christian Council of Ghana. Remarks by Key Stakeholders:

i. BPI Opening Remarks

BPI was the first to be asked to present its opening remarks. The President of BPI, Mr. Salem Kalmoni presented the BPI Opening Remarks at the conference. Below is the speech of BPI President at the conference:

“Mr. Chairman, Honourable Minister of Health, Hon. Members of Parliament, Directors of Ministry of Health. The NAP Technical Committee, Civil Society Groups present, Distinguished Invited Guests, Ladies and Gentlemen.

It is with much pleasure that I give a short remark on behalf of Baraka Policy Institute (BPI) on the idea of having a National Alcohol Policy for our dear nation, Ghana. Indeed, we at BPI are happy to be associated with the organization of this conference.

BPI is a policy and advocacy Think Tank on Social Justice and Development with particular focus on education and general wellbeing of the people. With regards to physical wellbeing of the people, our current focus is on substance abuse. It is a reality that substance abuse has robbed the nation and continues to rob us of many talented and ingenious youth who are supposed to be the future of our dear nation, Ghana. Mr Chairman, Hon. Minister, Fellow Stakeholders,



Representatives from the Alcohol Industry

Ladies and Gentlemen, indiscriminate alcohol consumption has been acknowledged universally as having very significant negative effects on the individual and the society at large.

The medical, psychological and social effects of alcohol abuse have been widely documented. I have recently read an important book published just this year (2015) by two Nobel Prize-winning economists, George A. Akerlof and Robert J. Shiller. They argue in their book "Phishing for Phools: The Economics of Manipulation and Deception" that in a free economy, peoples' weaknesses are exploited for profit; and that in a free economy, peoples' weaknesses are exploited for profit; and that it is a common knowledge that people are not completely rational in their behavior. They argue that people often make choices which are detrimental to their health and financial wellbeing. The two distinguished researchers conclude that availability of alcohol without any regulation or restriction is the main catalyst for alcohol abuse and its attendant negative effects in society. They therefore make a strong case for state regulation and effective monitoring by civil society in order to prevent the excesses of free-market economy. Consequently, many countries the world over have realized the need to embark on interventionist measures to protect the citizenry especially the vulnerable ones such as children and the youth. In this regard, countries such as Kenya, South Africa, Canada, European Union countries and most states of the United States of America among others have resorted to strict legislation to regulate alcohol consumption and its abuse among their citizenry.

Mr. Chairman, Hon. Minister, it is in this vein that BPI welcomes and



The BPI Team at the Conference

appreciate effort being made for the adoption of a National Alcohol Policy. However, with the escalating alcohol consumption in Ghana and the aggressive unregulated alcohol advertisements aiming at luring unsuspecting youngsters into alcohol drinking that we witness daily in our electronic media, it is almost absurd that the policy has remained in the drafting stage since June 2011 without the needed attention. It is time that all stakeholders including government agencies, alcohol companies and civil society organizations such as BPI work together expeditiously to get the policy in place in order to protect our people especially the vulnerable from the scourge of alcohol abuse. BPI is optimistic that this special conference will finalize Stakeholder discussion on the Eighth draft of National Alcohol Policy and adopt a common strategy for its speedy adoption. We also expect dispassionate and progressive discussion on the current draft.

In concluding, on behalf of BPI and on my own behalf, I wish to profusely salute all who have worked tirelessly since 2011 to bring the draft to this far. The World Health Organization (WHO), the Ministry of Health, and the National

Alcohol Policy committee deserve a special commendation in this regard. It is expected that this conference will consolidate the effort so far and draw effective roadmap for the speedy adoption of a National Alcohol Policy in Ghana. Thank you and God bless you."



The Ministry of Health Team

ii. Remarks by AAMI

An Executive Committee member of the Association of Alcohol Manufacturers and Importers (AAMI) Rita Rockson spoke for the alcohol industry. She said the industry has shown commitment to the drafting of the National Alcohol Policy since 2011. The industry has therefore been part of the drafting of the Alcohol Policy from its inception. She concluded that the industry is particularly interested in the effort to ensure that the alcoholic products are not abused.

iii. Remarks by Christian Council

Rev. Abraham Opoku-Baffour represented the Christian Council of Ghana at the conference. In his opening remarks, Rev. Opoku-Baffour called for the ban on all alcoholic products in Ghana. According to him, alcohol is really causing harm in the society and destroying

the youth in the country. He supported all the view raised by the President of BPI and asked that the focus of deliberation at the conference should be how alcohol consumption can be reduced and subsequently eliminated in Ghana. He commended the organizers of the conference for the initiative and asked the conference to be courageous to draft policies that will reduce alcohol consumption in Ghana.

iv. Discussions on the 8th draft Alcohol Policy

Mr. Kofi Edusei, the focal person on the National Alcohol Policy at the MOH gave a presentation on the thematic areas of the policy which needed to be discussed at the conference for final adoption by stakeholders. According to Mr. Edusei, the development of Legislative Instrument (LI) for onward submission to Parliament will start just

after the conference. Therefore, there was the need to reach a consensus on the current draft by all stakeholders present. After the presentation by Mr. Edusei, conference agreed that the entire 8th draft should be read line by line. Apart from the some wordings in the preamble of the NAP which were contested by the representatives of the alcohol industry, the substantive control and regulative policies in the 8th draft of the NAP were agreed upon unanimously by conference. However, a Ranking Member of Parliamentary Select Committee on Health, Hon. Richard Anane advised that certain policy constructions should be redrafted in order to avoid ambiguities.



Some of the Participants at the NAP Conference

d. Third Session: Closing Plenary

The third session was the closing session where closing remarks of key stakeholders were taken, and a strategic committee to champion the process of the development of the LI and the subsequent submission to parliament was formed.

In all remarks, key stakeholders were happy with the way conference was organised and the outcomes of the conference. At the closing plenary session, conference set up an 11-member committee to participants were happy with the way the conference was and issues discussed.

Outcome of the Conference

The following are the key outcomes of the conference

- General agreement by all Stakeholders on the current draft of the NAP
- General agreement by all stakeholders on the need to start the development of the LI
- Setting up of Strategic Committee by Conference to push the NAP agenda

The terms of reference for the committee include:

- To ensure that all corrections and inputs made at the conference were effected on the final draft.
- To facilitate the development of the Legislative Instrument, LI for the National Alcohol Policy by the Attorney General Department.
- To co-ordinate all activities towards the final adoption of the NAP by Parliament.

The following constitute the committee set up by conference:

- Attorney General Department (1 rep)
- Ministry of Health (2 reps)
- Baraka Policy Institute -BPI(1 rep)
- Mental Health Authority (1 rep)
- Alcohol Industry, 2 reps (AAMI-1; and Local Manufacturers- 1)
- Faith based organizations (2 reps: Muslim and Christian)
- Ghana Medical Association (1 rep)
- Coalition of NGOs in Health (1 rep)



Mr. Mark Atuahene, the Rapporteur at the NAP Conference.



Some of the Participants

Conclusion

By and large, it can be said that the conference achieved its core objectives and expected outcomes. BPI has been recognized by all stakeholders as the key civil society organization behind the advocacy for NAP. Therefore, it is expected that BPI continues to champion the NAP agenda until it is adopted by parliament of Ghana.

PICTURES FROM NATIONAL STAKEHOLDERS' CONFERENCE on National Alcohol Policy (NAP)

REPORT





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- Back up Electricity and Water Service.
- Fully Wired offices for Computer Network, Internet Connections and telephone Access Points.
- Provision of Fire Extinguishers, hose reels, Smoke and Heat Detectors and Control Panel.
- 24 hour Access Point and Security.



The **BARAKA**

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