



The BARAKA

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OUR CORE VALUES

Justice, Independence, Progress and Compassion

OUR VISION

“To be a voice of social conscience for equitable national development”

OUR MISSION

“We strive for the general wellbeing of the 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”

OUR CORE ACTIVITIES

- **Conducting research on education with particular focus on access, relevance, quality and performance.**
- **Engaging in Advocacy on educational issues and general well-being of people**
- **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.**

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**A NOTE FROM BPI BOARD CHAIR
- NAA ALHASSAN ANDANI
(MD, STANBIC BANK GHANA LTD)**

As the Chair of the Governing Board of the Baraka Policy Institute (BPI), I am happy to observe that BPI is dedicated towards achieving its founding goals. As a policy Think Tank established to serve as a voice of social conscience for equitable national development, BPI has been engaging in research projects, capacity building workshops, development conferences, advocacy programmes, and presentation of concept notes at important stakeholder meetings and conferences.

Our overarching goal as BPI is to ensure that there is equity in the development for our country. And we believe that education is the best conduit for equitable sustainable development of our country. We also believe that, every segment of our society should be included in the developmental agenda of Ghana.

Over the last five years, BPI has tailored its activities towards education and wellbeing, as we believe that these inseparable domains hold the key to our socio-economic development. It is in this light that our research activities, capacity building programmes and policy drafting endeavors as well as our advocacy programmes have focused on education of the deprived and the vulnerable in particular and the general wellbeing of the citizenry as a whole.

We know that we cannot do this alone so we have been engaging in strategic collaborations with relevant stakeholders in the efforts to reshape the fundamentals that will ensure sustainable development of our nation. Indeed, we are open for meaningful collaborations that will inure to the benefit of the public and the nation as a whole.

On this note, I would like to thank all stakeholders who have patronized the work of BPI during the five years of our existence; and we hope for more impactful collaborations in the years ahead.

Thank you.

“Our overarching goal as BPI is to ensure that there is equity in the development for our country. And we believe that education is the best conduit for equitable sustainable development of our country.”



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**A MESSAGE FROM THE BPI
FOUNDING PRESIDENT
MR. SALEM KALMONI
(MD, JAPAN MOTORS TRADING
COMPANY LTD)**

In January 2014, the Baraka Policy Institute (BPI) was established with the focus on promoting social justice and national development through the conduct of research and advocacy. BPI places emphasis on issues regarding education with a particular tilt towards the underprivileged and the vulnerable who are the margins of our society. BPI also commits itself to working to promote the overall wellbeing of Ghanaians.

During the five years of our existence, BPI has undertaken some important research projects and advocacy programmes with the objective of contributing to the efforts being made by government, state agencies and institutions, non-governmental organizations, international supports and the general civil society organizations towards the socio-economic development of our people. In the pursuit of our mandate as a policy think tank, BPI see those in charge of national policy as partners. And we are fully aware of the difficulties and complexities of policy drafting and implementation. Our intervention in these matters is to draw attention to those important details that might have escaped the attention of the government, policy makers and authorities. We do this by offering suggestions and alternative ideas through empirical research and intellectual support.

Our cherished *modus operandi* is strategic collaborations with relevant stakeholders in our operational enclaves such as the government, agencies, institutions, civil society groups, and fellow think tanks among others. We believe that institutional collective projects for the common good yield better and impactful results than individualistic organizational pursuits.

It is in this spirit that I wish to thank all our stakeholders and partners for the co-operation and support given us since our inception as Institute. I am grateful to the dedicated BPI Board and our hardworking Secretariat headed by the Executive Director for the great work being done for mother Ghana.

May we continue to work hard for a greater mother Ghana.

God Bless you.

“Our cherished *modus operandi* is strategic collaborations with relevant stakeholders in our operational enclaves such as the government, agencies, institutions, civil society groups, and fellow think tanks among others. We believe that institutional collective projects for the common good yield better and impactful results than individualistic organizational pursuits.”

EFFECTIVE TECHNICAL AND ENTREPRENEURIAL TRAINING ARE THE REALISTIC REMEDIES FOR YOUTH UNEMPLOYMENT IN GHANA

• Speaker At BPI Annual Public Lectures Opine

Speakers at the 5th BPI Annual Public Lectures 2019 are of the opinion that Ghana needs an effective technical and entrepreneurial training in order to solve the canker of youth unemployment. The Lectures were organized under the theme: “The Primacy of Technical and Entrepreneurial Training in Ghana’s Industrialization Quest” and held at the Ghana Academy of Arts and Sciences in Accra.

Delivering on the topic: “The Primacy of Technical/Vocational Education in Ghana’s Development Quest”, the Executive Director of the Council for Technical and Vocational Education and Training (COTVET) Dr. Fred Kyei Asamoah indicated that there is the need for deliberate effort to support technical/vocational education in order to push the agenda



Dr. Fred Kyei Asamoah,
Executive Director
COTVET

of Ghana beyond aid and that the time for TVET is now. He said the nature of tomorrow’s jobs will be different from those of today and that the country needs to prepare and position its workforce with special skills that can meet this challenge. He added that Technical and Vocational Education and Training (TVET) was the driving

force behind the industrialisation successes marked up by almost all the developed countries across the globe and that promoting of TVET in Ghana would ensure that the country became fully industrialised and competitive in the global economy. Dr. Asamoah said



Prof. Ato Essuman, Dean
Faculty of Education &
Entrepreneurship MUGGH

the ongoing unemployment issues faced by the country are as result of Ghana failing to train many students on hand-on skills. He hinted



Some of the dignitaries at the 2019 BPI Lectures. From the left: Shiekh Ishaak Nuamah (BPI Board Member), Prof. Ato Essuman (Speaker), Hon. Dr. Ibrahim Awal (Guest of Honour), Naa Alhasssan Andani (Chairman of the occasion), Dr. Fred Asamoah (Speaker), Dr. Haruna Zagoon-Sayeed (Executive Director, BPI) and Mr. Salem Kalmoni (Founding President, BPI)



A section of participants at the 2019 BPI Lectures

that one of the solutions proposed to realize the human potential in the fourth industrial revolution for Sub-Saharan Africa is “providing robust and respected technical and vocational education and training (TVET)”. Dr. Asamoah argued that over the years, the country has been on focusing on grammar education making TVET a second option; and that this path of education has not helped in creating the needed employment for the teeming youth.

He said that Government has seen this inadequacy in education system and it is streamlining the curricula, improving the co-ordination of training, adopting the Competency Based Training Policy (CBT) and developing the National TVET Qualification Framework and many others. Dr. Asamoah urged Ghanaians to do away with negative perception about TVET students and encourage parents to allow their children to take TVET education.

Taking his turn at the lectures to deliver on the topic: “Entrepreneurial Training and the Education System in Ghana”, the Dean of the Faculty of Education and Entrepreneurship at the Methodist University College, Ghana Professor

Ato Essuman said Ghana has enormous potential including natural resources as well as an “army” of young people that could contribute to the economic renaissance of the country if given the opportunity to do so. He said entrepreneurship education and training could help create a new development paradigm that can effectively contribute to job creation, economic development and wealth creation in our part of the world. Prof. Essuman added that, the current economic situation does not position new graduate having only knowledge of an academic subject to be employed but rather the one with skills and abilities. “The essence of the Entrepreneurship Education is to instill entrepreneurship mindset

into students but also to help them recognize and create opportunities that could translate into viable businesses that can create economic and social value”, he said.

Prof Essuman urged universities in the country to be “entrepreneurial universities” and develop programmes that help their faculty and staff obtain entrepreneurial skills in order to equip them to contribute to transforming graduates into

“...entrepreneurship education and training could help create a new development paradigm that can effectively contribute to job creation”

job creators instead of job seekers. He suggested that, entrepreneurship should be taught at all levels of the educational chain in order to prepare the mindset of the children and tap into their God-given talents.

Earlier on, the Minister of Business Development, Dr Ibrahim Moham-



A section of participants at the 2019 BPI Lectures



A section of student participants at the 2019 BPI Lectures

med Awal who was the Guest of Honour at this year's lectures disclosed that Government is working on a policy to help promote entrepreneurship among the youth in the country and that measures have been put in place to establish twenty (20) ultra modern and well-equipped technical training institutions across the country. Dr Awal said that the entrepreneurship skills acquisition training institutions had the potential to reduce poverty level in the country and also foster development. He argued that since Ghana's independence, the country has been exporting raw materials such as cocoa and gold and

that it is now time for the youth to get extra skills that would help to transform these raw materials into finished products". Dr Awal lauded Baraka Policy Institute (BPI) for these series of annual lectures that discuss very critical developmental issues that affect our country. He said the lectures over the years have provoked national conversations which are necessary for the progress of the citizenry. He urged policy think tanks such as BPI to collaborate with government in the effort to develop the nation and the people.

In his welcome remarks, the Executive Director of BPI, Dr Haruna

Zagoon-Sayeed said Baraka Policy Institute (BPI) was established in January, 2014 as a policy Think Tank to promote social justice and national development through research and advocacy. He said BPI

"...entrepreneurship skills acquisition training institutions has the potential to reduce poverty level in the country and also foster development."

places emphasis on issues of education with a particular focus on the underprivileged and the vulnerable in society. He added that BPI's core concern in education has to do with access, quality and relevance. Additionally, BPI is interested in working to promote the overall wellbeing of the citizenry especially those in the margins of society.

Dr Zagoon-Sayeed explained that in the work of BPI as a policy



Dr. Ibrahim Mohammed Awal, Minister of Business Development



A section of participants at the 2019 BPI Lectures



A section of participants at the 2019 BPI Lectures

think tank, the Institute regards those in charge of national policies especially in our operational areas as partners. “We engage in research and consultations with the objective of drawing attention to important details that might have escaped the attention of the government and policy makers. We do this by offering informed suggestions and alternative ideas which could enhance national policies for the benefit of the citizenry” he added.

He said these annual BPI lecture series which started in 2014 form part of our engagement with experts and the public on critical de-

velopmental issues which deserve national conversation. And since 2014, a lot of important issues relating to education and wellbeing of the citizenry have been the subjects of discussion at the lectures. “At the planning stage of these annual lectures, we consciously invite all key stakeholders in national development including government officials, experts, civil society groups and the youth” he explained.

Dr Zagoon-Sayeed also inform the gathering that before this 2019 lectures, BPI had conducted extensive research in the past 9 months titled: “**The Quest for Creative**



Dr Haruna Zagoon-Sayeed (PhD), Executive Director, BPI

Employable Skills: An Inquiry into the state of Technical/Vocational Education in Ghana”. According to the BPI Executive Director, this important national research had 3 key objectives:

- 1) To investigate the nature of courses and programmes currently being offered by the technical/vocational institutions in the country.
- 2) To explore key technical programmes being offered at the technical universities/polytechnics in Ghana and their bearing on job creation.
- 3) To be informed about the human capital needs of industry and expectations from training institutions.

Dr Zagoon-Sayeed said that the study utilized 429 participants in technical and vocational institutions including technical universities, NVTI establishments, Technical Institutes, the industry, and Heads of relevant institutions across the country among others. He said BPI is currently at the data analysis phase of the research and promised to share the research findings with all stakeholders particularly the government and policy-makers when the research report is released by the end of April



A poetry interlude by Mr. Ayub Hud of School of Performing Arts of the University of Ghana at the 2019 BPI Lectures



A section of participants at the 2019 BPI Lectures

2019.

The Executive Director of BPI expressed his profuse gratitude to the Management Board of BPI headed by Naa Alhassan Andani and the Founding President Mr. Salem Kalmoni for the visionary leadership being offered BPI and its

“We engage in research and consultations with the objective of drawing attention important details that might have escaped the attention of the government and policy makers.”

operations. “The BPI secretariat is happy to have wonderful Board that ensures that quality control and assurance is the hallmark of BPI programmes and projects” he said.

This year’s BPI Public Lectures brought together over 500 participants from various sectors

including Ghana Education Service (GES), University Teachers Association of Ghana (UTAG), Vice-Chancellors and Presidents of Tertiary Institutions, international missions in Ghana, Ghana National Association of Teachers (GNAT), West African Examinations Council (WAEC), Heads of Departments of various Tertiary Institutions, Lecturers, Head

teachers, Civil Society groups, and students from technical and vocational institutes among others. The event was chaired by the Managing Director of Stanbic Bank Ghana who is also the Board Chair of BPI.



***Naa Alhassan Andani,
Managing Director of Stanbic Bank Ghana, and
BPI Board Chairman speaking at the Lectures.***

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BPI COMPLETES THE ISLAMIC EDUCATION UNIT (IEU) RESTRUCTURING PROJECT

The Baraka Policy Institute (BPI) has completed the restructuring of Islamic Education Unit to make it more effective in achieving positive learning outcomes for pupils who attend public Islamic schools in Ghana. BPI was mandated by the National Council of the Islamic Education Unit led by its Chairman, Sheikh Ibrahim Basha. The processes of restructuring took about three years to complete. These included consensus building meetings, expert consultations, drafting of a new IEU Constitution, national discussion on the draft constitution, approval meetings with all stakeholders of the Islamic Education Unit, inauguration of the approved constitution,

and the organization of capacity building workshops for IEU National Council members and Regional Managers on the new IEU vision, expectations and Governance system.

BPI 1st National Muslim Education Conference

In May 2016, the Baraka Policy Institute (BPI) began a national conversation on how to improve educational pursuits in deprived Muslim communities in Ghana. As a think tank which emanated from a Muslim background, we thought that charity begins at home and that we needed to begin with education in Muslim communities in Ghana. Having done some exten-

sive expert consultations, BPI convened the first ever National Muslim Education Conference on the 7th May 2016 at the Silver Towers at Airport City in Accra. The conference was chaired by the late renowned educationist and former Director-General of the Ghana Education Service, Alhaji Abdul-Rahim Gbadamoshie and attended by experts and stakeholders of Muslim Education in Ghana. At the end of the one-day conference, it was appreciated that the Muslim community in Ghana faces serious challenges in education and that situation was further impoverishing the community. The conference therefore resolved that there was the need to have an extended conference which will tease out specific actions that can be taken



Participants at the BPI 1st National Muslim Education Conference held on 7th May, 2016 in Accra.

to address these educational challenges in order to achieve positive educational outcomes in Muslim communities in the country.

BPI 2nd National Muslim Education Conference

In pursuance of this May 2016 conference resolution, the Baraka Policy Institute (BPI) and the US

enhance positive educational outcomes in our communities.

In this regard, the conference specifically tasked the BPI to engage the then existing National Council of the Islamic Education Unit (IEU) for the needed restructuring of the council and the work of the Unit in order to enhance quality teaching and learning in our Pre-Tertiary Islamic schools identified as the important starting



**Sheikh Ibrahim Basha,
Chairman of the IEU
National Council**

2017 BPI started this journey of restructuring with the National Executive Committee of the Islamic Education Unit led by Sheikh Ibrahim Basha, the Chairman of the National Council of the Islamic Education Unit who was the key Muslim leader entrusted with the



**Sheikh Khidr Idriss,
1st Vice Chairman of
the IEU National Council**

Unit on behalf of the Muslim community at the formal formation of the Unit in 1987. Other members of the National Council who have worked tirelessly with BPI on this project are Sheikh Khidr Adam, Sheikh Ismail Saeed Adam, Sheikh Yusuf Alhassan and the General Manger of the IEU Mr. Abdul-Karim Bapuni and his re-



Participants at the BPI 2nd National Education Conference.

Embassy in Accra co-funded a a 3-day national stakeholder conference on educational achievements and mobility in poor Muslim communities in Ghana held on October 20-22, 2017. The conference was well-attended by all stakeholders of Muslim Education in Ghana as well as Muslim experts in education. At this conference, the participants unanimously resolved that there was the need to pay serious attention to the work of the Islamic Education Unit. The conference called for the restructuring of the Islamic Education Unit in order to

point for resolving the educational challenges facing the community.

The Initial BPI/IEU Meeting

In view of this mandate, BPI commenced direct communication with the National Executive Committee of the IEU Council immediately after the conference in order to galvanise consensus on how to proceed on the conference outcomes regarding the Islamic Education Unit. In December

gional managers of the unit. At our first meeting held in Accra (Marina Park, Lakeside on the 9th December, 2017, the Council led by Sheikh Basha gave BPI the mandate to start the restructuring

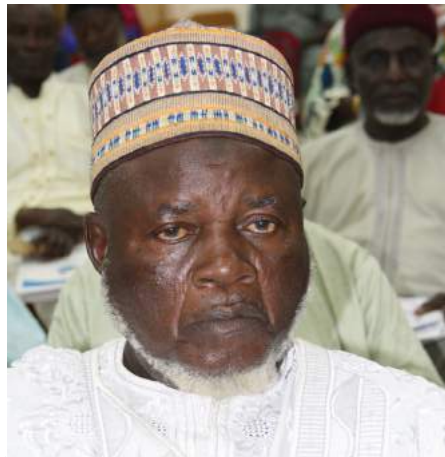


**Sheikh Dr. Ismail Saeed Adam,
National Coordinator of the
IEU National Council**

process by drafting a new constitution for the IEU; and that the draft constitution should detail all the needed changes that will ensure an effective IEU which is able to carry out its mandate. BPI was given a month's duration from the meeting day to present a draft constitution to the Council.

**Presentation of Draft IEU
Constitution**

On February 10, 2018, a BPI delegation led by the Executive Director of BPI met the National Executive Committee (NEC) of the IEU Council at Tamale to present a draft constitution of the IEU as agreed at the Accra Meeting. After a thorough discussion on the draft, the Council requested that a 2-day meeting of the general membership of the Council made up of Regional Council Chairman



**Shiekh Yaa Jalaal Mustafa,
member of NEC, IEU
National Council**

and Secretary from each of the 10 regions, and the 10 regional managers of the IEU should be held in Kumasi to engage in extensive discussion on the draft.

**The Kumasi Plenary
Meeting**

On the 3rd of March, 2018, a meeting was held in Kumasi at the Conference Hall of the Office of the Ashanti Regional Islamic Education Unit; and it was attended by the NEC of the National IEU Council, Regional Council Chair-



**Sheikh Yusuf Alhassan,
member of NEC, IEU
National Council**

men and Secretaries and the 10 Regional Managers of the Unit.



**Naa Alhassan Andani,
BPI Board Chairman**

At the end of the meeting, the BPI drafting committee was asked to incorporate some vital agreements at the meeting into the draft and to present the final draft to the National Council for final approval.

**The Approval of
the Final Draft**

On 16th April 2018, the BPI IEU Constitution Drafting Committee headed by the Executive Director presented the final draft of the new provisional constitution to the National Council in Tamale for approval. The Meeting was chaired by the National Council Chairman. After a discussion on the final draft, the Council in the stead of the Unit accepted the draft as the new Provisional Constitution of the IEU for the next four years after which a final review will be made in order to produce a substantive constitution for the Unit. The new provisional IEU Constitution has been carefully drafted to empower the Council



Mr. Salem Kalmoni, President of BPI and Naa Alhassan Andani, BPI Board Chairman exchanging felicitations at the inauguration of the new IEU National Council

It also opens the doors for diverse experiences which are expected to enrich the management of the Unit and to enhance the quality of our schools.

Formal Launch of the New IEU Constitution

On the 7th May, 2018, the new Council per the new IEU Constitution was launched in Accra at the conference room of the Police Mosque at Cantonment. The event was chaired by Naa Alhassan Andani. The National Council Chairman Sheikh Ibrahim Basha, Council Members across the ten regions of Ghana as captured in the new IEU Constitution, Regional Managers of the Unit and the President of BPI Mr. Salem Kalmoni as well as other important national Muslim stakeholders were in attendance.

and Management at the National, Regional and District Levels. This is to ensure quality and good performance in our schools. Indeed, the new IEU constitution addresses ownership, funding and quality. In this regard, one of the important provisions in the new constitution is that it has broadened the Nation-

al Council of the IEU to reflect the representation of all dynamic Muslim leadership organisations in the country as well as the inclusion of Muslim experts in education and other relevant fields. This is very important because it symbolizes unity of purpose and makes it easy to raise funds to support the Unit.



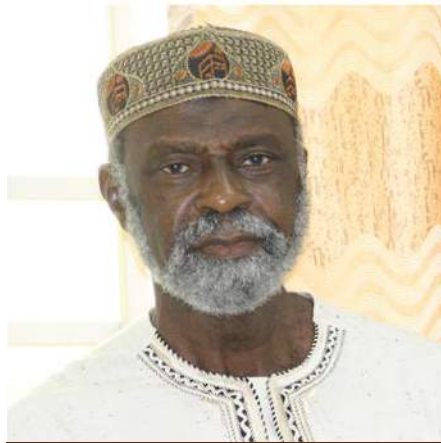
Naa Alhassan Andani, swearing in members of the newly constituted National Council of the IEU in Accra in May 2018.

First Post-Restructuring National Council Meeting

On the 10th November, 2018, the Council had its first post-restructuring meeting at Durra Institute in Accra. The meeting was supported by Durra Institute, an ultra modern Institute for the study of the Arabic Language. At this meeting, the Council appointed its first Executive Secretary in the person of Rear Admiral (rtd) Mohammed Munir Tahir who will head the Council's new national secretariat in Accra. The role of the new position of an Executive Secretary for the Secretariat of the National Council is to supervise and co-ordinate the implementation of decisions of the Council in order to ensure effectiveness of the Unit.

Introduction of the new Executive Secretary of the IEU Council

On the 29th November, 2018 the new Executive Secretary was formally introduced to the National Executive Committee (NEC) of the IEU in Tamale. The meeting was chaired by the National Chairman, Sheikh Ibrahim Basha. At this Tamale meeting, the Executive Secretary's letter of appointment was formally signed by the National Council Chair. Subsequently, the Executive Secretary started his work on 2nd January, 2019 as indicated in his appointment letter. However, it is important to state that the management division of the Islamic Education Unit is still headquartered in Tamale. And the General Manager of the IEU heads that division of the Unit.



Rear Admiral Muniru Tahiru, Executive Secretary of the IEU National Council Secretariat

BPI Capacity Building Conference for the New IEU

On the 9th-10th February, 2019, BPI organized a 2-Day National Capacity Building Conference for IEU National Council members and Regional Managers at Madina Institute of Science and Technology (MIST) in Accra. This was

The conference was expected to equip the stakeholders with the needed knowledge, plan and tools that will make the Unit more effective and productive. The Conference was well-attended by the expected stakeholders including the National Council Chairman, Sheikh Ibrahim Basha, the new Executive Secretary, Rear Admiral Tahir, the General Manager of the IEU, Mr. Abdul-Karim Bapuni and all National Council Members and Regional Managers. At the formal opening of the conference, the Minister of State at the office of the Vice President of the Republic of Ghana, Hon. Abubakar Saddique Boniface was the Special Guest of Honour whilst Mr. Anis Haf-far, a renowned educationist and a Member of the GES Council was the Guest Speaker. There was also a special engagement with participants by the Minister of Inner Cities and Zongo Development, Hon. Dr. Mustapha Abdul-Hamid. The discussion with the Hon. Minister



Hon. Boniface and other distinguished guests at the BPI Capacity Building Conference for the IEU in February 2019.

done to ensure that the key stakeholders of the Islamic Education Unit (IEU) get a better understanding of the new arrangement and share the new vision of the unit.

centred on the Zongo Ministry and the development of Muslim education in Ghana. Four main topics were discussed at the workshop segment of the conference: Quality Leadership for



Mr. Anis Haffar delivering a workshop during the BPI Capacity Building Conference for IEU.

Superior Educational Outcomes (By Mr. Anis Haffar, an educationist and Director of GATE Institute, Accra); Sustainable funding for an effective Islamic Education Unit (By Mr. Abdulai Issaka, Lecturer, Valley View University, Accra); “Understanding the New Vision of the Islamic Education Unit (IEU).

The Role and Responsibilities of Council Members” (By Sheikh Ishaak Nuamah, an Educationist); and “The role of Regional Managers of the IEU in ensuring Quality Muslim Education in Ghana” (By Dr. Harun Zagoon-Sayeed, Executive Director of BPI).

Renovation and Refurbishment of a new IEU National Council Secretariat

In view of this new arrangement, BPI is seeking support to renovate and furnish an office for the Executive Secretary at the Greater Accra offices of Unit at Kanda. The office shall serve as the Secretariat of the National Council for effective co-ordination of the activities of the Council. In this regard, BPI has assigned an administrative secretary to the secretariat.



Some of the participants at the conference



ARABIC LANGUAGE IS A LEVERAGE FOR PRODUCTIVE ECONOMIC RELATIONS WITH THE ARAB WORLD

• Hon. Abubakar Saddique Boniface

The Minister of State at the Office of the Vice President of the Republic of Ghana, Hon. Alhaji Abubakar Saddique Boniface has said Arabic is an economic language that can be leveraged upon to promote productive economic relations between Ghana and the Arab world. He said with the promotion of Arabic in Ghana, Ghanaians can effectively engage in profitable business with their Arab counterparts. Alhaji Boniface said this when he opened a 2-Day BPI National Capacity Building Conference for Stakeholders of the Islamic Education Unit (IEU) organized by the policy think tank Baraka Policy Institute (BPI) held on February 9-10, 2019 in Accra. The conference was or-

ganized to give capacity building to key stakeholders of the Islamic Education Unit (IEU) in order to enhance their understanding of the new arrangement following the restructuring of the Unit which was engineered and led by BPI.

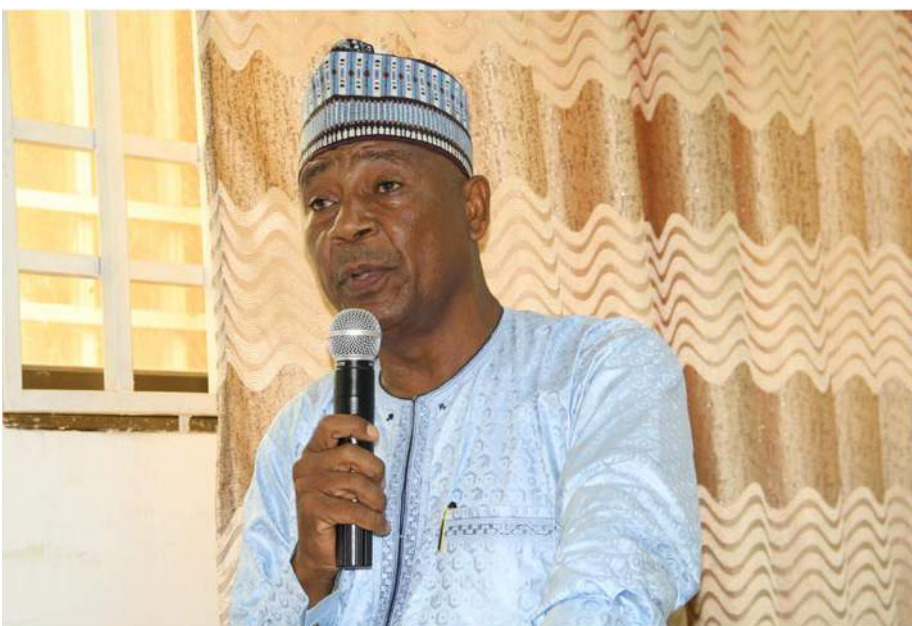
The Minister drew a relationship between Arabic as an economic language and Foreign Direct Investments (FDI). This is because over half of the world's wealth is arguably located at the Arab Gulf. According to the Minister, Ghana stands a chance of benefitting from increased Foreign Direct Investments (FDI) from the Arab World and can boost the economy and accelerate our economic development efforts.

Alhaji Boniface re-iterated the commitment of His Excellency

the Vice President Alhaji Dr. Mahamudu Bawamia towards the effective teaching and learning of Arabic due to its economic importance. He said the office of the Vice President will collaborate with all relevant agencies to ensure effective teaching and learning of Arabic in the country.

He therefore solicited the support

“Ghana stands a chance of benefitting from increased Foreign Direct Investments (FDI) from the Arab World and can boost the economy and accelerate our economic development efforts.”



Hon. Boniface delivering his address at the conference.

of the Islamic education Unit in this regard saying “this is where the importance of the Islamic Education Unit comes to the fore. In Ghana, foundational Arabic is taught in our Islamic schools; and therefore there is the need to strengthen the teaching and learning of Arabic in our school in order to give our future Ministers, Businessmen and women, and Entrepreneurs the basics in the language to enable them communicate effectively with the Arab world. As forbearers of Arabic education in Ghana, the Islamic Education Unit must lead any effort on teaching and learning of



Hon. Boniface and other dignitaries at the conference

Arabic as an economic language in the country. And to be able to do this, we will need to strengthen management and supervision as well as improving the infrastructure in our schools. We will need to provide effective leadership which engenders positive learning outcomes”.

The Minister added that “as the Minister at the office of the Vice President of the Republic, I can assure you that His Excellency the

ularly convinced that education is the only realistic way to alleviate poverty and engender prosperity in our communities. He believes that with the right educational foundation and support for uninterrupted schooling, a child from any background should be able to succeed in life. This is because education is the greatest realistic tool for poverty alleviation, social exclusion, underdevelopment and self-marginalization”.

The Minister expressed his joy for the conference saying “it is in the light of this that I am very delighted that BPI has been thoughtful in conveying a 2-Day national conference which brings together key Muslim stakeholders in the delivery of education in the Muslim communities for critical consultations with the objective of arriving at specific strategies and deliverable action plans towards improving education in Muslim commu-

“We will need to strengthen management and supervision as well as improving the infrastructure in our schools. We will need to provide effective leadership which engenders positive learning outcomes.”

Vice President Alhaji Dr. Mahmudu Bawamia is concerned about the slow development of the Muslim community. And he is partic-



Hon. Boniface greeting members of the high table on arrival at the conference.

nities in the country”. He said this achievement by BPI and stakeholders in Islamic Education Unit has proved that with open-hearted-

ness of the Islamic Education Unit for so long. And that these gaps were ownership, funding and quality.

of the Islamic Education Unit and for that matter the national council that the office of His Excellency the Vice President stands in readiness to support any activity of the Unit that seeks to promote education in our communities as he does for all communities in the country. “The Vice President appreciates any partnership that seeks to bring development to our people and our country” Alhaji Boniface added.

The conference was expected to equip the stakeholders with the needed knowledge, plan and tools that will make the Unit more effective and productive. It was well-attended by the expected stakeholders including the National Council Chairman, Sheikh Ibrahim Basha, the new Executive Secretary, Rear Admiral Tahir, the General Manager of the IEU, Mr. Abdul-Karim Bapuni and all National Council Members and Regional managers of the IEU.



Some of the participants at the conference.

ness, unity, sincerity and selflessness, the Muslim community in Ghana can provide workable solutions to the myriad of challenges confronting the community today. He stated that “in spite of our diverse cultural and sectarian backgrounds, we have common challenges such as poverty, ignorance, immorality, youth delinquency, bad sanitation, infrastructural deficits and health issues that confront us as a community. We will need a concerted and selfless effort such as the one on education engineered by Baraka Policy Institute (BPI) to be able move forward in our developmental quest as a community”. The Minister used the occasion to thank the Baraka Policy Institute (BPI) for their focus on education in deprived communities as a policy think tank and for their service to mother Ghana. The IEU restructuring Project embarked upon by BPI was to address the three major gaps that have impeded the prog-

The Minister urged the IEU stakeholders to remove all barriers and stereotypes which divide Muslims and work as team with determination to make a positive change in Muslim communities through education. He assured the leadership



Some of the participants at the conference.

INNER CITY MINISTER MEETS NATIONAL COUNCIL OF THE ISLAMIC EDUCATION UNIT (IEU)

The Minister for Inner City and Zongo Development, Hon. Dr Mustapha Abdul-Hamid has met with the Governing Council of the Islamic Education Unit of Ghana Ed-

commitment to making education the prime objective for the Ministry of Inner City and Zongo Development. He told the participants that the Islamic Education Unit is a natural partner of his Ministry in achieving government's broad

go and Inner City communities in Ghana. He assured participants that the Ministry will work together with the IEU Council to address the challenges facing the Unit. He asked the General Manager of the IEU to submit to his office the list of dilapidated schools under the unit and any other logical challenges impeding effective teaching and learning in the schools. At the meeting, the Minister took turns to respond to questions relating to his Ministry and educational mobility in the Zongos and the inner cities. Dr Abdul-Hamid commended the Baraka Policy Institute (BPI) for their focus on education in deprived communities as a policy think tank and for their service to mother Ghana. He further pledged to work with BPI on matters affecting the development of Muslim communities in the country. The Executive Secretary of the National Council of the Islamic Ed



Hon. Dr. Mustapha Abdul Hamid delivering his address at the conference.

ucation Service and engaged its members on education of Muslim children in the country. The Minister met members of the Council at a capacity building conference organized for Council members by policy think tank, Baraka Policy Institute (BPI) in Accra. The conference which was organized under the theme "Effective Partnership for Quality Education Delivery in Ghana: The Role of Faith-Based Stakeholders" was held on 9-10 February, 2019.

Addressing the Council in one of the key sessions of the conference, Dr. Abdul-Hamid reiterated his

educational objectives for the Zon-



Some dignitaries at the conference (In the middle is the Chairman of IEU National Council, Sheikh Ibrahim Basha)



Some of the participants at the conference

was organized with a key objective of equipping the stakeholders with the needed knowledge, plan and tools that will make the Unit more effective and productive. This was done in view of the recent restructuring project embarked by BPI since December 2017. The conference was well-attended by the expected stakeholders including the National Council Chairman, Sheikh Ibrahim Basha, the new Executive Secretary, Rear Admiral Tahiru, the General Manager of the IEU, Mr. Abdul-Karim Bapuni, all National Council Members across the country and Regional Managers of the IEU.

education Unit (IEU) Rear Admiral (rtd) Mohammed Muniru Tahiru on behalf of the Council thanked the Minister for coming over to interact with Council Members and to listen to them. He said that the Zongo community faces enormous educational challenges that need

effective public-private partnership to surmount. He assured the Minister that the National Council is poised to partner government to engender effective teaching and learning for better academic performance in Islamic Schools. The capacity building conference



The Hon. Minister in a handshake with Shiekh Ibrahim Basha, National Chairman of the IEU.



Way of Life!



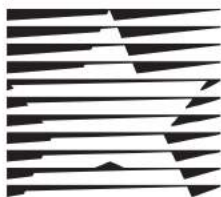
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SEARCHING FOR PANACEA FOR EXAM MALPRACTICE IN GHANA –THE NEED TO LOOK BEYOND WAEC

By
Haruna Zagoon-Sayeed (PhD)
Executive Director, Baraka Policy Institute (BPI) Accra



There is no doubt that examination malpractice including leakage of question papers defiles the sanctity and integrity of our examinations and affects the quality of professionals we are churning out from our institutions. Indeed, the leakage of examinations creates profound distress among pupils, students, parents, policy-makers and even WAEC officials alike. This irregularity in examination administration erodes the success of any educational system; and it is the greatest corruption and injustice that can ever befall any educational system and for that matter a country. One can therefore understand why the entire nation get upset when there is examination leakage. It is also understandable and legitimate that WAEC is blamed for examination malpractices especially when it is a leakage problem; even though I think that sometimes this blame is over-stretched. The call for WAEC to sit-up is a legitimate and reasonable one. The foremost examining body in West Africa and one of the best in Africa should be able to tighten the security of its examination as well as constantly review-

ing its exam protocols in order to preempt malpractices that emanate from lack of due diligence. Undoubtedly, the fight against exam malpractice is a huge one that goes beyond WAEC. Whilst WAEC ought to be held responsible for any immediate exam leakage, we must also cast our search

jurisdiction to get good grades at all cost. There are retired senior civil and public servants who have opened private schools and prey on live question papers for their schools. This ill agenda is vigorously pursued with the objectives of boosting the academic results of their schools in order to attract



for solution to this perennial problem beyond WAEC. We need to pitch our campaign against the misdirection of our moral compass as Ghanaians, which is the foremost culprit. The pressure and inducement for exam malpractice come from society and at times from high echelon of our people including chiefs and politicians who want the wards of their subjects or schools in their areas of

more pupils and students for profit purposes.

In the aftermath of the recent exam leakages particularly that of the 2015 Basic Education Certificate Examination and the 2016 WAS-SCE leakage (fore-knowledge as explained by WAEC), many have called for the removal of human intervention in exam administration. This means that most of the exams tools and procedures used by

WAEC from pre-exams to post-exams until results are released must be computer-driven. This idea is fine but not totally practicable. It is possible to reduce human intervention in exam administration to some extent but not wholly. The setting of questions, printing of question papers, distribution of questions papers to schools on

“In most cases, the integrity of these professionals is taken for granted. And yet much exam malpractice has been perpetrated with the direct connivance of corrupt police officials or invigilators who are predominantly teachers in our public schools.”

exam days, supervising the writing of the exam, and marking of worked scripts will all involve one human intervention or the other; and each stage has the equal potential for leakage. What is critical in all this is the integrity of the people involved in the examination administration chain. It is worth noting that in its examination administration, WAEC recruits non-WAEC personnel to help discharge its mandate including officials from the Ghana Education Service (GES), headmasters, teachers and officers from the Ghana Police

Service. In most cases, the integrity of these professionals is taken for granted. And yet much exam malpractice has been perpetrated with the direct connivance of corrupt police officials or invigilators who are predominantly teachers in our public schools.

It is critical that the campaign against the canker is embraced by all and targeted at moral re-arming of the Ghanaian. Exam malpractice, be it leakage, fore-knowledge, collusion, or impersonation is a kind of corruption that has bedeviled the system for far too long. Until Ghanaians whether as a WAEC staff, a supervisor (headmaster), an invigilator, a police officer, a politician, a chief, or a parent uphold high moral standards, the issue of exam malpractice cannot be a thing of the past.

In this regard, our religious lead-

over, I will encourage WAEC to continue with the frequent review of procedures to tighten the bolts holding the integrity of our exams. Decentralizing WAEC operations including the opening of district offices has become inevitable. The call for an alternative examining body in Ghana is not the solution to the problem at hand. We have already seen how a certificate from the Nigeria’s National Examinations Council (NECO), an alternative examining body in Nigeria is still struggling for international recognition. Stakeholders including civil society groups must all work together to support WAEC to stem the leakage wave with the collective objective of sustaining the integrity of our examinations and for that matter our pre-tertiary certificates.



ers, chiefs and politicians must lead the campaign by consciously engaging in public education on the destructive nature of exam malpractices as a whole. More-

ACHIEVING EQUITABLE AND QUALITY SECONDARY EDUCATION IN GHANA THROUGH PUBLIC - PRIVATE PARTNERSHIP

By
Adam Yunus
Programmes Manager (BPI), Accra



The critical role of secondary education as a tool for social mobility especially for the underprivileged is widely admitted as it lays the foundation for lifelong learning opportunities. It is also a general recognition that education is a public good, hence the state must lead in its provision. No educational delivery arrangement must therefore see the state to be playing a peripheral role as that will be tantamount to the state relinquishing one of its core

Goal (SDG) which Ghana is committed to, acknowledges this and stipulates in goal 4 that by 2030, all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. The 1992 constitution of Ghana also states, in article 25 (1) that, secondary education in its different forms including technical and vocational education shall be made generally available and accessible to all by every appropriate means.

However, the responsibility of

meet adequately, the reason for which governments all over the world explore diverse ways of providing educational services to its citizens. In its 2016 Report on global education, the World Bank admonished countries to look for effective partnership in order

“The private sector through development partners, NGOs, corporate organisations and philanthropists among others have contributed in various ways to provide educational services to communities through infrastructure, sponsorship programmes and direct education delivery programmes.”



social responsibilities of providing enlightenment to the citizenry. The Sustainable Development

providing secondary education to all is large and complex for any government alone to

to meet educational targets. The government of Ghana has over the years engaged with several non-state actors in the provision of education. One of such key partners is the private sector which has contributed to increased access

to secondary education over the years and still has a huge potential



A section of students from Ghana-Lebanon Islamic Secondary School, a private SHS in Ghana.

that can be leveraged to expand access, increased funding, reduce overcrowding in public schools and promote quality secondary education for all. The private sector through development partners, NGOs, corporate organisations and philanthropists among others have contributed in various ways to provide educational services to communities through infrastructure, sponsorship programmes and direct education delivery programmes. Some of these interventions includes, state-religious bodies partnership, The education for All, CAMFED girls educational sponsorship, among many others.

Another key area of private sector contribution to secondary education delivery is the operations of private second cycle schools which has increased significantly by providing over 17% of admissions to second cycle schools as at 2016 according to the Ghana Education

Report, 2017. Over the years, the partnership arrangements that

has existed between the GES and private second cycle schools allows private schools to be placed on the computerized school placement which makes students to be posted to some well recognised private schools.

However, with the implementation of government free senior high school programme which aims at increasing access and promoting equitable quality secondary education, private schools appear to be losing students to the public schools amidst limited space in the latter. This has led to overcrowding in many public schools with other associated problems including students being posted to schools as day students in communities where they are total strangers. Meanwhile this has led to a corresponding decline in enrolments in private senior high schools as lamented by the Conference of Heads of Private Secondary Schools (CHOPSS) leading to the closure of several

private schools. Meanwhile, the limited space in public senior high schools has led to the government implementing the double track system as a temporal measure to deal with the situation certainly seen by many as a desperate measure. It is my strongest conviction that, other options could be exploited to deal with the situation by harnessing the potentials of private schools in providing access and also the private sector in general in looking for sustainable funding and increasing accountability.

Private schools have the capacity to admit the additional numbers involved in the double track admissions. In the wake of the discussions leading to the implementation of the double track system, the CHOPSS had proposed to government to make use of the huge available space in private schools under some agreed arrangements.

As indicated earlier, posting students to private senior high schools would not be something new as that was the case before the introduction of the free senior high

“Private schools have the capacity to admit the additional numbers involved in the double track admissions.”

school policy. In the face of limited space in public senior high schools, it is the opinion of many including

myself that, government could have considered that option. That itself would be a way of boosting private sector participation in secondary education delivery in the country which is inevitable anyway, especially if we are to make education accessible to all.

However, one important issue regarding private partnership in the delivery of secondary education has been the quality of education offered at private schools compared to public schools. Actually, the standards can be said to be similar and varies from school to school just as it is in public schools. There are several instances when private schools have emerged winners over well-known public schools in school academic competitions. For example in 2003, the Ghana Lebanon-Secondary School (GLISS), a private senior high school in Accra emerged overall winner (Southern sector) in a national competition on Greater Discipline organized by the office of the Vice-President. Also in the 2013-14 academic year, the same private school was the best performing school in the Greater Accra region in the GES ranking of school performance at WASSCE.

There are several other reasons why it will be beneficial for government to engage private second cycle schools in secondary education delivery in the country. The first point is to recognise the significant role played by private schools by first asking “who are those who attend private senior high schools?.” Those who do so do it both voluntarily and circumstantially.

There are those (hitherto) placed by the CSPSS, and others who were

not placed in any school because they couldn't meet placement requirement. There are also those who due to financial constraints could not enroll in their placed public school that year and had to defer their secondary education to the following year but will not be admitted in any public school. There also parents who have to change school for their wards due to change in location and yet will not be admitted in another public school (even under the free senior high school system). Yet, equity, inclusiveness, social justice principles and even the SDG goal 4 demands that all girls and boys irrespective of background and circumstance complete secondary

“However, one important issue regarding private partnership in the delivery of secondary education has been the quality of education offered at private schools compared to public schools. Actually, the standards can be said to be similar and varies from school to school just as it is in public schools”

school by 2030. All these students as huge as 36% of JHS graduates according to 2016 EMIS report, will be denied access to secondary education. Even under the free senior high school policy, not all students will be placed as one still

need to meet certain requirement including passing English and Mathematics. It is the private senior high schools who fill these vacuum and provide the opportunity to some of these students who will be rejected by the system at the full cost of the parents of these students. Many of these students are the underprivileged from deprived communities who could not get access to better basic education. There are many notable Ghanaians who attended private senior high schools after not getting access to public schools and are currently impacting positively on society.

In view of existing challenges as discussed above, it appears to me that government may not be able to achieve SDG goal 4 and meet constitutional obligations of making quality secondary education accessible to all if government does not explore the opportunities offered by the private sector and other stakeholders even with the implementation of the free senior high school policy. Government engagement with the private sector is almost inevitable. It only requires a stronger collaboration and effective monitoring to ensure that quality standards are met by private schools in providing secondary education.

**The writer is a Research Fellow and Head of Programmes at the Baraka Policy Institute (BPI), a policy Think Tank on Education and General well-being in Accra.*

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ENTREPRENEURIAL TRAINING AND THE EDUCATION SYSTEM IN GHANA

By

Professor Ato Essuman (Dean, Faculty of Education and Entrepreneurship, Methodist University College, Ghana)



INTRODUCTION:

The literature in economics and entrepreneurship has underscored the role of entrepreneurship in economic growth and development since the seminal work of Joseph Schumpeter in the 1930s. In the context of Ghana, not much attention has been devoted to entrepreneurship as a means of combating poverty and creating wealth. The dominant paradigm for young graduates so far has been that governments will provide them with jobs after graduation. Such practice started after independence when the newly independent countries including Ghana needed professionals and graduates in almost every sector of government. Unfortunately, this model is no longer sustainable because governments are not creators of jobs. Rather, governments should create environments where individual entrepreneurs and organizations can thrive.

Ghana has enormous potential, including natural resources as well as an “army” of young people that could contribute to the economic

renaissance of the country if given the opportunity to do so. The main argument of this lecture is that entrepreneurship education and training could help create a new development paradigm that can effectively contribute to job creation, economic development and wealth creation in our part of the world.

Entrepreneurship is often defined as the process by which opportunities are pursued without regard to resources people currently control (Stevenson and Jarillo 1990). As this definition implies, at the start of the entrepreneurial process lies an opportunity. A second way of looking at entrepreneurship is to consider it as a mindset, which is a particular way of thinking and acting. This second definition relates entrepreneurship to innovation. When this occurs within organizations, entrepreneurship is defined as corporate entrepreneurship or intrapreneurship, which is the process of transforming ideas into actual physical products or services. However, for entrepreneurship to prosper in a given country, several factors need to be in place, hence the need for the creation

of entrepreneurial ecosystems to foster entrepreneurial activities.

Entrepreneurship is embedded in an institutional environment. Thus, although entrepreneurship actions are ultimately undertaken by individuals, these individuals are always “embedded in a given institutional context, which regulates who becomes an entrepreneur, what the ambition level of the entrepreneurial effort is, and what the consequences of entrepreneurial actions are” (Szerb et al. 2015). The institutional

“Entrepreneurship is often defined as the process by which opportunities are pursued without regard to resources people currently control (Stevenson and Jarillo 1990).”

environment is particularly important because in building an entrepreneurial ecosystem it is important to think locally and act

locally (Motoyama et al. 2014). The reason is that each environment is unique and what works in one may not work in the other. For example, Silicon Valley in the United States cannot be replicated elsewhere. It is an environment that is unique in itself. Although lessons can be learnt from the experience of Silicon Valley, it would be unrealistic for a nation to attempt to recreate Silicon Valley (Isengerg 2010).

THE CASE FOR ENTREPRENEURSHIP EDUCATION:

In the present economic situation, having knowledge of an academic subject is no longer sufficient for a new graduate. Students are increasingly required to have skills and abilities which will increase their employability, such as: the retrieval and handling of information; communication and presentation; planning and problem solving; and social development and interaction.

The aim of entrepreneurship education is not only to instill the entrepreneurship mindset into students but also to help them recognize and create opportunities that could translate into viable businesses that can create economic and social value. Therefore, courses and teaching methods should allow students to learn the opportunity discovery, venture creation process, business modeling, idea generation, proof-of-concept techniques, feasibility analysis, business plan writing, as well as functional areas of business. Entrepreneurship education should also allow students to build skills

in leadership, negotiation, new product development, creative thinking, managing resources and the like.

Entrepreneurs or the move towards self-employment is, and will continue to become, an increasingly important element of economic growth and development. It is essential to have the infrastructure required to facilitate entrepreneurial mind-set and encourage self-employment. Having a culture of the creation of a new enterprise is a critical aspect of this infrastructure, as it will encourage students to take the risk of starting a business.

“The aim of entrepreneurship education is not only to instill the entrepreneurship mindset into students but also to help them recognize and create opportunities that could translate into viable businesses that can create economic and social value.”

Nigeria’s Vice President, Professor Yemi Osinbajo, has warned youths in the never to rely on their academic certificates alone to survive. He said being talented, having a good degree and coming from a very well to do family do not bring success and greatness. He added that the most talented people and those who get the best degrees do not necessarily become the most successful in life, concluding that “the difference between success and failure, is mediocrity or

excellence, character, opportunity recognition and the most crucial is the place of God” (<https://www.legit.ng>).

In effect our educational system should lend itself to creating opportunities and environments for entrepreneurial development. The future of Ghana’s education therefore requires an environment that encourages collaboration and engagement between the education system at all levels and the business community in transcending boundaries between them and between various work groups.

RETHINKING SKILLS DEVELOPMENT: WHERE IS IT GOING WRONG?

Within the last three decades, many African governments have embarked on reforms to transform education so that it can contribute to the development of skills for employment. In particular, many countries have introduced technical and vocational education subjects as part of an essential skills development agenda to enhance the chances of young people finding paid work or getting into self-employment after completing their secondary education. However, the experience of many African countries has not been positive. Reforms to vocationalise the education curriculum in which, for example, life skills were associated with certain types of skills for employability, we now know did not produce the desired results, partly because of the ill-adapted nature of technical and vocational subjects and weak links with the labour market (Lauglo

and Maclean 2005; World Bank 2005; Adams 2007).

Another problem is that education systems in most African countries still place a strong emphasis on knowledge and competencies for higher academic education, despite the fact that most school-leavers do not enter tertiary education. Worse still, as many young people, fail to even access secondary education, with a gross enrolment ratio estimated at 35 per cent (AEO 2014), reforms to improve skills development are unlikely to benefit the majority who end up in the labour market before accessing or even completing secondary education.

A youth survey has revealed that among young Africans who are unemployed due to their lack of skills required by employers, most had already completed secondary education. Clearly, this raises questions about the relevance of the secondary education they had received (AEO 2014). In Ghana the policy on free secondary education

should focus not only on issues about access but more about the content and the outcomes expected. We should aim to make secondary education available to all, but that goal is useless and potentially expensive if all it does is to give young people access without the skills that will make them great assets for Ghana's development. Unfortunately, unless we take a serious look at what a secondary education should deliver in terms of skills development for productive livelihoods and growth, expansion of access will do little for the youth of today and the future.

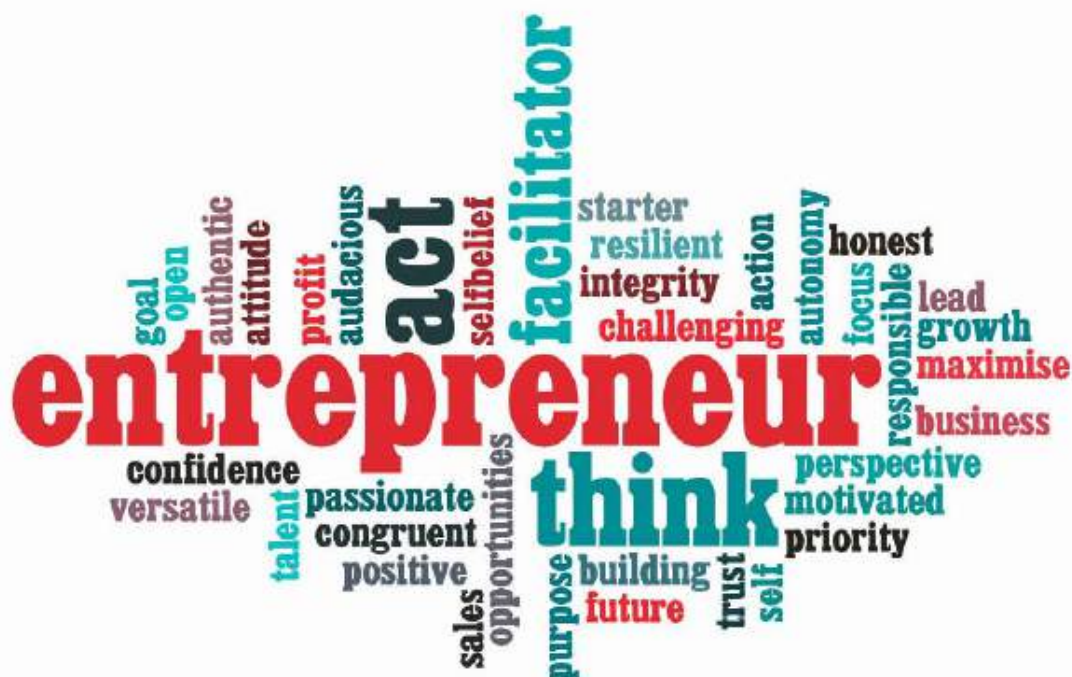
RETHINKING THE EDUCATION SYSTEM

The President of Ghana, in delivering the State of the Nation Address in Parliament on Thursday, February 21, 2019 said the following:

In September 2019, a new standards-based curriculum will be rolled out from kindergarten to

Class 6 in primary schools. This curriculum has drawn upon the best practices from all over the world, and will focus on making Ghanaian children confident, innovative, creative-thinkers, digitally-literate, well-rounded, patriotic citizens. Mathematics, Science, Reading, Writing and Creativity are, therefore, at the heart of this new curriculum.

Young people have to have options on which career path they choose, and I am glad to announce that all is set for the construction of 10 state-of-the-art Technical and Vocational Education Training (TVET) Centres this year. For far too long, we have preached about the importance of TVET without doing very much to demonstrate this importance. We send or urge young people to go to poorly equipped TVET centres, and we are surprised that they are not keen. The new TVET centres would be world class, and attractive to assure young people that they are not being sent to second best



options.

Our attempts to provide technical and vocational programmes in our education system have also faced the issue of resourcing and training enough teachers to deliver skills to the quality and depth required. Commitment to technical and vocational education has been mere rhetoric by successive governments. This is reflected in resources allocated to the division over the years. With the exception of the year 2011, when it received an allocation of 3.6 percent of total education expenditure, in prior years, allocation had been less than 2 percent falling to its lowest in 2008, i.e. 1.1 percent of total spending in education. Between 2010 and 2016 however, the situation has improved, but only marginally as indicated in Table 2. As Jon Lauglo points out: “for skills training to ease transition to work, a certain threshold of quality and level of skill is likely to be needed” (Lauglo 2005, p. 33). The overcrowded nature of the curriculum leaves little time to develop practical skills to the depth required for the world of work, yet without classroom learning closely linked with work experience, the skills acquired are bound to be superficial and unattractive to employers. Simply completing secondary education especially in its current form in Ghana provides very little for the private and post-secondary sectors to work with to accelerate growth. Products of secondary education must possess the skills the private sector in particular is yearning for to be competitive. The private formal and informal sectors have also lacked sufficient capacity and structures to offer on-the-job

training on a large scale (Adams 2007).

Some have argued that education in Africa should focus its skills development agenda on what it can do well, i.e. develop a generic set of key competencies which are regarded as relevant to the demands of the labour market. According to David Wilson, “what has been crafted into the case of the key competencies is a discourse in which vocational education no longer means training in particular occupational categories, but aiming for a more abstracted, undifferentiated worker-citizen able to bring a set of generic competencies to any vocation” (Wilson 2005, p. 84). Wilson argues that “the twin impact of globalisation and technological modernisation necessitates the education and training of knowledge workers, who are able to use logical-abstract thinking to diagnose problems, research and apply knowledge, propose solutions, and design and implement those solutions, often as a team member” (ibid., p. 84).

The assumption is that because of the rapid changes in technologies and occupations, which are difficult to predict, education at all levels should rather focus on providing students with easier-to-re-contextualise competencies to meet the changing demands of the labour market. The African Union (AU), in a plan for education in Africa, has called for “key generic competencies, skills and attitudes that lead to a culture of lifelong learning and entrepreneurship” to be inculcated into the school curriculum to prepare the youth for an ever-changing world of work (AU 2006, p. 11).

The AU plan stipulates that “essential life skills” should be systematically infused into school curricula, emphasising in particular “interpersonal skills, critical thinking, communication, entrepreneurship education, self-directed learning, civic/leadership-skills education, and preventive health education covering HIV and AIDS, and malaria among others” (ibid., p. 12). These reflect a broad and generic definition of life skills which goes beyond economic goals to a range of skills which young people will need to lead productive lives. Most of these are also the kind of skills employers are looking for in young recruits. A look at many education curricula reveals that these skills are often mentioned as important, but a closer examination of the content of what students learn tells a different story.

A Ghana Constraints Analysis compiled in 2011 by the African Development Bank shows that skills are 15th out of 17 constraints to growth in Ghana. But, skills

“Products of secondary education must possess the skills the private sector in particular is yearning for to be competitive.”

are the second most important constraint to growth in China behind electrical power.

But waiting until skills are first or second in importance will be too late. Building education and training systems, promoting the

right policies, and strengthening institutional capacity is not done overnight. Building systems for skills development is a 10 to 15 year commitment. From childhood to skilled worker is also a 10 to 15 year commitment. Countries like South Korea took action well before skills could become a constraint to growth. In particular, they ensured that secondary education was reformed to create skilled manpower for growth. By the time a South Korean youth leaves secondary school, he/she is already an asset for development, with skills the private sector needs. But we have to remember that skills are ineffective if there is no improvement in investment climate and business development. Primary education, though the foundation, does not lead to major earning gains – the effect kicks in at the secondary level and beyond.

MAKING HIGHER EDUCATION RELEVANT IN ENTREPRENEURIAL TRAINING DELIVERY

To play a critical role in the economic fortunes of the country universities must themselves be “entrepreneurial universities”. To this end universities must develop programmes to help their faculty and staff obtain entrepreneurial skills. This is particularly important because the role of universities has broadened now to focus on enhancing entrepreneurial capital and facilitating behaviour to prosper in an entrepreneurial society.

In the area of teaching, universities must periodically review and

update their curricula to make them relevant. Indeed, teaching must translate into learning skills that are relevant for learners who can then transform them into productive citizens and lifetime learners. Teaching should also embrace technology and new tools to facilitate learning. To determine what skills students are learning and whether these skills are relevant, it is important to assess student-learning outcomes. This aspect has been missing in most universities and other training institutions.

Universities should also measure the impact of the education they offer. For example, do they contribute to educating productive citizens that contribute to the betterment of their communities? Do universities themselves contribute to the transformation of society and the country as a whole? Not only should the impact of teaching be measured, but so should the impact of scholarly research. It is important that universities assess the relevance and impact of their research.

Universities should seize of being seen as “ivory towers” and rather become agents of economic and social development. This requires that they become engaged in their communities. They must therefore incorporate national or regional development goals into their mission statements and should not only educate students but also generate ideas that change society. The late Peter Drucker (1985) debunked the entrepreneurial mystique by stating that entrepreneurship is a discipline and like any other discipline, it can be learned. Several authors emphasize

the view that entrepreneurship or some aspects of it can be taught and learned (Solomon et al. 2002; Katz 2003; Kuratko 2005; Solomon 2007). However, to promote entrepreneurship education, universities must develop strategies to integrate it in their curricula.

By emphasizing entrepreneurship and making entrepreneurship education some form of an “entrepreneurial revolution” universities can create not only awareness but also motivation and engagement on the part of students.

Doing so could also contribute to transforming graduates into job creators instead of job seekers. The impact of such an initiative on reducing graduate unemployment cannot be overemphasized.

Universities should also develop campus-wide entrepreneurship ecosystems. To this end, entrepreneurship education and research should not be confined to business schools. Hence, effort must be made to collaborate with other faculties to run joint programmes including the sciences, engineering, social sciences and agriculture. They can also run campus-wide business plan competitions and student entrepreneurship clubs. Doing so will help open entrepreneurship education to non-business disciplines. Expanding entrepreneurship education to non-business disciplines, such as engineering and science, is important because product ideas often emerge from these disciplines but students do not always have the knowledge and skills required to translate these ideas into business opportunities to start new ventures

(Hynes 1996).

The entrepreneurship education programme at the higher educational institutions should be structured to give students the chance of becoming business owners even whilst at school. Entrepreneurship education in higher education institutions should aim at developing entrepreneurship mindsets in students, lay the foundation for self-employment and small-scale entrepreneurship and help create alternatives to wage employment. The pedagogy should therefore be done in a manner that allows students not only to assimilate theories but also to have practical sessions that expose them to turning ideas to reality.

There is no doubt that it takes special learning processes, a special culture, a special focus, together with the establishment of new kinds of associations and relations to a series of internal and external stakeholder-groups for universities to live up to the new role they have been designated by stakeholders. It is instructive to note however, that this would require some reciprocity from government and other stakeholders in the area of funding, and an effective entrepreneurial ecosystem particularly, the collaboration between universities the industry to serve as a vehicle that would enhance innovation through knowledge exchange. The challenge in this context will in many cases, necessitate the development of different and new didactic and pedagogical methods and teaching forms as compared with those traditionally applied in university communities. Above all, in achieving the broader aims

of education and development and solving the problem of graduate employability will depend on a rich, relevant and invigorating learning environment for both students and lecturers.

Employers these days look for competencies such as problem solving, decision-making, multi tasking and the like. Students should be accustomed to work in industry-oriented environments during their academic tenure so that these skills and competencies come naturally to them.

This is what one industry HR practitioner has said:

I get the shock of my life when First Class holders from our universities or polytechnics are not able to express themselves well during interview. It is so frustrating when you conduct interviews and you are unable to find one suitable candidate at the end of it all. When this happens,

“The entrepreneurship education programme at the higher educational institutions should be structured to give students the chance of becoming business owners even whilst at school.”

the cost of recruitment in terms of time and other resources becomes high. Again, when it comes to giving top-up skills training to new recruits, it increases the HR cost and tends to affect the HR

budget in terms of being able carry out more strategic issues such as talent management and succession planning.

ENTREPRENEURSHIP SHOULD BE TAUGHT AT ALL LEVELS OF THE EDUCATIONAL CHAIN BY EMPHASIZING THE CONCEPT PARTICULARLY DURING EARLY YEARS LEARNING

A dynamic economy that is innovative and able to create jobs that are needed will require a greater number of youths who are willing to become entrepreneurs. Because education is key to shaping young people’s attitudes, skills and culture, it is vital that entrepreneurship education is addressed not only at the university level but also from an early age.

The United Nations Conference on Trade and Development (UNCTAD 2011) has suggested that entrepreneurship should be taught at all levels of the educational chain. This is fundamental because the current jobs that are available are changing so quickly. The approaches and methods for doing things a couple of years ago are very different from those of today. Innovation has become the new order with young people developing businesses based on new and emerging technologies. For the teaching of entrepreneurial endeavour therefore to be beneficial, the process must be thought through, and young undergraduates given the opportunity to learn through interaction, study visits, teamwork and incubation. The element

of engagement with the private sector or real life entrepreneurs is one critical aspect of teaching entrepreneurship, which should engage the attention of universities. Entrepreneurship education should be seen as a lifelong learning process, starting as early as elementary school and progressing through all levels of education, including adult education. Entrepreneurship education could create opportunities, instill confidence and stimulate the economy. In this regard, fostering a robust entrepreneurial culture could maximize individual and collective economic and social success on a local and national scale.

RECOMMENDATIONS:

For students to be successful in a 21st century global economy, the teaching of entrepreneurship education should be strengthened. As with teaching a language, entrepreneurship education must be introduced at the youngest possible age and taught in the early years of the education ladder (kindergarten and primary school) for the following reasons:

A) We live in a world in which the future is uncertain, so students need skills that will allow them to make their own way.

We can't predict the job market and economy our students will enter. Therefore, we really can't predict what content our students need in order to be successful after they leave our schools. We know without a doubt, though, that our students need skills

that will allow them to navigate uncertain waters and chart their own paths. Entrepreneurship education teaches these skills. Entrepreneurship education equips students to seek out problem-solving opportunities, empathize with others, think creatively, take risks, accept failure as part of the growth process, and appreciate the correlation between hard work and success.

B) Students need more opportunities for creativity, innovation, and collaboration in schools.

As testing and standards take over our education system, opportunities for students to create, innovate, collaborate, and demonstrate proficiency or mastery in real-life ways become scarcer. Entrepreneurship education not only encourages, but also requires students to be creative, to innovate, and to collaborate with others.

C) Students need to learn how to identify problems or needs before they learn problem-solving skills.

Problem-solving has been all the rage in education for years. The problem with the way we have traditionally taught problem-solving in schools is that problems are already set up or defined by someone else (i.e. the teacher, the test writer, the textbook company). In the real world, problems get fixed only when the problems have been properly identified. Therefore, students need to learn both how to identify problems, and how to identify and solve the right problems. If a student identifies a

problem incorrectly or solves the wrong problem, the solution to the problem has no value.

D) Students need more grit (courage and resolve; strength of character).

As Angela Duckworth has so aptly stated, grit may be the single most important factor in a person's long-term success in this world. According to Duckworth's research, grades, intelligence, socioeconomic status, and the other usual suspects do not stack up to the characteristic she defines as grit. Students develop courage and resolve through entrepreneurship because the entrepreneurial process is both demanding and uncertain. These experiences can be extremely beneficial for students to learn before they graduate and begin to face real-life situations. Entrepreneurs prove to be some of the grittiest people in the world, and grit can be taught through entrepreneurship education.

"For students to be successful in a 21st century global economy, the teaching of entrepreneurship education should be strengthened."

E) The world needs students who are looking to make a difference.

This truth is self-evident. Entrepreneurs, by definition,

want to make a difference. In the business sense, entrepreneurs seek to solve problems, meet needs, and ease pain or difficulty as a means of selling products or services. In the social sense, entrepreneurs seek to solve problems because of the impact ideas and solutions can make on human beings or on the environment. Either way, students trained in entrepreneurship education enter the world not only trained to identify problems that need solving, but also determined to creatively solve problems, meet needs, and make the world a better place.

F) Industry-academia collaboration Industry should also collaborate with academia regularly to provide stakeholders with data and statistics on job opportunities, required skills by industry through regular skill gap surveys to guide higher education policy and planning.

CONCLUSION:

Enterprise and entrepreneurship education has never been more important. Growing youth populations, coupled with rising youth unemployment in many countries, is putting greater emphasis on job creation and enterprising behaviour within employment. Technological developments are reshaping our workplaces and changing how businesses are operated, while the global nature of business means more young people will have jobs crossing different continents and sectors. It is therefore important that future generations are equipped with the skills and mindsets they

need to navigate a world of work we can't yet envisage.

The future employability of young people will depend heavily on how teaching and learning react to these changing needs. Learners will need to be innovative, adaptive, resilient and flexible to navigate an ever-evolving labour market.

In recent years there has been significant growth in enterprise education in many countries as a result of shifts in national education policies. Embedding entrepreneurship education in technical and vocational education and training (TVET) can be an important vehicle for ensuring learners are prepared for life beyond their education institutions. Enterprising mindsets coupled with the skills gained through TVET could be the perfect recipe to support the future employability of learners. Entrepreneurship education will make young people more employable and more 'intrapreneurial' in their work within existing organisations, across the social, public and private sectors.

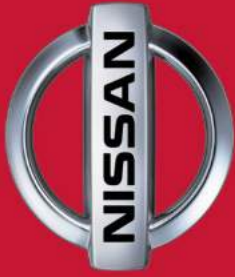
Learners are at the core of teaching, and entrepreneurship education can equip them with an entrepreneurial mindset, which can lead to greater involvement and engagement across core studies. Learning can be more enjoyable when embedded in real-life examples and when individuals are given the opportunity to take ownership of their own success.

Through entrepreneurship activities, learners can gain key entrepreneurial skills such as critical thinking, problem-solving, communication, risk-taking and teamwork. Entrepreneurship can

offer alternative pathways for young people, improving their skills, employability and life chances, while supporting wider economic and social development. Effective entrepreneurship education relies on both teachers and the culture of teaching institutions. Teachers need a broad range of competencies to successfully embed entrepreneurial education within the curriculum, and this can be supported by a school environment where risk is encouraged and where employment as an outcome of learning is a priority. Entrepreneurship teaching doesn't provide answers, but supports learners to identify the right questions. It should look to push boundaries, encourage learners to think creatively and be confident enough in their own ability to take the risks necessary to succeed. Creative environments must also support failure. Mistakes can often prove to be the greatest lessons.

The future is dependent on the next generations, and high-quality teaching that incorporates entrepreneurship will be an essential part of their success. The active minds of tomorrow are reliant on the guidance and support of the teachers today, who will open the world of possibilities up to them.

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JAPAN MOTORS

THE PRIMACY OF TECHNICAL/ VOCATIONAL EDUCATION IN GHANA'S DEVELOPMENTAL QUEST

By
**DR. FRED KYEI ASAMOAH, Executive Director, Council for
Technical and Vocational Education and Training (COTVET)**



I wish to start by expressing my sincere gratitude to the Baraka Policy Institute (BPI) for the kind invitation extended to me as a Speaker for this year's lecture. Let me also use the opportunity to thank all of you for taking the time out of your busy schedules to attend or listen to this lecture on the theme "The Primacy of Technical and Entrepreneurial Training in Ghana's Entrepreneurial Quest".

This lecture series has grown to acquire a formidable reputation, and I am grateful that the organizers decided to make me part of this year's events. They have indeed chosen one of the very relevant themes besides the Free Secondary and Technical School policy in contemporary times, a topic which sums up the essence of the current aspirations of the Government of Ghana. Indeed, it is for this reason and aspiration that His Excellency Nana Addo Dankwa Akufo Addo, whilst addressing students at the Asuansi Technical Institute remarked, "If we are to transform the structure of our economy from one dependent on the production and export of raw materials, to a value-added, industrialized one, then students from technical insti-

tutions...are crucial."

GHANA'S HERITAGE: COLONIAL OR OTHERWISE

Ghana's colonial heritage means that at independence our education system was structured to prioritize "grammar education". As most of you are aware, during that period, African countries were expected to be exporters of raw materials and therefore there was little or no need for a "skilled workforce". During this same period, South Korea was providing ninety six percent (96%) of its workforce with skills; Germany was doing seventy five percent (75%), and United Kingdom providing sixty eight percent (68%) of its workforce with skills training. This is per the Human Resource and Skill Requirement Study for 21 Coastal Districts of India.

We can argue amongst ourselves as to why our education system is structured to produce more "grammar graduates" instead of skilled TVET graduates. However, one thing that is clear for all to see is that it is not only the structure of our education system which hasn't changed much, the structure of our economy has also not changed. This means that for a very long

time we have been primary exporters of raw materials to the rest of the world.

As a consequence of these structures, our development has thus become tied to what our "development partners" are willing and able to give us. This development model has clearly not help Ghana much even though we are considered to be a middle-income country. His Excellency President Akufo Addo put it aptly, when he said, "We can no longer continue to make policy for ourselves, in our country, in our region, in our continent on the basis of whatever support that the western world or France, or the European Union can give us. It will not work. It has not worked and it will not work"

We need to work towards a Ghana beyond aid and this can be realized when the primacy of Technical and Entrepreneurial Training is emphasized.

The stark truth is that, the "Guggisberg Economy" which focuses on the export of raw materials has stayed with us for too long and has become unsustainable. This coupled with rising youth population and unemployment, the inability of the biggest employer of "grammar graduates" - the Government

of Ghana's – inability to absorb all these graduates, the pressure keeps mounting on the education sector to produce students with skills that can start their own businesses and feed emerging industries.

Our educational establishment has always prioritizes “grammar education” to the neglect of TVET.



Parents, teachers, and education regulators have all contributed to deepening the erroneous notion that this field of study is somewhat superior and more rewarding than TVET. Therefore, students right from the formative stage, fail to grasp the benefits of TVET, both at the personal level, and the national level.

Again, most of these students, especially those with very good grades are encouraged to study either sciences, business or general arts with the hope of becoming Doctors, Pharmacist, Bankers or Lawyers respectively. This negative perception has been so much reinforced to the extent that, students with low grades are the ones pushed to Technical and Vocational Institutions (TVI's) in the hope that they can learn a skill which

will make them useful. As if to say that, TVET is secondary, when it comes to personal and national development.

Governments over the years cannot also be absolved of blame when it comes to enforcing this wrong perception. Government funding and support to TVI's is pale in com-

parison to mainstream educational institutions. For example, none of the second cycle TVI's can be compared to a school like Wesley Girls or Prempeh College with regards to infrastructure. Again, none of the TVI's at the tertiary level can be compared to the University of Ghana with regards to infrastructure. In 2014 for example, the TVET subsector was allocated only 3.7% of the education budget, compared with 22% for the senior secondary education subsector. It is true that TVET is quite expensive to fund. It costs more to train students in skills acquisition than to train students in social science and humanities. For this reason, government sometimes chooses the easy option of expanding infrastructure in the main stream educational sector anytime there is the

need to absorb more students and little attention is paid to the TVI's.

THE NEED FOR TVET NOW (PRIMACY OF TVET)

Digital technology has permeated the world of work, creating the most prominent disruption of today in the form of digitization - with features that include industry 4.0, smart production, big data and data analytics and the Internet of things. These features are changing the profile of jobs; the demand for a different skills mix is high, often with a bias to skills relevant to the world of work.

As a result of the massive technological transitions, business structures are changing, some jobs are diminishing because of more efficient and productive automation processes run by machines. A whole value-chain of tasks are affected. Thereby rationalizing the need for human intervention through TVET and its new entrepreneurial opportunities that are associated with it. Technology is altering the way people are accessing knowledge and services and so the potential of new and entrepreneurial activities in a digital future are opening up and the obvious concerns are:

- How are TVET systems preparing learners for the world of work, entrepreneurial functioning and a digital future?

- How are TVET institutions transforming their programmes, organization and delivery modes to meet the needs?

- What support is needed to build institutional and facilitator / teacher capacities?

- Where will resources come from?

The above are burning concerns that all development oriented persons should be concerned about. Interestingly, TVET seems to have the key to these very daunting concerns.

I have already indicated that, the “Guggisberg Economy” has become unsustainable, and has failed to deliver the kind of development we aspire to. It has therefore become imperative, we turn our attention to industrializing our economy and adding value to the vast natural resources God has endowed our country with. To this end, steps are being taken by the government to build more factories and industries with policies like One-District-One-Factory.

It will however surprise you to know that the Knauf Group which is a wholly family-owned German construction materials producer with an annual turnover of more than 7 billion EUR and employs over 28,000 people in over 220 sites across the world wanted to engage the services of skilled youth in Ghana but could not start as planned because of the lack of skilled employees in that field in the country. This establishment could create jobs for not less than two thousand people. Again, there are garment and textiles companies in Ghana and owned by a Ghanaian which has the capacity to employ thousands of skilled workers, but are unable to find workers with the skills needed to operate the machines in the factory.

Although we have thousands (1000's) of students graduating annually from the various tertiary institutions, most of them are not

fit for purpose. The two examples just enumerated reveal that the unemployment situation faced by the country could have been avoided if we had decided to treat TVET as the primary field of study from the onset. We have failed to match industry needs with the subjects being taught and prioritized in the various schools.

There has been a lot of talk in recent times about training our youth to be entrepreneurial. Several funds and institutions have been set up to promote and fund entrepreneurship among the youth. Whilst these steps are commendable, especially with rising unemployment, and government's inability to employ all graduates, it cannot be the panacea for unemployment if these young entrepreneurs do not really have any proper skills to actually start a new business. At the mercy of sounding controversial, let us carefully consider this analogy, if a Political Science or Sociology major student is taken through three months entrepreneurial training with funding, and the said student does not have any real skill, the person may just opt for a business in “buying and selling” of fast moving consumer Goods (FMCG's) unless that student on his/her acquire a skill alongside their mainstream education. Contrast that to a student a graduate from Accra Technical University with skills in wood work who is given the same three months entrepreneurial training. What you will see is that, this person will have the capacity to start a sofa manufacturing company and end up employing sales persons, accountants, drivers and others with wood work skills.

CHANGING NATURE OF JOBS

Another truth is that, the nature of jobs tomorrow will be very different from those of today. Ghana is a developing country and as such, as we continue developing, we are going to see more sky scrapers which will require construction workers with skill sets different from what our masons currently possess. For example, in the construction industry, we are going to need more structural metal preparers and metal erectors than we have ever needed as country. With more sky scrapers also mean we need a workforce with special skills to continually maintain these buildings.

Furthermore, there are several countries where ICT is considered part of TVET. ICT has now become the key driver of development in the world these days. Today, drones and 3D printing have become key players in the pursuit of rapid socio-economic development. According to the World Economic Forum, “ubiquitous high-speed mobile internet; artificial intelligence; widespread adoption of big data analytics; and cloud technology—are set to dominate the 2018–2022 period as drivers positively affecting business growth”.

The Fourth Industrial Revolution popularly referred to as Industry 4.0 also means that the type of workers needed in the manufacturing sector is changing. With the digitization of manufacturing, industries now require more programmers than factory hands.

The World Economic Forum for example argue that, “While the Fourth Industrial Revolution may be disruptive to many occupations,

it is also projected to create a wide range of new jobs in fields such as STEM, data analysis, computer science and engineering. There will be strong demand for professionals who can blend digital and STEM skills with traditional subject expertise, such as digital-mechanical engineers and business operations data analysts, who combine deep knowledge of their industry with the latest analytical tools to quickly adapt business strategies. There will also be more demand for user interface experts, who can facilitate seamless human machine interaction. For Sub-Saharan Africa, the greatest long-term benefits of such jobs are likely to be found in the promotion of home-grown African digital creators, designers and makers, not just digital deliverers”.

It will interest you to know that one of the solutions proposed to realize the human potential in the fourth industrial revolution for Sub-Saharan Africa is “providing robust and respected technical and vocational education and training (TVET)” according to the World Economic Forum.

The World Travel & Tourism Council (WTTC) have indicated that, by 2024, the hospitality and tourism industry will be responsible for the creation of 74.5 million new jobs, 23.2 million of which will be directly within the sector, representing 10.2% of total employment. Ghana’s own Tourism Ministry have indicated that, the country plans to increase the annual number of tourists from one million annually to eight million annually.

I know that at this point, some people may be wondering what Tourism and Hospitality has to do with

TVET. I dare say however, that it has everything to do with TVET. With an upsurge in the tourism and hospitality industry means the need for more chefs, caterers and cooks. We also need more hoteliers and the like. Ghana recently won Gold at the Worldskills Kigali Africa Regional Competition and guess what category we won that medal in? Ladies and Gentlemen, it was in cooking. The student who made Ghana proud, Miss Sika Mortoo is a student of the Accra Technical University and one of the winners of the maiden National Skills competition organized last year. It is therefore imperative for us as a nation to train more people in the tourism and hospitality industry if we are to reap the benefits of the expected boom in tourism.

Another industry which requires more skilled professionals is the creative industry. There are several countries globally which have used the creative industry to reduce unemployment drastically. In Germany the creative industry has some 253,000 companies, employs some 1.6 million people and generated 154 billion Euros in 2016. According to UNESCO, “In 2004, turnovers in the creative industries in Germany increased by more than 2% compared to the previous year. For comparison: the automobile industry achieved a growth of 0.3%, the chemical industry of 3%”. TVET can produce cosmetologists, beauticians and fashion designers in addition to the more technical staff who film and record in the industry to support this industry in Ghana and reduce unemployment.

For a very long time, agriculture has sustained our economy until the recent discovery of oil in com-

mercial quantities. As our population grows, it means we need to start employing more innovative and efficient means of growing crops to feed ourselves and export for foreign exchange. Here again, TVET has an all-important role to play in agricultural mechanization

“We have failed to match industry needs with the subjects being taught and prioritized in the various schools.”

and for the implementation of government policies like one-village-one-dam. The Accra Technical University is planning to create a department for dam mechanics at its Mpehuasem campus. This will ensure that we practice sustainable agricultural production and increase the income earning potential of our farmers as well as creating food security for the country.

Beyond these, the promotion of TVET can also contribute positively to national revenue mobilization because the tax net will be expanded. This is can come about because as I pointed out earlier, graduates from TVI’s possess the potential to be more entrepreneurial than graduates from other institutions. As these graduates set up more businesses, government will be the ultimate beneficiary, because there would be more tax revenue for the country to use in pursuing other development needs such as infra-

structural development and poverty alleviation.

In addition to all of these, the promotion of TVET will ensure that the country becomes globally competitive. In a working paper authored by Tobias Hüsing, Werner B. Korte, Eriona Dashja in 2015, titled e-Skills In Europe, “In 2020 the European labour market is projected to grow by more than 670,000 new jobs, but it could absorb another 756,000 ICT practitioners if only sufficient supply were in sight”. Therefore, in addition to meeting our own manpower needs, by training more people in TVET, we can export our excess skilled workforce to neighbouring countries or Europe with the hope of benefitting from remittances. The World Bank estimates that in 2017 alone, Ghana received 2.2 billion US Dollars or a little below 12 billion Ghana Cedis in remittances. We should therefore not underestimate the value of remittances to any nation. According to the World Bank, in 2015, remittances contributed to 13.34 percent of Ghana’s GDP. Thus, in our quest for development, we need to ensure that we realize the full benefits of remittances which TVET has a major role.

There have been recent announcements of VW and Nissan planning to set up assembly plants in Ghana. We already have Apostle Kwadwo Safo Kantanka also manufacturing vehicles and other sophisticated equipment. All of these companies require a certain skilled workforce especially in this day and age where almost every vehicle is electronic. In addition to training people for these companies, our auto mechanics/repairers

need retraining and an upgrade of skills to be able to sufficiently repair the new type of vehicles being manufactured globally. These vehicles do not use carburetors and the like any more. All production vehicles today use computerized fuel injection systems to feed fuel and air into the combustion chamber of the engine. This means that mechanics now use diagnostic machines to assess the health of vehicles which further means that most of our mechanics need retraining and upgrade to continue remaining relevant.

GREEN TVET

Although we seek development as a country, development has to be sustainable as well. So far, all the areas I have touched on have been on the economic and social development role of TVET, but TVET also has a role to play in sustainable development. That is where the term “Green TVET” comes to focus. In this regard TVET has two major roles to play, which is creating new green technology and adopting green technology in the curricula and the TVI’s.

Industries and factories are usually accused of being the main cause of pollution in the world. Therefore, whilst training students to acquire skills for these industries, it is important that we ensure they are trained on the best practices of disposing industrial waste as well as the benefits of using green technology in manufacturing. This also means that, Green TVET should not just be a topic of study in the curricula, but should be incorporated in everything the students are being trained to do as well as the environment in which they are do-

ing it.

Such incorporation will begin with having green campuses, with respect to energy management, waste management, and water management. Also, the curricula should also be green, with a focus on green and clean technology, and green jobs. Furthermore, it should include green communities, green research and green culture. According to UNESCO, “TVET is crucial in reorienting society to adopt the low-carbon mentality so essential to addressing climate change. It is also impossible to think of making gains in poverty reduction, job creation and decent work provision without transforming TVET. For example, Goals 4, 6 and 8 of the SDGs are directly related to TVET, with many of the targets capable of being supported by a well-designed TVET system and targeted skills-development interventions”. In simple terms, we can achieve the goals of the SDGs, namely SDG 4 (Quality Education); SDG 6 (Clean Water and Sanitation) and SDG 8 (Decent work and Economic Growth) by promoting green TVET.

WHAT GOVERNMENT IS DOING?

In all of this, Government has an all-important role to play. I will therefore want to highlight what the Government through the Ministry of Education and COTVET is doing to promote TVET and ensure the country reaps the full benefits of TVET for national development.

Government realized that the TVET landscape in the country was somewhat chaotic, with several institutions doing their own

thing without any proper coordination. I don't know if some of you are aware of this, but currently there are as many as 19 Ministries and Agencies in Ghana with some role to play in TVET delivery or supervising a TVI. Government has therefore taken the decision to align and bring all public TVET institutions in the country under the direct supervision of the Ministry of Education to streamline their curricula, and improve the co-ordination of their training, with a Deputy Minister for Education specifically in of TVET.

The country has also adopted the Competency Based Training Policy (CBT) and has developed the National TVET Qualification Framework (NTVETQF) consequently.

COMPETENCY BASED TRAINING (CBT)

What then is CBT? CBT aims to shift TVET from theory-based teaching to a practical and hands-on approach. CBT is an industry and demand-driven, outcomes-based education and training programme based on industry-generated standards. Such industry standards form the basis upon which programme/curriculum assessment and learning materials are designed and developed. This means that before curriculum is developed, industry will be consulted as to the skills they need the learners to acquire to be able to perform. This approach also means that, individuals will be assisted to acquire skills and knowledge so they are able to perform a task to a specified standard under certain conditions. The learners expected outcomes is also clearly stated to

them so that they know what to expect. In essence, it focuses on what you can achieve in the workplace after completing a course. The learner can then only progress once they are deemed Competent in their field of study.

Embedded in the CBT approach is also the recognition of prior learning and life long learning. A learner's experience at the workplace and previous studies is factored in the CBT approach to learning because CBT is hands on. This means

“CBT aims to shift TVET from theory-based teaching to a practical and hands-on approach. CBT is an industry and demand-driven, outcomes-based education and training programme based on industry-generated standards.”

that what ever a person has learnt either as an apprentice or through formal education is not discarded but built on and polished. With lifelong learning, workers can continually upgrade their skills in tandem with changes in technology at the workplace. This will also allow learners who have had limited access to training in the past to have a second chance to build on their skills and competences. To ensure that CBT is properly implemented, the government in collaboration has also developed a National TVET Qualifications Framework

(NTVETQF).

NTVETQF

The National TVET Qualifications Framework (NTVETQF) aims to provide Competency Based Training Programmes for individuals starting from the Proficiency level to the Doctor of Technology level. This is an eight level qualifications framework which aims to standardize TVET in the country. Due to the chaotic nature of the TVET landscape, where private and public TVI's were running their own programmes and setting their own standards with different regulatory bodies overseeing them, the NTVETQF became necessary. With the introduction of this framework, TVET will now be standardized so that it doesn't matter which TVI you attend, you can be assured that the curriculum is the same and whatever qualification you obtain will be similar to that of any other TVI. In the past this has been a major curse of the TVET landscape because a student from one VTI may have the different qualifications from another TVI even though they might have studied same curriculum. This also meant the industry didn't know what to expect from two graduates holding the same certification but from different TVI's.

The qualifications under the National TVET Qualifications Framework begin from National Proficiency 1; then you can progress to National Proficiency 2; then on to National Certificate I and II; the Higher National Diploma; Bachelor of Technology; Master of Technology and finally Doctor of Technology.

5-YEAR STRATEGIC PLAN

The Ghana Living Standards Survey (GLSS5) classifies the main occupations across the world to be:

1. Legislators and Managers
2. Professionals in all fields
3. Technicians and Associate Professionals
4. Clerks
5. Service/Sales workers
6. Agric/ Fishery workers
7. Craft and related trades workers
8. Plant and Machine operators
9. Elementary occupations
10. Armed forces/ security personnel

And it is assuring that this TVET Strategic document, encapsulates all the professions mentioned including the Clarks who will require Information and Technology (I.T.) and Secretarial skills.

This emphasizes the primacy of TVET to Ghana's quest for development and it is appropriate that government has developed a 5-year strategic plan which has been approved by cabinet and new draft bills out of the plan is expected to be approved by parliament.

The new TVET bills for regulation and delivery, when approved will sanitize the TVET land scape and will ensure that all public TVET are aligned under the Ministry of Education.

In addition to these, under the 5-year strategic plan, government plans to make Ghana a leading country In TVET delivery In Africa. To this end, we will continue with the upgrading of the existing TVIs and establishing new state-of-the-art TVET institutions across the country. The plan also makes provision for the establishment of an apex training institution for the training of TVET staff and Strengthening TVET in Agricultural.

Establishment of Sector Skills Council is a priority because TVET starts and ends with the industry. As a result of this the Ministry of Education, COTVET and the ILO through a new UP Skill project yet to be launched in two months in April to pilot the establishment sector skills council will include Tourism and Hospitality in addition to agriculture/agribusiness and construction. We are also

conducting a Skills gap analysis in 7 economic sectors and we intend to so same for all identified 22 sectors and needs assessment of all TVET institutions.

The plan has 5 Goal Domains, namely Legal, institutional and policy framework; Physical, Human and financial resources; Curricula and delivery systems; Qualifications and certification; and Data- driven decision making and is estimated to cost US\$119, 356, 050 (GHC477, 424, 200). It also seeks to address the under representation of females in engineering and technology-related fields; and inadequate financing, and obsolete and inadequate training facilities.

The government has also secured a \$119-million facility from the from China Exim, to resource technical schools, polytechnics and technical universities in the country beginning 2019. This facility in addition to other facilities will go a long way to revamp TVET in the country and help achieve government's vision of making Ghana a world-class center of skills development.

GTVP

Another policy initiative being conducted by the government with support from our development partners is the Ghana TVET Voucher project (GTVP). The GTVP is a 20 million Euro project funded by the German-Ghanaian Financial Cooperation through KfW Development Bank and implemented by the Council for Technical and Vocational Education and Training (COTVET) through PLANCO, an international consulting firm and launched in 2017. The objectives of this project are; to improve ac-



cess of apprentices, master craft persons and workers from informal and formally registered micro and small enterprises to technical and vocational education; Strengthen the capacity of TVET stakeholders such as training institutes, trade associations and COTVET to effectively play their mandated roles in TVET; and finally, it aims to provide a consistent incentive system for vocational training providers taking into consideration the labour market relevance of such training.

MY TVET CAMPAIGN

One of the major challenges faced by TVET in Ghana is the negative perception about TVET. We cannot run away from the fact that although TVET is the country's best bet to develop and industrialize our economy, negative perceptions about TVET means that students who attend TVI's are usually those with double digit grades. We are therefore in effect entrusting the development of our country to those we consider to be academically weak surprisingly. The government through COTVET has therefore decided to implement what will be termed the MY TVET campaign to change perceptions about TVET and attract some of the best students with the best grades to the TVI's.

COTVET with the help of a number of partners and sponsors also successfully organized the first ever National Skills Competition after successfully organizing Zonal skills competitions last year. It will interest you to know that Ghana also participated in the Worldskills Kigali Africa Regional Competition 2018 for the first time and we

won Gold, Silver and Bronze in different categories. This means that our students have the talent and skill set which if honed can lead to national development. This year we will be participating in the Worldskills competition in August which will take place in Russia.

These competitions are necessary to generate interest in TVET and to ensure that TVET becomes attractive in the country.

WHAT ELSE CAN BE DONE GOVERNMENT

Government has prioritized TVET in our quest for national development. However, more can be done to ensure that TVET becomes the first. Other Government Ministries and Agencies have a role to play to ensure that TVET delivery is smooth. I know the new 5 year plan will lead to the establishment of inter-ministerial working group for TVET and skill development. COTVET is grateful to the National Youth Authority for its support during the 2018 skills competitions. The National Youth Authority was one of the government agencies who partnered the Ministry of Education and COTVET to successfully organize the Ghana Skills Competitions in 2018. We are calling on other Government Agencies to like GNPC, Ghana Free zones Authority, National Communications Authority and the Volta River Authority etc to emulate this gesture equally, support and partner the Ministry of Education and COTVET for rapid transformation of the TVET-landscape and to promote national development. These government to government partnerships are essential if we are to achieve the

overall policy objectives and the vision of the government.

CIVIL SOCIETY

Civil society also has a very important role to play in helping promote TVET. At the moment, a lot of Civil Society Organizations undertake projects within the TVET landscape without consulting COTVET. Whilst every help to promote TVET is welcome, what is happening currently means that lot of people are doing things in the TVET space without proper coordination and thus little progress is made in promoting TVET in the end. As I pointed out, under the 5-year strategic plan, a Needs assessment has been conducted to ensure we have up-to-date information on the various TVI's so as to properly plan and look for funding to address those needs. I will therefore use this opportunity to entreat various civil society organizations to partner COTVET in their quest to help TVI's or undertake projects in the TVET landscape. This will ensure that we are all on the same page as to what needs to be done to promote TVET and that our efforts are properly targeted at solving the challenges in TVET development, regulation and delivery. Just recently CAMFED came to the Council and supporting an ongoing TVET and career guidance and counselling pilot being conducted in collaboration with GES for JHS student

Furthermore, Civil Society have a role to play in changing negative perceptions about TVET and we welcome all the help we can get from Civil Society in this regard.

THE MEDIA

In our quest to change perceptions

about TVET and to attract the best students to the TVIs, one body that can help us is the media. The media informs, educates, and entertains. If the media will jump on the TVET bandwagon, then within no time, perceptions will change and we will see more people opting for TVET and supporting TVET activities as well as TVI's. I will therefore urge the media in attendance to become ambassadors of TVET after listening to this lecture. We are prepared to partner media houses to help promote TVET in the country.

INDUSTRY

Industry has a dual role to play in ensuring TVET leads to national development. I have already indicated that under the Competency Based Training approach, learning is industry and demand driven. Thus, we will need the industry headed by the PEF, AGI and Chamber of Commerce to assist us in determining which skills are in need and the standards required of students to perform at the work place. In addition to this, TVET is very expensive to fund, and as such government alone cannot fund TVET for us to realize its full benefits. Industry should therefore support in funding TVI's and developing the curriculum for studies under TVET. It is only by so doing that we can fully make TVET delivery in the country world class.

WHAT WE CAN LEARN FROM OTHER COUNTRIES.

In all of this, it is important to note that there are several countries we look up to in our quest for national development. Almost all of these

countries have prioritized TVET and have invested heavily in TVET to ensure sustained growth and development. We can learn from countries like Germany, South Korea, Japan and Canada who have prioritized TVET and are reaping the benefits thereof.

Germany

Germany for example, has an abundance of well-qualified, technical employees in business and industry. The 'dual system' of Vocational Education and Training has been credited for Germany's excellent

“We certainly cannot continue to look on when foreign nationals are employed as Chefs in almost the major hotels in the country due to the lack of enough professional and renowned chefs in the country.”

economic performance, and her consolidation into a mighty, industrial power. “Trainees in the dual system typically spend part of each week at a vocational school and the other part at a company, or they may spend longer periods at each place before alternating”. Companies in Germany which provide training as part of the dual system not only save on recruitment costs but also avoid the risk of hiring the wrong employee for the job. The Germans have recognized that, in-

vestment in first-class training is a key factor for success in an increasingly competitive world. The dual system is also been adopted by a number of countries including Austria, Switzerland, Luxembourg and Denmark.

GHANA NEEDS TVET.

In bringing my speech to an end, let me conclude with a quote from Nelson Mandela who once said and I quote, “Education is the most powerful weapon which you can use to change the world”. Let me dare say in addition that, “TVET is the most powerful weapon which we can use to change the fortunes of our country”. We are still at a developmental stage as a country, and as such there are more roads to be constructed, more schools to be built, more railway lines to be constructed, more bridges to be constructed etc. We cannot continuously import Chinese and American experts to design and engineer our roads, hospitals, schools and bridges. We certainly cannot continue to look on when foreign nationals are employed as Chefs in almost the major hotels in the country due to the lack of enough professional and renowned chefs in the country. Finally, we shouldn't wait until foreign national take-over our auto mechanic and auto repair industry before we realize we should have trained more auto repairers and mechanics.

The Time for TVET is now, not tomorrow. Ghana needs TVET today not in 20 years' time.

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QUALITY LEADERSHIP FOR EFFECTIVE MANAGEMENT OF PUBLIC SCHOOLS

• Superior leadership translates into societal progress

By
Anis Haffar,
Director, GATE Institute, Accra



It's been said that there is nothing called darkness; it's just the absence of light. Similarly, there is nothing called a problem; it's just the absence of solutions. In the same vein, decadence and poverty result from the lack of concern to move limbs to act on common sense solutions to improve on one's conditions.

LEADERSHIP MATTERS

I've often suggested that Chapter 13, "Greening Singapore" (from Lee Kuan Yew's book, "From Third World to First", published in 2000) should be a required reading for ministers, parliamentarians, assembly men, key public servants, students, and school managers across board.

In that chapter, Yew recounted how he had visited almost 50 countries and stayed in nearly as many official guesthouses. He said, "What impressed me was not the size of their buildings but the standard of their maintenance. I knew when a country and its administrators were demoralized from the way the buildings had been neglected – washbasins cracked, taps leaking, water closets not functioning, a

general dilapidation, and, inevitably, unkempt gardens." He noted that foreign visitors and important investors would judge Singapore the same way. He said, "We kept down flies and mosquitoes, and cleaned up smelly drains and canals ... Perseverance and stamina were needed to fight old habits: People walked over plants, trampled on grass, despoiled flowerbeds. And it was not just the poorer people who were the offenders ..."

SCHOOLS AS OASES OF EXCELLENCE

The key challenges were in overcoming the initial indifference of the public, to go beyond their "rough and ready" ways, to stop

the littering, noise nuisance, the rudeness, and so on. So Yew targeted the schools with what he called the "clean and green" movement. He wrote: "we educated their children in schools by getting them to plant trees, care for them and grow gardens. They brought the message back to their parents. We had all other school and sports fields and stadiums similarly treated. The bare patches around the goal posts with sparse, tired-looking yellow grass were soon carpeted green. Gradually the whole city greened up."

MANAGEMENT OF PUBLIC SCHOOLS IN GHANA

Teaching is an important profes-



Crude management of school environment

sion as it is supposed to hold educators to high professional standards, especially in the “soft skills” or “affective” areas of cleanliness, punctuality, preparation, empathy, love and respect for the other, personal organization, grooming, etc. What is missing with a good many heads in our public school system is the indifference or dispirited attitude, especially the qualities mentioned above. A culture of order, safety, and cleanliness can be developed in everyone.

So the questions arises: Who should manage the public schools to the highest professional standards? Or conversely, what must the roles of the school heads to align with best practices? It helps a great deal for heads to have evolved from the school system.

But these days, effective school heads must have been trained intentionally in management skills for the top job. Teaching experiences, of course, will help with knowledge of the landscape, but that alone will not suffice in this day and age. Involvement with public relations, community engagement, fund raising, and digital expertise to connect with the schools’ alumni are key considerations. Leaders must choose a path in management and grow their careers to become professional managers

Another key role is the connections with the business communities to benefit from their Corporate Social Responsibilities – CSRs; for example, “adopt a school program” where businesses donate and help to manage relevant teaching and learning equipment. Again, with the advent of the Sustainable Development Goals (SDGs), for example, school heads must be trained with the expertise for the

writing of local corporate or international grants.

THE THREE KEY ASSISTANTS

Principals and assistants tend to evolve out of the teaching experience, but they must then specialise for administrative roles appropriate for each position. The Heads must be assisted by three key assistants or the three key pillars to perform their critical functions and show results.

The Heads must, of course, be quite visible in their role of supervising the assistants but must be weaned from the excessively mundane activities.

First assistant: Instruction, training teachers, monitoring and evaluation. Not just any assistant but one with a strong teaching experience to handle instruction or pedagogy, and mentor teachers, etc.

Second assistant: School administration including finance, attendance, payroll, students and parents affairs, etc. Third assistant: Clean environment, repairs and maintenance of buildings and equipment, school gardens, domestic needs including dining, wa-

ter, toilets, general sanitation, etc. People are quick to want to grab positions, but can they perform? Mediocrity in a good many of our public schools do not just happen, they are caused by those entrusted with positions which they clearly can’t manage properly or hesitant to manage to the best of their abilities.

One can understand the discomfort some may have about the true picture on the ground, but there’s no choice to save the public schools from apathy and neglect. The naked truth is that even a cursory walk into most of our public schools – especially the basic schools – reveals the environmental filth, dust, broken doors, windows, chairs and desks – piled on top of one another reflecting the lack of leadership and administrative discipline.

**The author is a teacher of teachers, a leadership coach, and quality education advocate.*

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Proper management of school environment

EXPLORING THE DRIVERS OF TEACHER PROFESSIONALISM IN GHANA

By
Inusah Salifu (PhD)



Teachers are indispensable stakeholders in the success of every country's education system because of the pivotal role they play in the achievement of educational goals (Lambert 2004; Leigh 2007). At school, the type of relationship teachers develop with students could directly impact positively or negatively on the latter's learning outcomes (Agezo 2010; Dolton and

Marcenaro-Gutierrez 2011). In Ghana, policies and programmes directed towards increasing the quality of education have given little attention to how to motivate teachers (George and Mensah 2011; Mulkeen, Chapman, and DeJaeghere 2007; Tanaka 2010). Nonetheless, some previous studies (Claeys 2011; Mensah 2011; Tanaka 2010) have shown that a good number of teachers in the Ghana Education Service are motivated in their professional

practice. What factors could be responsible for teachers' motivation as far as the teaching profession is concerned? The purpose of this research was to explore working conditions teachers in the Ghana Education Service perceived as drivers in their professional practice.

Many scholars involved in the study of teacher motivation have posited different explanations of what constitutes teacher motivation depending on their spe-



cific fields of application. For example, Velez (2007) has conceptualised teacher motivation as an inspiration in teachers to accomplish a professional goal. To Snowman, Mcown, and Biehler (2008), teacher motivation may refer to the forces which bring about the arousal, selection, direction and continuation of behaviour in a teacher. In their view, teacher motivation is a concept that assists us in understanding why teachers behave the way they do. Motivation to teach is “a complex construct easier to define than to understand ... motivation is not observed directly but rather inferred from the teacher’s behavioural indexes such as verbalisations, task choices, and goal-directed activities”. In this paper, teacher motivation is conceptualised as anything which spurs teachers onto quality professional practice.

WHAT FACTORS AFFECT TEACHER MOTIVATION?

Broadly speaking, the factors affecting teacher motivation are many and varied. Common classification, however, puts them into three main categories, namely external, internal and selfless factors. Researchers like Bennell and Akyeamong (2007), Claeys (2011) and Javaid (2009) in their own classifications have named external, within-person and selfless factors affecting teacher motivation as extrinsic, intrinsic and altruistic, respectively. External factors are things which concern material benefits and job securi-

ty and are determined basically by the level and type of external rewards that are available in the work place (Bennell and Akyeamong 2007; Javaid 2009). Sources of teachers’ external motivation may relate to a broad range of factors in their working conditions. These factors may include pay, class size, availability of teaching and learning materials, opportunity for promotion, opportunity to participate in educational policies as well as student discipline (Bennell and Akyeamong 2007; Javaid 2009).

“Selfless factors in teachers’ professional practice stimulate in them the desire to work with children and/ or to serve society (Bennell and Akyeamong 2007; Claeys 2011).”

Internal factors refer to the inward desires in teachers for professional growth and performance (Bennell and Akyeamong 2007; Claeys 2011). In effect, many people enter the teaching profession in order to help young people to learn. Such people cherish and value the accomplishment of high student learning outcomes and the work-related factors that allow them to practice their craft successfully (Darling-Hammond and McLaughlin 2009; Diaman-

tes 2004). Selfless factors in teachers’ professional practice stimulate in them the desire to work with children and/ or to serve society (Bennell and Akyeamong 2007; Claeys 2011).

Although external factors such as attractive remuneration and stimulating teaching environment play crucial roles in teacher motivation (Agezo 2010; Bennell and Akyeamong 2007; Dolton and Marcenaro-Gutierrez 2011), the emerging body of literature has affirmed the importance of internal and selfless sources of motivation in teachers’ professional practice. For instance, Williams and Forgasz (2009) in their study involving 373 career change students in teacher education from three Australian universities have concluded that factors such as the desire to work with children, the desire to contribute to the society and the belief in the possession of the attribute of teachers are more important than extrinsic factors in the participants’ decision to become teachers. In a related study also conducted in Australia involving 211 student teachers, Sinclair (2008) has made similar findings asserting that selfless factors such as the desire to work with children and the provision of intellectual stimulation by teaching, calling to teach, love of teaching, perceived easy nature of teaching work and the desire for a career change were responsible for the participants’ motivation in their teaching profession. In a study by Anthony and Ord

(2008) in New Zealand, they found what they called push and pull factors such as loss of previous job, moving into a new settlement, inability to progress in previous jobs, previous desire to be a teacher, time for family and the acquisition of scholarship and sponsorship as being responsible for teachers' motivation.

Claeys (2011) has made similar observations in her research to identify the US teachers' initial motivation to select teaching as a profession and to explore the factors that contributed to their desire to remain in teaching. In the research, she also explored the constructs of personal motivation, administrative support and induction support to capture novice teachers' realities regarding the impact of their sociocultural context (school environment) on their decisions to remain in teaching. Her main findings were that apart from extrinsic factors such as material benefits and job security, intrinsic factors such as internal desire for personal and professional development and working in educational settings and altruistic factors such as a love for and desire to work with children and/or young persons and an inclination to serve society also contributed significantly to the level of motivation that her participants had to remain in teaching or leave the profession. Using Singapore as an example, Mathew (2005) has contended that the majority of the teachers in Singapore consider their profession as a calling and as such

often value the intrinsic rewards of teaching over the extrinsic ones. Conducive working environments such as light work load for teachers, good relationships among teachers and with students and good leadership from principals are likely to bring about job satisfaction in teachers (Mathew 2005).

THE GHANA CONTEXT

There are various forms motivation packages that exist for teachers in Ghana and are analysed below;

Teachers' remuneration: Allowances covering accommodation cost, uniform cost and utility bills included in teachers' salaries form a part of the motivation package for teachers in public pre-tertiary schools in Ghana. Because of this initiative, the government does not provide accommodation or uniform or pay utility bills for teachers. As a result, most of the teachers live in private houses and just a few are privileged to live in government houses and pay rent at the end of the month to the government. Within the Ghana Education Service, one key determinant of a teacher's salary is his or her number of years on a rank, technically called step or incremental jump. A step or incremental jump is a yearly salary increase that teachers get on the first of September each year in order to differentiate them from those on the same rank but juniors in terms of job experience. There is general condition of low

salaries which perhaps compels most teachers to be involved in part-time teaching jobs and other income generating engagements.

Study leave with pay: The study leave with pay concept in Ghana is an opportunity giv-

“Conducive working environments such as light work load for teachers, good relationships among teachers and with students and good leadership from principals are likely to bring about job satisfaction in teachers.”

en to teachers to pursue further studies mainly in the universities and still draws salaries during their periods of absence. The duration of the leave is normally up to a maximum of four years. The initiative is aimed at enhancing teacher professional development required for quality classroom delivery (Agezo 2010). As a motivation policy, the Ghana Education Service grants the leave to all of its professional teachers. However, preference is given to those who sacrifice to serve in deprived areas (countryside without access to basic social amenities such as electricity, potable water, decent accommodation and good roads)

over those who teach in urban areas (cities or towns). Because of this, it takes teachers who serve in deprived areas a minimum of two years to qualify for study leave with pay as compared to a minimum of five years in the case of teachers who serve in urban areas. Also, priority is given to those who apply for study leave with pay to study in key areas such as Mathematics, Science, Information and Communication Technology and English Language and other areas related to classroom teaching.

Teachers' promotions: Qualification for promotion in the Ghana Education Service depends on a number of conditions. First, the teacher must have a satisfactory work history for a minimum of three consecutive years, including period of approved leave for those who accept posting and teach in deprived areas and five consecutive years, including period of approved leave for those who teach in urban areas. Second, the teacher must have

a satisfactory appraisal from his or her supervisor who is normally the principal of the school in which a teacher teaches. If a principal is seeking promotion, the person is appraised by the Director of Education of the district or province he or she serves. Third, the teacher must pass an interview. The available literature (Agezo 2010), however, has indicated that the promotion initiative has not been effective in achieving its intended purpose of motivating the teachers because it is based on long service. The teachers would prefer a system of promotion based on academic qualification (Tanaka 2010).

Evidence from a study by the author has shown that although the working conditions in which the teacher participants have been situated do not provide the satisfaction they deserve in their professional practice, they are generally satisfied, have no change in motivation and prefer to stay in the Ghana Education Service because they are influenced by

selfless and internal motivation. Bennell and Akyeampong (2007) and Claeys (2011) have described selfless motivation as an inclination in teachers to work with children or serve society. Internal motivation, on the other hand, is an inward desire in teachers to engage in quality professional practice for the sake of pleasurable experiences. In this context, the selfless and internal motivation factors identified include inspiration to serve God and society and help students, peace in the teaching profession in Ghana, inspiration from role models, passion for teaching, flexibility of time in the teaching job and compelling situations.

A recent study by the author has shown that there is a common view that the teaching profession is an act of worship to God (focus group transcripts). The influence of religion on the teachers' selflessness and internal motivation for teaching has a historical origin, dating back to the pre-colonial and colonial periods. In the pre-colonial period, Ghanaians had their own way of traditional worship where they served God through lesser gods whom they believed served as intermediary between them and the one God. Around the fifteenth century, during the colonial period, Christianity and Islam were introduced in modern Ghana by the Christian missionaries and Muslim merchants, respectively (Boahen 1975; Perbi 2004). Since then, the two foreign religions have dominated and had



a significant influence on social life in postcolonial Ghana (Perbi 2004). As many Ghanaians are religious, these participants may have sought consolation in religion and put their hope in God because their working conditions are not attractive (Agezo 2010). Also, the teachers may have been internally motivated to help other people because all the three prominent religions (Christianity, Islam and Traditional African worship) in the country exist on the basis of the belief that service to mankind is service to God. Besides, as all the religions advocate peace, it is possible that religion is a strong factor in the teachers' admiration of the teaching profession in Ghana because of its peaceful nature. The teachers are deemed selfless and often assured that their compensation is in heaven; yet, on earth, and specifically in Ghana, their working conditions do not guarantee the fairness they deserve as a professional body (Osei 2006). Furthermore, it appears that inspiration from role models as a source of motivation in the teachers can be explained from a Ghanaian sociocultural perspective. Informal education is a fundamental aspect of the sociocultural set-up of the Ghanaian society and has existed even before the introduction of formal/western education by the colonial masters (McWilliams and Kwamena-Po 1975; Ofori-Attah 2007). In the informal education system, children learn mainly by imitation and copy good moral

virtues from both their immediate and external environments. Parents and other elders in the society are expected to play a crucial role in this form of education by living exemplary lives worthy of emulation by the young ones. It seems this ideology is the rationale behind the teachers' reliance on their former teachers as role models.

The tendency to use selfless and internal motivation as a way of securing inner self-satisfaction

“ Informal education is a fundamental aspect of the sociocultural set-up of the Ghanaian society and has existed even before the introduction of formal/western education by the colonial masters.”

is not a unique phenomenon to only Ghanaian teachers. As noted in the introduction, other studies conducted in other parts of the world to examine the factors influencing the career choice and professional commitments of teachers have also found similar results. For example, in Australia, New Zealand and Singapore, Mathew (2005), Rasid and Dhindsa (2010), Richardson and Watt (2006) and Williams and Forgasz (2009) have found, among other things, that the love for and desire to work with children and/or young persons, love

for teaching, time for family and an inclination to serve society have contributed significantly to teachers' desire to enter and remain in the teaching profession. In line with this, Anthony and Ord (2008) have found compelling factors such as loss of previous job, moving into a new settlement, inability to progress in previous jobs and the acquisition of scholarship or sponsorship to be responsible for their participants' attraction to the teaching profession.

In conclusion, it can be stated that teacher motivation has direct relationship with professionalism. Therefore, government and other partners in the provision of education must always factor teacher motivation in any strategy to promote effective teaching and learning. A good and effective teacher is more than half of what is needed to ensure positive learning outcomes in our schools.

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