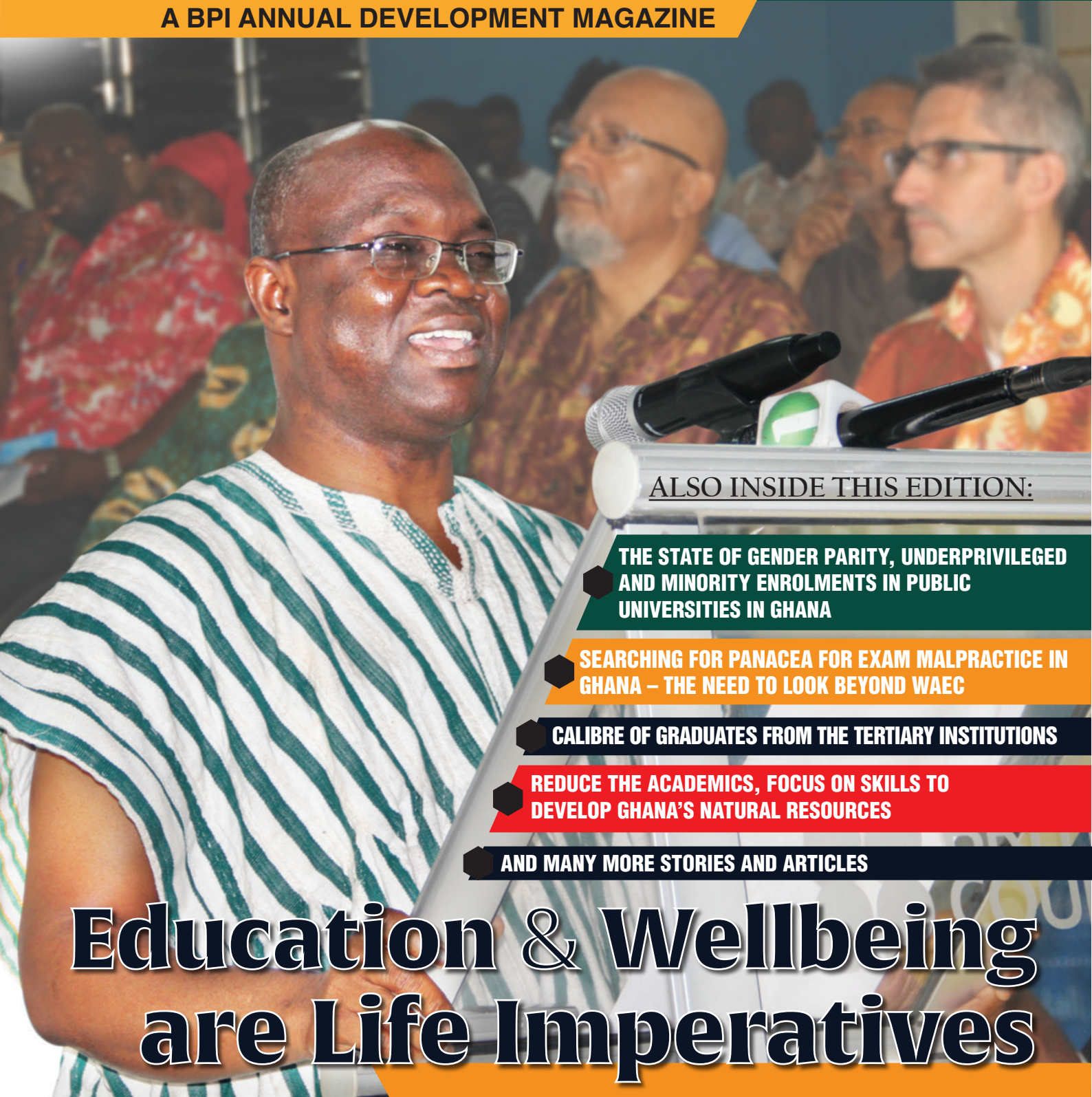




# The BARAKA

A BPI ANNUAL DEVELOPMENT MAGAZINE



**ALSO INSIDE THIS EDITION:**

**THE STATE OF GENDER PARITY, UNDERPRIVILEGED AND MINORITY ENROLMENTS IN PUBLIC UNIVERSITIES IN GHANA**

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

**CALIBRE OF GRADUATES FROM THE TERTIARY INSTITUTIONS**

**REDUCE THE ACADEMICS, FOCUS ON SKILLS TO DEVELOP GHANA'S NATURAL RESOURCES**

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## Education & Wellbeing are Life Imperatives

**● Speakers at BPI 2nd Anniversary Durbar Declare**



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## OUR CORE ACTIVITIES

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- Engaging in Advocacy on educational issues and substance abuse.
- Engaging in Advocacy on the general developmental issues in the Ghanaian society especially those affecting the vulnerable and the underprivileged.
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# Contents

03 A Note from the BPI Board Chair

04 BPI President's Anniversary Message

## Cover Story

06 Education and Wellbeing are Life Imperatives.

## BPI Research Report

11 The State of Gender Parity, Underprivileged and Minority Enrolments in Public Universities in Ghana.

## BPI Articles

26 Searching for Panacea for Exam Malpractice in Ghana – The need to look beyond WAEC  
*By Haruna Zagoon-Sayeed, Executive Director, BPI.*

28 Improving School Performance through Effective Educational Leadership  
*By Dr Inusah Salifu, Lecturer, University Of Ghana & Research Fellow, BPI*



## BPI Special Reports

31 BPI Organizes National Capacity Building Conference for Influential Muslim Youth Leaders in Ghana

35 BPI Participates in the 2nd International Conference on Education Research for Development in Africa (ICERDA 2016)

38 BPI Organizes National Strategic Conference on Muslim Education in Ghana

41 BPI Collaborates with Stakeholders to Introduce Arabic at WASSCE

43 BPI is Still on Project NAP

## External Articles

45 Reduce The Academics, Focus on Skills to Develop Ghana's Natural Resources  
*By Mr Anis Haffar, CEO of The Gate Institute*

47 Calibre of Graduates from The Tertiary Institutions  
*By Mr. Dela Gadzanku, 1st Vice Chair (Eastern/Volta Region Branch) of The Association of Ghana Industries (AGI)*

52 The Importance of Arabic Language as an Examinable Subject in Pre-Tertiary Education  
*By Dr Abass Umar Mohammed, A Lecturer, University Of Ghana.*

55 Overview of Inclusive Education Policy In Ghana  
*By the Director of Special Education, GES, Accra.*



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## A Note from the BPI Board Chair

# Mr. Alhassan ANDANI



I have keenly followed the activities of Baraka Policy Institute (BPI) from the board room to the implementation level over the past years; and I can say with pride that, BPI is on course to achieving its mission and vision. As a Think Tank established to promote social justice and national development, and desirous of becoming a nationally and internationally indispensable organization, BPI has been engaging in numerous activities such as research projects in education, capacity building workshops in its areas of operation, advocacy programmes and presentation of concept notes at important stakeholder meetings and conferences.

Our core reason for becoming BPI is to promote equity within the context of development. However, we at BPI believe in equitable development of our nation through education. We also believe that, every segment of our society should be included in the developmental agenda of Ghana.

Over the last three years, BPI has tailored its activities towards education and wellbeing, as we believe that these inseparable domains hold the key to our socio-economic de-

velopment. 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 collaborating 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.

In this regard, I would like to, on behalf of the BPI Board and Management, thank all stakeholders who have patronized the work of BPI in the previous year; and we hope for impactful collaborations in the ensuing years. Long live BPI, long live BPI partners and long live Ghana.



## **BPI President's Anniversary Message**

# **Mr. Salem KALMONI**

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 at the margins of our society. BPI also commits itself to working to promote the overall wellbeing of Ghanaians.

Over the past three years, BPI has undertaken some important research projects and advocacy programmes with the view to 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. We would like to re-emphasize that we at 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.

In the past year, we have engaged in many projects in line with our core objectives. We have engaged in various research projects, capacity building workshops, strategic meetings and presentation of research papers and concepts notes among others. The report of our flagship research project for the past year: "The State of Gender Parity, Underprivileged and Minority Enrolments in Public Universities in Ghana" has been published and distributed to relevant institutions and policy-makers. The recommendations of the study based on the findings need urgent attention from policy-makers and authorities of our public universities. Of course, BPI will be knocking on the doors of policy-makers to engage them on these matters.

On this note, I would like to thank all our stakeholders and partners for the co-operation and support given to BPI since it started its work in 2014. But more importantly, 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. I wish you all a happy 3rd Anniversary and may we continue to work hard for a greater mother Ghana.



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Way of Life!

# Education and Wellbeing are Life Imperatives

Speakers at the 2nd Anniversary Durbar of the Baraka Policy Institute (BPI) have reiterated the role of education and good health in the total development of the individual and the nation. Delivering on the theme: ***“Education and Wellbeing – A Twin Necessity for National Development”***, various speakers asserted the view that sustainable national development hinges on quality education and good health for all; and that education and wellbeing are imperatives for a fulfilling life.

Delivering on the topic: ***“Inclusive Educational Planning – a Pre-requisite for Sustainable Development”***, the Executive Secretary of the National Council for Tertiary Education (NCTE), Professor Mohammed Salifu said that inclusive education and its planning are key to any positive yielding educational goals. He made reference to the Sustainable Development Goal 4 which provides that education should be made to ensure that it is inclusive, equitable, quality and promote lifelong learning opportunities for all. He states: ***“In inclusive education, all students attend school and are welcomed by their neighborhood schools in age appropriate, regular classes and are supported to learn, contribute, and participate in all aspects of school life. This will include those who would otherwise be marginalized either***

***because of disability, or poverty, or because they speak a different language or because they are girls and not boys”***.

According to Professor Salifu, the single most important advantage of inclusive educa-

half, during this period. Consequently, there is dramatic increase in literacy rate and many more girls are in school.

He however stated that, in spite of the successes, Ghana needs to do more in the area



**Prof. Mohammed Salifu**

(Executive Director NCTE)

tional planning is the possibility of developing individual strengths and gifts and fostering the culture of respect and understanding for diverse abilities and also harnessing all the valid talents across the different shades of national development. He was therefore happy that enormous progress has been made in achieving target for universal primary education globally and nationally. For example, the total enrolment rate in developing countries is 91% over 90% in 2015 and worldwide the number of children out of school dropped almost

of inclusive education in order to give full expression and meaning to the concept, particularly in relation to persons with disability. Using

***“In inclusive education, all students attend school and are welcomed by their neighborhood schools in age appropriate, regular classes and are supported to learn, contribute, and participate in all aspects of school life”***





*Some of the Participants at the BPI Durbar*

data from the 2010 census, he mentioned that, persons with disabilities constitute about 3% of the national population, 44% of these persons lived in rural areas which accounted for 49% of the total population, there were more people with disabilities living in the rural areas than those living in the urban areas. Visual or sight impairment accounted for 40% of all the disabilities reported. Significantly, therefore, less than 5% of all persons with disabilities (PWDs) nationally had an education beyond secondary school. This he said was far below expectation and the nation needed to work towards achieving inclusiveness in our educational agenda.

Speaking on the topic: ***“Dealing with Substance Abuse - the Need for Control and Policies”***, Dr. Frank Banning, the Director of Pantang Hos-

pital noted that the national effort towards education and development will yield to nothing if the nation does not take the challenge of substance abuse by Ghanaians especially the youth seriously. Dr. Banning took the audience through a thorough understanding of drug/substances that are abused and its prevalence level in Ghana. He mentioned that the cur-



**Dr. Frank Banning**  
(Dir. of Pantang Hospital)

***“The national effort towards education and development will yield to nothing if the nation does not take the challenge of substance abuse by Ghanaians especially the youth seriously”***

rent prevalence rate of substance abuse in Ghana is between 25%-40%. He called for a multi-disciplinary framework to tackle the drug abuse problem in Ghana including alcohol. He mentioned that an approach to reduction in both demand and supply is urgently needed in order to eradicate the menace. Dr. Banning therefore called for a well coordinated legal regime to deal with the substance abuse situation in Ghana before it gets out of control.

In his welcoming remarks, the Executive Director of BPI, Mr. Haruna Zagoon-Sayeed said that whiles education is the prime catalyst for any developmental efforts, our wellbeing, both physical and material, must be the ultimate goal for any developmental agenda. He indicated that the theme for the anniversary was carefully chosen to drive this course. Mr. Zagoon-Sayeed further explained that the durbar was organized in or-



*Some of the Participants at the BPI Durbar*

**“Whiles education is the prime catalyst for any developmental efforts, our wellbeing, both physical and material, must be the ultimate goal for any developmental agenda”**

der to create a unique platform for a reflective discourse among stakeholders in the development tray including all agents of positive change in our communities.



**Mr. Haruna Zagoon-Sayeed**  
(Executive Director of BPI)

On his part, the President of BPI, Mr. Salem Kalmoni, noted that as a Think Tank working to promote the overall wellbeing of the citizenry, it is open to any pressing issue of the day that falls within the operational areas of the organization. He explained that BPI strive for the general wellbeing of people especially the vulnerable in society through advocacy, promotion of social justice, policy analysis and the conduct of research in selected and relevant areas of national development.

Mr. Kalmoni noted that even though Ghana has several policy institutes and think tanks, founders of BPI saw education as a tool with the most impact on national development emphasizing that “for national cohesion and peace, as well as economic growth, we need to get education to all corners of our country and to all members of our society- the poor and marginalized need our help most”. Mr. Kalmoni stressed the need for the nation to provide quality education

to its citizenry. He mentioned “We owe it to ourselves as individuals and a nation, to bring quality education to the most underprivileged in our Society.” This, he explained was the motivation for making education with its three facets: access, quality and relevance, the number one priority for BPI.

Additionally, Mr. Kalmoni stressed that the excessive consumption of alcohol is destroying the future of our youth; and therefore there was the need for a coherent National Alcohol Policy to regulate the promotion of alcoholic drinks. He seized the occasion to urge Government and policy-makers to ex-



**Mr. Salem Kalmoni**  
(President of BPI)

pedite action on the pending National Alcohol Policy in order to protect the vulnerable in society including children. Mr. Kalmoni urged Ghana to take a cue from several African countries such as South Africa and Kenya who have been bold and successful with alcohol control legislation.

**“For national cohesion and peace, as well as economic growth, we need to get education to all corners of our country and to all members of our society-the poor and marginalized need our help most”**

In her address, the Special Guest of Honour, Hon. Prof. Naana Jane Opoku-Agyeman, the then Minister of Education noted that a nation that fails to educate its people is deliberately opting out of developmental efforts. She observed that the proposed 40-years development plan as a country will inure to nothing without positioning ed-



**Mrs. Wilhemina Asamoah**  
(Director of Tertiary Education at the Ministry of Education who represented the Minister)

ucation at the centre of the entire plan. As such, the Ministry of Education will work together with the National Development Planning Commission (NDPC) towards this goal. The Minister congratulated the Baraka Policy Institute (BPI) on this auspicious occasion as it celebrates its 2nd Anniversary. She said that even though BPI came not long ago, it can boast of tremendous achievements. “We at the Ministry will continue to collaborate with BPI in its educational activities in order to ensure that it inures to the benefits of the educational needs of the citizenry and mother Ghana as a whole” she assured.

Prof Opoku-Agyemang noted that as an independent Think Tank which has primarily focused its research and advocacy work on education, she deemed it a duty to associate herself and the ministry to the activities of Baraka Policy Institute. “Indeed, this is not the first time that the Ministry of Education is participating in a BPI programme. In January last year, almost all agencies under the Ministry participated in the 1st BPI national education seminar on the theme: “Education Improvement in Ghana: Access, Quality and Relevance” which was a well attended programme.

**“We at the Ministry will continue to collaborate with BPI in its educational activities in order to ensure that it inures to the benefits of the educational needs of the citizenry and mother Ghana as a whole”**

Prior to that, in May 2014, the Ministry invited BPI to participate in a national conference on bridging the gap between education/training and industry, organized by the Ministry” she said. Mrs. Wilhelmina Asamoah, Director of Tertiary Education at the Ministry of Education who represented the Minister launched the maiden edition of “The Baraka”, a BPI annual development magazine.



*Some of the Participants at the BPI Durbar*



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# The State Of Gender Parity, Underprivileged, and Minority Enrolments in Public Universities in Ghana



## Introduction

University education is an immutable avenue for skills development and enhancement of respectable social status. It enables the individual to realise and develop his or her intellectual potentials with the view to developing one's own socio-economic capacities. It also affords the individual the opportunity to positively contribute to national development. It therefore goes without saying that every child, irrespective of his or her circumstances, should be able to aspire without hindrance to access quality university education especially in public universities. However, with an increasing Ghanaian population and increasing demand for tertiary education in Ghana, it is obvious that if no interventionist measures are taken, the stiff competition to enter public universities in Ghana will throw out the poor and the under-



**Mr. Salem Kalmoni**

(President of BPI)

privileged in our societies who would have normally gained admissions into universities with the minimum requirement. In the face of this stiff competition, students from poor communities and the vulnerable can only get access to university education when interventionist measures are applied.

It is in the light of the above that this study was carried out between October 2015 and August 2016 (10 months duration), with the core objective of finding out how

much university admission space is available in public universities in Ghana for the less-endowed students and the vulnerable in society. Moreover, such students from poor communities are likely not to afford the full fee-paying regimes established in our public universities today. However, for a meaningful engagement with policy-makers on equitable enrolments into our public universities, there is the need to have empirical evidence on the state of enrolments in the universities.

Moreover, it is important to understand why certain admission decisions are taken especially with regards to certain category of people who need to be encouraged.

**“ Every child, irrespective of his or her circumstances, should be able to aspire without hindrance to access quality university education especially in public universities ”**



University of Ghana, Lagon

These include disabled persons, students from poor communities and less-endowed schools, and the women population. It is also legitimate to inquire about the number of underprivileged students who are enrolled in our public universities each year on the average. On what criteria and requirements are they admitted into our public universities? Are the requirements the same as those being applied to students from well-endowed homes and schools? And is the number of underprivileged students increasing or decreasing over the last five years? Are we committed as a nation in achieving gender parity in university admissions? It is due to the quest to seek answers to these questions that the present study became imperative.

## Methodology

The study utilized both in-depth interviewing and desk-based research tech-

niques to collect data. In this regard, both primary and secondary data were collected for analysis. For primary data, heads of academic directorates of the five (5) universities sampled for this study were interviewed. With regards to secondary data, enrolment and graduation data between 2010/2011 and 2015/2016 academic years were collected from the five (5) respondent public universities namely: University of Ghana (UG), University of Cape Coast (UCC), Kwame Nkrumah University of Science and Technology (KNUST), University of Education, Winneba (UEW), and University for Development Studies (UDS). All the admission statistics and graduation pamphlets (graduation lists) used in our analysis were obtained from the admission offices and public affairs sections of the above-mentioned universities. Additionally, data were collected from other relevant agencies in-

cluding the National Council for Tertiary Education (NCTE).

“Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means and in particular, by progressive introduction of free education – Addae-Mensah, 2000”

However, graduation lists from the five universities between the period of 2011 and 2015 were thoroughly scrutinised in order to get statistics on minority admissions with the Muslim group in Ghana as a case study. In this regard, Muslim names in graduation lists were counted. The key criterion for this particular exercise was that any name that contains at least one Muslim name is con-

sidered as a Muslim student. However, we excluded ambiguous names that contain both typical Muslim and Christian names such as ‘John Musah Adabre’ for example. This notwithstanding, it is important to state that this data collection technique is a bit cumbersome and problematic. For instance, some seeming Muslim names may not refer to Muslims at all, and some perceived non-Muslim names may be Muslims. However, it was anticipated that this part of the research will at least serve the purpose of providing preliminary insight into the state of university admissions for the minority case study selected under the study.

## Enrolment Trends in Public Universities

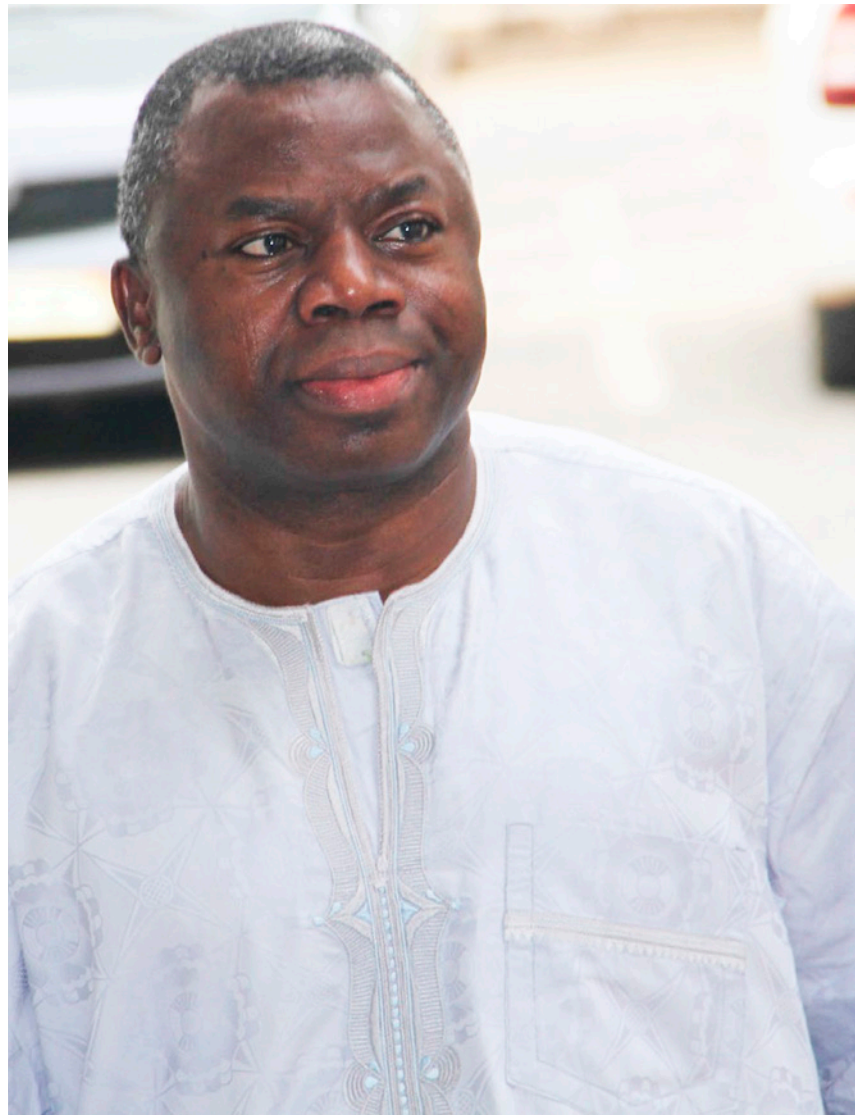
The right to higher education has been emphasized in many national and international legal jurisdictions. Article 25 of the 1992 Constitution of Ghana states that: *“Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means and in particular, by progressive introduction of free education”* (Addae-Mensah, 2000). This constitutional provision is in line with the demands of the International Covenant on Economic, Social and Cultural Rights (ICESCR) of the United Nations which guarantees equal ac-

cess to higher education. This implies that every individual has the right to access education to any level he or she desires. Therefore, the right and access to education at any level should be taken seriously by governments and policy-makers, as the full realization of that right boosts national development.

One would expect that the increase in the number of public universities in Ghana over the years will increase access to universi-

ty education for a broad array of students including the under-privileged and the vulnerable. However, the story seems to be different as many qualified applicants are unable to get admissions into public universities in the country.

The statistical analysis below sums up the state of university admissions for some of the competitive programmes being offered at the Kwame Nkrumah University of Science and Technology (KNUST), and University of Ghana (UG):



**Mr. Alhassan Andani**

(BPI Board Chairman)

**Table 1: Kwame Nkrumah University of Science and Technology, Kumasi  
Full-time Students' Admission Statistics: 2010/2011 – 2014/2015**

Faculty		Academic Year				
		2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Law	Qualified	428	1930	1501	2025	212
	Admitted	98	164	102	122	124
	Percentage Admitted	22.9%	8.5%	6.8%	6.0%	58.5%
Engineering	Qualified	2240	2669	3193	4241	1064
	Admitted	1588	1623	1878	1997	1402
	Percentage Admitted	70.9%	60.8%	58.8%	47.1%	75.9%
Architecture	Qualified	480	902	982	1086	268
	Admitted	309	344	418	385	272
	Percentage Admitted	64.4%	38.1%	42.6%	35.5%	98.5%
Planning	Qualified	1296	1240	1652	1848	444
	Admitted	439	403	554	515	345
	Percentage Admitted	33.9%	32.5%	33.5%	27.9%	77.7%
Medicine	Qualified	2469	5054	5980	7900	2102
	Admitted	995	1124	1317	1406	1133
	Percentage Admitted	40.3%	22.2%	22.0%	17.8%	53.9%

Source: Planning Department, Kwame Nkrumah University of Science and Technology, 2016

**Table 2: UNIVERSITY OF GHANA, LEGON  
Full-time Students' Admission Statistics: 2010/2011 – 2014/2015**

Faculty		Academic Year				
		2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Medicine	Qualified	–	2,154	2,676	4,990	780
	Admitted	–	536	263	297	277
	Percentage Admitted	–	24.9%	9.8%	6.0%	35.5%
Engineering	Qualified	1804	2031	4018	6405	733
	Admitted	232	284	477	731	402
	Percentage Admitted	12.9%	14.0%	11.9%	11.4%	54.8%
Law	Qualified	2170	311	3948	6581	569
	Admitted	135	178	217	225	195
	Percentage Admitted	6.2%	57.2%	5.5%	3.4%	34.3%
Business	Qualified	4705	7096	10381	15979	5854
	Admitted	2020	3021	3592	4666	3034
	Percentage Admitted	42.9%	42.6%	34.6%	29.2%	51.8%

Source: Institutional Research and Planning Office, University of Ghana, 2016



As shown in the above data (tables 1 and 2), between 2010/2011- 2014/2015 academic years (five years duration), the average admission percentage for qualified applicants for many of the competitive programmes such as law, medicine, engineering, architecture and planning at the Kwame Nkrumah University of Science and Technology (KNUST) is not more than 50%. It is also significant to note that admissions for Law have the lowest percentage intake of qualified applicants at KNUST over the period. The intake was even abysmally lower in 2011/2012 and 2014/2015 academic years, as less than 9% of the qualified applicants were admitted. The usual explanation given is that there are not enough facilities and resources to enable the university to admit more qualified students. This limited accessibility problem is not only peculiar to KNUST. The University of Ghana in the same period did not offer admission to more than 50% of qualified applicants on the average who applied to read medicine, law, engineering,

and business. And in some of the academic years, less than 10% of qualified applicants were admitted for certain competitive programmes. For example, in 2012/2013 academic year, the University of Ghana admitted only 297 applicants representing 6% out of 4,990 qualified applicants admitted for medicine. Again, lack of facilities was given as the reason for the abysmally low admission numbers. This limited access to university education has implications for the poor who may not be able to climb the social mobility ladder.

### **The Less-Endowed & Public University Admissions**

One of the objectives of the study was to find out whether there is a specific policy for admitting students from less-endowed schools into our public universities. Mahama Duweijua defines Less-Endowed Senior High Schools (LES) in Ghana as schools “which are located in rural areas with poor facilities” (Duweijua, 2016). Data collected

from the Ghana Education Service on less-endowed public senior high schools in Ghana suggests that the number of less-endowed schools (LES) as listed by the Ghana Education Service (GES) has increased from 303 in 2004 to 393 in 2016. Interestingly, most senior high schools classified as less-endowed by the Ghana Education Service in 2004 are still less-endowed after twelve years. Also, more schools have been added to the less-endowed list since then. What this means is that as at September 2016, 393 out of the 608 public (government-assisted) Senior High Schools (SHSs) in Ghana, representing 65%, were less-endowed. Consequently, there are many questions begging for answers. Why is it that over two-

**“Mahama Duweijua defines Less-Endowed Senior High Schools (LES) in Ghana as schools “which are located in rural areas with poor facilities” (Duweijua, 2016) ”**

**Table 3: GES Regional distribution of less-endowed SHS in Ghana between 2004 and 2016**

<b>REGION</b>	<b>NO. OF LESS-ENDOWED SCHOOLS IN 2004</b>	<b>NO. OF LESS-ENDOWED SCHOOLS IN 2016</b>
<b>GREATER ACCRA</b>	<b>7</b>	<b>25</b>
<b>EASTERN</b>	<b>49</b>	<b>56</b>
<b>CENTRAL</b>	<b>34</b>	<b>39</b>
<b>WESTERN</b>	<b>27</b>	<b>33</b>
<b>ASHANTI</b>	<b>43</b>	<b>64</b>
<b>BRONG AHAFO</b>	<b>39</b>	<b>48</b>
<b>VOLTA</b>	<b>51</b>	<b>62</b>
<b>NORTHERN</b>	<b>25</b>	<b>31</b>
<b>UPPER EAST</b>	<b>13</b>	<b>19</b>
<b>UPPER WEST</b>	<b>15</b>	<b>16</b>
<b>TOTAL</b>	<b>303</b>	<b>393</b>

Source: GES 2004 and 2016 Less-Endowed Senior High Schools in Ghana Lists.



thirds of the country's senior high schools which prepare students for tertiary institutions are less-endowed? Are these schools able to churn out qualified students to higher institutions? If not, what happens to these students after their secondary education? The figures provided above (table 3) gives a comparative picture of the less-endowed school situation in Ghana:



It is significant to state that the study found that Kwame Nkrumah University of Science and Technology (KNUST), has been using the GES less-endowed list prepared in 2004 for less-endowed admissions. This seems to suggest that for twelve years, none of the 303 listed less-endowed schools across the country has improved in terms of facilities and resources. Or is it that an updated list exists and it is released only when institutions request for it? In any case, if there was a national unified policy on less-endowed admissions which is enforced by relevant agencies, the Ghana Education Service (GES) would have been in the picture and therefore would have been obliged to update its list of less-endowed schools every year and distribute to relevant institutions. However, a 2016 list of less-endowed schools obtained from the Ghana Education Service for the 2016/17 less-endowed admissions at the University of Ghana shows that some schools have been removed and others have been added. However, in most cases, the number of less-endowed schools per region has increased, with the national figure totalling three

hundred and ninety-three (393) schools.

On the substantive question of whether the universities have a unified policy for admitting students from less-endowed schools, the study found out that there is an understanding in all the five participating universities that a percentage of undergraduate admissions must be allocated to students from less-endowed schools or deprived communities. In fact, some public universities such as Kwame Nkrumah University of Science and Technology (KNUST), University of Cape Coast (UCC) and University of Ghana (UG) have been featuring the concept of less-endowed admissions sporadically in annual admissions. However, the study did not find a specific national policy that stipulates how such admissions should be done. Instead, individual universities have local conventions agreed upon by local admission boards for the admission of these students. For instance, by admission board decision, University of Ghana has been doing less-endowed admissions every year. The admission board offers admission to one best student from each

less-endowed school listed by the Ghana Education Service, who meets the minimum requirements. The list of less-endowed schools is requested each admission year by the University of Ghana from the Ghana Education Service. For Kwame Nkrumah University of Science and Technology (KNUST), five schools from the GES 2004 less-endowed list are selected and three best students from each of the five schools are given admission once the minimum admission requirements are met. Again, the admission board of University for Development Studies has never consciously admitted students from the less-endowed school list prepared by the Ghana Education Service; and the University of Cape Coast has stopped doing less-endowed admissions since 2010 except for few special requests it receives

from certain deprived schools.

This way, the individual public universities decide on annual basis how many of such students should be taken and how many should be taken from the schools listed by the Ghana Education Service as less-endowed. In fact, the study found that in some years, some of the public universities decided not to offer less-endowed admissions. For example, in the 2011/2012 and 2014/2015 academic years, there were no less-endowed admissions at KNUST. Also, University of Cape Coast stopped doing less-endowed admissions since 2010/11 academic year as indicated earlier.

By and large, the study found that there is no unified national policy either prepared by the Ministry of Education or the

National Council for Tertiary Education (NCTE) on public university admissions for students from less-endowed schools and the vulnerable in society. Again, the research established that even though there are commitments in some of our public universities towards less-endowed admissions, there is the lack of co-ordination among the various public universities in this regard. This brings about multiple admission offers to the same sets of less-endowed students from different universities. This situation results in wasted admission places that would have been filled by other equally qualified less-endowed students. For example, the figures for less-endowed admissions from KNUST in the table below depicts a typical multiple admissions problem:

**Table 4: Less-endowed Admissions Statistics-KNUST**

NO	ACADEMIC YEARS	UNDERGRADUATE LESS-ENDOWED SCHOOL ADMISSIONS	
		ADMISSION OFFERED	REGISTERED
1	2010/2011	539	244
2	2011/2012	-	-
3	2012/2013	547	130
4	2013/2014	1507	754
5	2014/2015	-	-

**Source:** Basic Statistics, Quality Assurance and Planning Unit, KNUST, 2016.

From the above table, it can be seen that in 2013/2014 academic year, the university (KNUST) offered 1,507 admissions to students from less-endowed schools and only about half of the offer was taken. A similar situation occurred in 2010/2011 and 2012/2013 academic years for less-endowed admissions. This might imply multiple admissions for

those who did take the offer at KNUST. Moreover, it could mean that the students did not even know that they had been given admissions since less-endowed admissions at KNUST are not based on admission applications where addresses and contacts of individual students can be retrieved.

### **Gender Parity Policy in Public University Admissions**

As indicated earlier, access to public university education is relatively limited especially when it comes to competitive courses. And this has implications for the quest for gender parity in public university ad-

missions. In Ghana there exists a wide disparity between men and women as men have consistently enjoyed an advantage over women in educational attainment. Although women consist of about 51 percent of Ghana's population, women (67.1%) experience higher illiteracy than men (31.5%). Moreover, higher educational attainment among women is appalling as compared to men. According to the 2010 Population and Housing Census, the number of women with post-secondary education was more than twice that of active women (namely 7.6% against 3.5%) The proportion of men who had post-secondary diploma and higher education was almost twice that of women (5.5% as against 3.1%). For instance, in Accra, the capital and the most cosmopolitan city in the country, only 3 percent of women have bachelor degrees and 0.8 percent with post graduate degrees as against 6 percent for men with bachelor degrees and 2% for men with post-graduate degrees. This shows a great gender disparity in post-secondary education.

As one of its objectives, the present study sought to exam-

ine the extent of gender parity in public university admissions in Ghana. The study found out that even though the issue of gender equity in university admissions in Ghana seems to be a concern to all respondent universities, the ratio for male/female is still largely inequitable. The study also found out that despite the intense advocacy for gender parity in public university admissions, there is no unified national gender admission policy for our universities. However, some of the universities have developed local gender policies with segments on gender admissions. In this regard, University of Education Winneba deserves a special commendation. The university has developed a compre-

hensive gender policy to guide all endeavours of the university including admissions. However, the section on admissions does not reflect positive gender percentages for admission between 2010/2011 and 2014/2015 as admissions are still largely in favour of the male gender. Interestingly, the study established that the National Council for Tertiary Education (NCTE) has a protocol on gender admission which entreats public universities in Ghana to aim at 50-50 for male and female public university admissions.

The following admission tables for some selected competitive courses sum up the gender admission situation in public universities in Ghana:



**UNIVERSITY OF GHANA  
2010/2011- 2014/2015 ACADEMIC YEAR**

**Table 5: MEDICINE**

YEAR	TOTAL NO. OF STUDENTS	GENDER		PERCENTAGE	
		MALE	FEMALE	MALE %	FEMALE%
2010/2011	25	15	10	60.0	40.0
2011/2012	187	120	67	64.1	35.8
2012/2013	239	150	89	62.7	37.2
2013/2014	265	174	91	65.6	34.3
2014/2015	337	229	108	67.9	32.0

**UNIVERSITY OF CAPE COAST  
2010/2011- 2014/2015 ACADEMIC YEARS**

**Table 6: EDUCATION**

YEAR	TOTAL NO. OF STUDENTS	GENDER		PERCENTAGE %	
		MALE	FEMALE	MALE	FEMALE
2012/2013	1155	693	462	60	40
2013/2014	1607	961	646	59.8	40.2
2014/2015	1468	923	545	62.9	37.1

**UNIVERSITY FOR DEVELOPMENT STUDIES  
2010/2011- 2015/2016 ACADEMIC YEARS**

**Table 7: INTEGRATED DEVELOPMENT STUDIES**

YEAR	TOTAL NO. OF STUDENTS	GENDER		PERCENTAGE %	
		MALE	FEMALE	MALE	FEMALE
2012/2013	363	221	142	60.8	39.1
2013/2014	369	241	128	56.3	34.6
2014/2015	823	506	317	61.4	38.5

**KWAME NKRUMAH UNIVERSITY OF SCIENCE & TECHNOLOGY  
2010/2011- 2015/2016 ACADEMIC YEARS**

**Table 8: ENGINEERING**

YEAR	TOTAL NO. OF STUDENTS	GENDER		PERCENTAGE %	
		MALE	FEMALE	MALE	FEMALE
2010/2011	1116	980	136	87.8	12.2
2011/2012	1153	966	187	83.8	16.2
2012/2013	1402	1211	191	86.4	13.6
2013/2014	1325	1111	214	83.8	16.2
2014/2015	1061	986	75	92.9	7.1

**UNIVERSITY OF EDUCATION-WINNEBA ADMISSIONS  
2011/2012- 2014/2015 ACADEMIC YEARS**

**Table 9: EDUCATION**

YEAR	TOTAL NO. OF STUDENTS	GENDER		PERCENTAGE %	
		MALE	FEMALE	MALE	FEMALE
2011/2012	4231	3035	1196	71.7	28.3
2012/2013	4887	3585	1302	73.4	26.6
2013/2014	7797	5440	2357	69.8	30.2
2014/2015	9908	6891	3017	69.5	30.5

It can be seen from the above table analysis that admitted female students in most of the selected competitive programmes in our public universities are not up to 40 percent on the average. For example, for five consecutive academic years (between 2010/2011 and 2014/15), female admission for Medicine at the University of Ghana was average less than 40 percent of the total admissions made for the programme as table 5 shows. In the same period, female admission for Engineering at the Kwame Nkrumah University of Science and Technology (KNUST) was less than 17% of the total admission registered for the programme as shown in table 8. It is also significant to note that the flagship programme of the University for Development Studies, Integrated Development Studies (IDS) is registering lower female students as compared to the male registered students. It can be seen from table 7 that between 2012/2013 and 2014/2015 academic years, less than 40 percent of students admitted to offer IDS were females. The inequitable public university admission trend for the female is the same for Education at University of Education, Winneba and University of Cape Coast (see tables 6 and 9).

However, it is heart-warming and commendable to see from the above data that female enrolments for Law at the University of Ghana recorded more than 50 percent on the average between 2010/2011 and 2014/2015 academic years (See Tables 7 and 17). This trend should be maintained and replicated in other equally competitive programmes

across public universities in Ghana in order to at least attain the National Council for Tertiary Education (NCTE) protocol of 50-50 admission on gender.

**“States should recognise the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system”**

## University Admissions for Persons with Disability

The Persons with Disability Act, Act 715; the 1992 Constitution; the UN Universal Declaration on Human Rights (1948) and the UN Standard Rules for Equalization of Opportunities for Persons with Disabilities (1994) all position education as a basic human right for persons with disabilities (PWDs). These legal documents are particular about access to education including tertiary education for PWDs. Rule 6 of the UN Standard Rules for Equalization of Opportunities for Persons

with Disabilities mandates states to provide an integrated setting for the education of the PWDs. The standard rule states: “States should recognise the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system”. The UN document also states: “Education for persons with disabilities should form an integral part of national educational planning, curriculum development and school organisations”.

In view of the above legal commitments towards education for persons with disabilities (PWDs), the present study sought to explore the extent to which persons with disability (PWDs) are factored into the general admission process in public universities in Ghana. The study particularly wanted to know whether there was a policy for admissions for PWDs into public universities. And as part of data collection, we requested for information on admissions for PWDs from the universities. The study found that none of the five respondent universities had in place special admission concessions for PWDs. However, all officials of the participant universities have policies for PWDs already admitted to the institutions especially in the area of appropriate infrastructure.

## **Minority Access to University Education in Ghana (The Muslim Community in Ghana as a Case Study)**

As indicated in the introduction of this paper, education enables individuals to enhance their personal development and social mobility. And one of the catalysts for social mobility is having access to education as it limits the per-

petuation of social stratification and inequalities. Gaining access to education contributes to the re-distribution of national resources. This requires that the under-privileged and deprived should not be excluded in competitive educational opportunities. This study attempted to ascertain the number of vulnerable and underprivileged students from identifiable minority groups who have graduated from public universities in the last five academic years

in competitive programmes. Using the Muslim Community in Ghana as a case study, the study discovered that the deprived and the under-privileged have limited access to competitive programmes in public universities.

Below are the data summaries of Muslim graduation ratios from the five participant universities on selected competitive programmes:

### **UNIVERSITY OF EDUCATION, WINNEBA–GRADUATION LIST (MUSLIMS RATIO): 2011-2015**

**Table 10: SCIENCE EDUCATION**

<b>YEAR</b>	<b>NO. OF GRADUANDS</b>	<b>NO. OF MUSLIMS</b>	<b>PERCENTAGE %</b>
2011	546	26	4.76%
2012	589	34	5.77%
2013	444	26	5.85%
2014	537	37	6.9%
2015	383	22	9.22

### **UNIVERSITY FOR DEVELOPMENT STUDIES–GRADUATION LIST 2011-2015 (MUSLIMS RATIO)**

**Table 11: INTEGRATED DEVELOPMENT STUDIES**

<b>YEAR</b>	<b>NO. OF GRADUANDS</b>	<b>NO. OF MUSLIMS</b>	<b>PERCENTAGE %</b>
2011	1021	350	34.3
2012	1529	183	12.0
2013	1233	316	25.6
2014	-	-	-
2015	560	178	31.8

### **UNIVERSITY OF CAPE COAST GRADUATION LIST (MUSLIMS RATIO)**

**Table 12: EDUCATION**

<b>YEAR</b>	<b>NO. OF GRADUANDS</b>	<b>NO. OF MUSLIMS</b>	<b>PERCENTAGE %</b>
2011	1265	85	6.71
2012	1308	82	6.3
2013	1334	60	4.5
2014	1187	53	2.0
2015	1012	55	5.4

**UNIVERSITY OF GHANA GRADUATION LIST – 2011-2015 (MUSLIMS RATIO)**

**Table 13: LAW**

YEAR	NO. OF GRADUANDS	NO. OF MUSLIMS	PERCENTAGE %
2011	122	5	4.1%
2012	73	3	4.1%
2013	-	-	-
2014	71	1	1.4%
2015	72	3	4.2%

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY  
GRADUATION LIST (MUSLIMS RATIO): 2011-2015**

**Table 14: SCHOOL OF MEDICAL SCIENCE**

YEAR	NO. OF GRADUANDS	NO. OF MUSLIMS	PERCENTAGE %
2011	440	7	1.6 %
2012	445	9	2.0 %
2013	455	10	2.2 %
2014	458	12	2.6 %
2015	463	13	2.8 %

From the figures provided above, it can be seen that Muslims represent less than one-third of students who graduate from public universities in Ghana over the last five years. For instance, in University of Ghana School of Law, in the academic year 2013/2014, only 1.4 percent of Muslims were part of those who graduated. However, the graduation figure for Muslims who pursued Law at the University of Ghana appreciated to 4.2% in the 2015 graduation list even though the percentage is still abysmal (See Table 13). At the University of Cape Coast, the percentage of Muslims who graduated in Education between 2011 and 2015 ranges from 2.0 to 6.7 percent (See table 12). At the Kwame Nkrumah University of Science and Technology, the percentage of Muslim graduands in Medicine ranges between 1.6 percent and 2.8 percent from

2011 to 2015 (See Table 14). However, at the University for Development Studies (UDS), the Muslim graduation percentages seem to be a bit higher than that of the other public universities. For example, the percentages of Muslim students who graduated in Integrated Development Studies between 2011 and 2015 range between 12.0 and 34.3 percent (See Table 11). It must be stated that the higher graduation percentage of Muslims from UDS is understandable since the communities in its catchment areas are predominantly Muslim. In spite of this, it is highly expected that UDS will do better since one of the core objectives of establishing the university was to increase accessibility for university education among the northern folks.

By and large, it can be deduced from the above data on

Muslim university graduation that the numbers for the Muslim admissions (as a minority case study) in competitive programmes such as Medicine, Education, Engineering, and Law were abysmally low. Access to education at all levels contributes to the re-distribution of national resources and serves as a catalyst for social mobility. Therefore, lack of access to higher edu-

**“By and large, it can be deduced from the above data on Muslim university graduation that the numbers for the Muslim admissions (as a minority case study) in competitive programmes such as Medicine, Education, Engineering, and Law were abysmally low”**



cation for the underprivileged can perpetuate social stratification and widen the already existing inequalities among communities in the country. This has practical implications for social integration and national cohesion.

## Key Findings

Five key findings can be summarized from the analysis of the data collected for the study. Firstly, inadequate infrastructure at public universities is a barrier to university education for many average students who qualify but are not admitted due to stiff competition and limited teaching and learning resources at the disposal of public universities in Ghana. This can breed disillusionment among the youth especially those from deprived communities.

Secondly, there is no unified national policy on university admissions for the less-endowed students in Ghana. However, the study found out that universities which do less-endowed admissions have individual internal policies in place for applicants from schools classified as less-endowed by the GES. Most of these schools listed in 2004 are still found in a less-endowed list prepared by the Ghana Education Service in 2016. Again, the list is not consistently applied by the participant universities admission boards.

Thirdly, even though some of the public universities have local policies on the admission of persons with disability (PWDs), the study identifies that there is no unified national policy for admitting

PWDs into public universities.

Fourthly, female admissions to public universities in Ghana are still generally low as compared with that of the male counterpart. However, the study established that the issue of gender equity in university admissions is a target for all respondent universities. All participant universities are making conscious effort for equalization of gender admissions. But with the different individual university policies to achieve gender equity, it is difficult to assess the overall



impact of these gender equity efforts in public university admissions in the country.

And fifthly, the numbers for the minority admissions (Muslims as a case study) in competitive programmes such as Medicine, Nursing, Engineering, and Law were abysmally low. This has practical implications for social integration and national cohesion.

## Key Recommendations

In view of the key findings of the study, and in order to

enhance equitable university opportunities for all students including the underprivileged and vulnerable communities in Ghana, this paper makes three key recommendations. First, authorities responsible for university education in Ghana should as a matter of urgency initiate the process of putting in place a binding unified and coherent national policy that ensures equitable admission process for the vulnerable and underprivileged in society. This way, the interest of quali-

fied students from deprived communities and less-endowed senior high schools will be protected in order to enhance their social mobility and respectability.

Second, the National Council for Tertiary Education (NCTE) should go beyond its non-binding 50-50 protocol for admission and spearhead the formulation of a coherent national gender policy on admissions for the use of all public universities in the country. This will address the disparity of policies on gender that exists at individual universities. This

will enable easy monitoring and evaluation of the policy with the goal of ensuring that it is achieving its objectives.

And thirdly, for the sake of social inclusion and national cohesion, the issue of the inclusion of minority interest in the overall educational policy of the country should be taken seriously by government and state institutions mandated to ensure educational equity and accessibility.

Government should increase its efforts in addressing the infrastructural challenges in our public universities in order to increase access for many average students who qualify to be admitted. This we believe will inure to the rapid and sustainable socio-economic development of the country.

## Conclusion

There is no doubt about the fact that the vulnerable and the underprivileged need social protection in order to achieve life goals which include attaining higher education. The protection of the vulnerable has become even more imperative in view of the fact that university admissions have become very

competitive due to inadequate space for more enrolments. Moreover, as a result of the seeming commercialization of university education even in state institutions in Ghana, the less-endowed in society is left at the receiving end of the competitive market which further widens the gap between the rich and the poor.

This study has revealed critical concerns that impede access to university education need to be addressed by policy-makers as a matter of urgency. These concerns include lack of a unified national policy for university admissions for the less-endowed such as persons with disability and students from less endowed schools in the country. Moreover, the research also indicates that there is no social protection or affirmative action in terms of admissions for minority groups in the country. Furthermore, there is more to be done in the area of gender equity in university admissions as the intake percentage of women for competitive courses such as Medicine, Education, Law and Engineering among others is relatively low.

In view of the above, BPI strongly recommends that au-

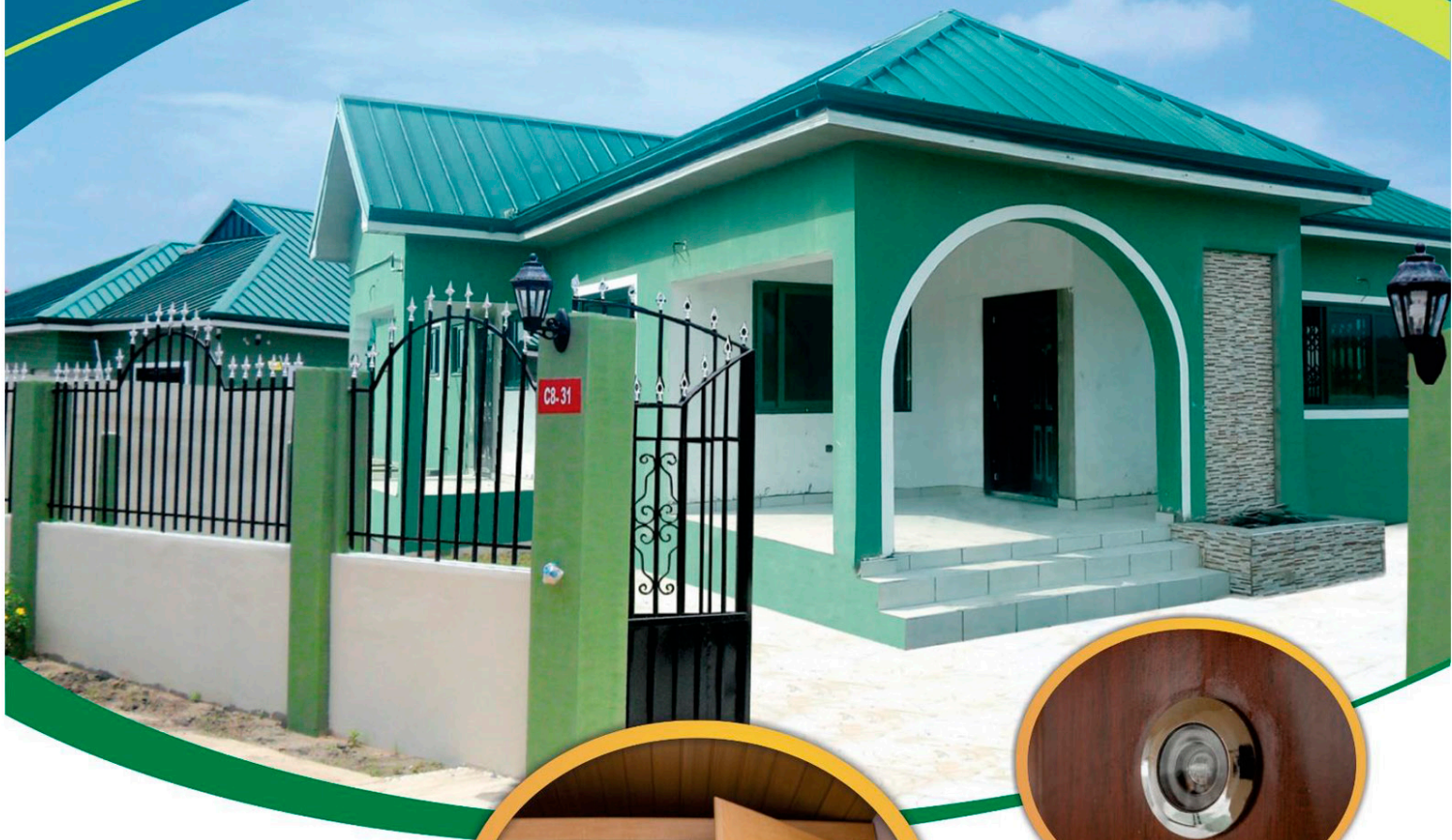
thorities responsible for university education in Ghana such as the Ministry of Education, the National Council on Tertiary Education and University Councils as well as the Ministry of Gender, Children and Social Protection should collectively act to put in place a binding unified national policies which ensures equitable admission opportunities for the vulnerable and underprivileged in society.

Moreover, government should increase its efforts in addressing the infrastructural challenges in public universities in the country in order to increase access for many average and poor students who qualify to be admitted. The exclusion of the underprivileged and the vulnerable from university education has serious implications for national integration.

Finally, it is important to state in line with the principle of social justice as espoused in the 1992 Constitution of the Republic of Ghana that, it is imperative that every Ghanaian is given equal opportunity to access university education, irrespective of one's economic, gender, ethnic, or religious status.



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# Searching for Panacea for Exam Malpractice in Ghana

## • The need to look beyond WAEC

By Haruna Zagoon-Sayeed

There is no doubt that examination malpractice including leakage 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. 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 gets 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 reviewing its exam protocols in order to preempt malpractices that emanate from lack of due diligence.

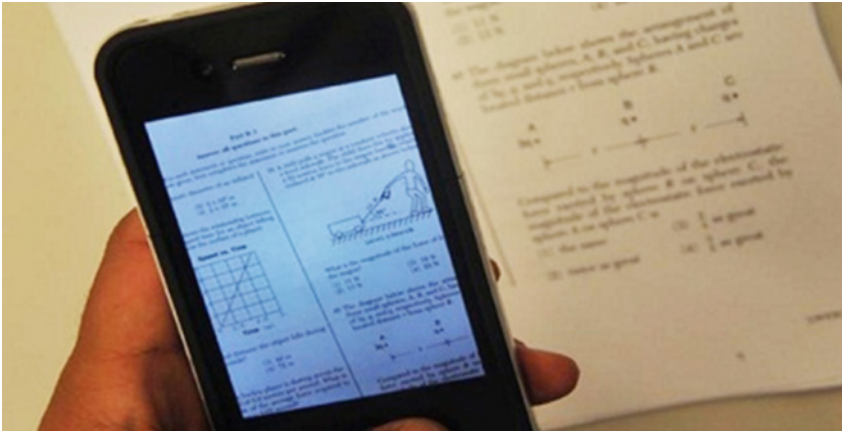
Undoubtedly, the fight against exam malpractice is a huge one that goes beyond WAEC. While WAEC ought to be held responsible for any immediate exam leakage, we must also cast our search for solution to this perennial problem beyond WAEC and pitch our campaign against the misdirection of our moral compass 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 jurisdiction get good grades at all cost. There are retired senior civil and public servants who have opened private schools and prey on live ques-

tion 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 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 WASSCE 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 to-



*A student's palm pre-prepared with answers during an exams session*



***A student's mobile phone pre-prepared with answers during an exams session***

tally 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 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

***“There is no doubt that examination malpractice including leakage defiles the sanctity and integrity of our examinations and affects the quality of professionals we are churning out from our institutions”***

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



***A students cheating during during examination***



***A student holding a piece of paper pre-prepared with answers during exams***

***\* The writer is the Executive Director of the Baraka Policy Institute (BPI)***

# Improving School Performance Through Effective Educational Leadership

By Dr Inusah Salifu

Recent framing of effective leadership has emphasised key leadership qualities such as being: visionary, transactional, transformational, instructional, inspirational, spiritual, strategic, situational, analytic and self-motivational among others. Leadership styles of educational managers and school heads could have direct consequences on school effectiveness. These leadership styles are many, the most common ones, however, are authoritarian, laissez faire (paternalistic) and democratic leadership styles.

Although there are cutting edge theories of educational leadership that complement those I have already mentioned, and which educational managers and administrators of schools may use for school improvement. They include the Least Preferred Co-worker (LPC) contingency theory by Fred Fiedler, the Leader-Member Exchange (LMX) theory, Path-goal theory by Robert House, and Kouzes and Posner's (2012) leadership theory.

The Least Preferred Co-worker contingency theory is one in which the leadership style of an administrator is fixed and measured in a bipolar scale using an

instrument to find the person's leadership orientation. It is also called a contingency model because its usage is dependent on certain prevailing conditions at a particular time. This theory helps the administrator to examine and make changes to his or her leadership style. An example of the bipolar scale is: unco-operative/cooperative; hostile/supportive; unfriendly/friendly. According to Fiedler, the higher the score (positive), the higher the administrator's human relations, but when the score is low (negative), the implication is that the administrator is rather task oriented.

The Leader-Member Exchange (LMX) leadership theory basically describes how educational administrators see themselves as leaders working with subordinates in a group. Although, vertically, the leader is at the topmost position, the fellow tries to maintain the position through series of exchange agreements with subordinates who are essentially those below him or her in the vertical ladder. The leader works hard as an in-group member and expects those he or she is leading to emulate. Per the requirement of this theory, the leader also has to trust and share administrative duties with subordinates.



The Path-goal theory states that leaders' behaviour should be contingent to the satisfaction, motivation and performance of their subordinates. The theory also argues that an educational administrator's behaviour should necessarily be to support teachers' abilities aimed at compensating for their deficiencies.

Kouzes and Posner's (2012) theory is the final theory. The theory entails five principles of leadership which are: model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart.

According to Kouzes and Posner, school leaders should be able to also inspire a shared vision. Based on this principle, educational managers and administrators of schools should lead based on constructive and productive dreams, and looking into the future with a solid vision as a driving force. Also heads of educational institutions should note that commitment from subordinates is not a thing that can be commanded but rather inspired. By implication, heads of schools need to



***Alhaji Mohammed Haroon, the Northern Regional Director of Education receiving Good Leadership Award from the Former Minister of Education, Prof. Naana Jane Opoku-Agyeman. Looking on is Mr. Jacob Kor, the Director General of Ghana Education Service.***

show appreciation for individual excellence and should let their followers know that they appreciate them. Just a “thank you” and a pat at a teacher’s back may be enough to motivate him or her. Heads of schools need to institute award schemes in their schools to honour hardworking but deserving teachers, ancillary staff and students. This principle encourages school administrators to change the status quo if it is not working for them. There should be innovations paving the way for old ways of doing things to give way to new ways of doing things. It means heads of schools need to be proactive and venturing out instead of waiting for fate. They should rise up and meet challenges head-on and look outside the box to take risks.

“***Leadership styles of educational managers and school heads could have direct consequences on school effectiveness.***”

None of the leadership styles and theories of the leadership is exclusively reserved as enough panacea for the numerous challenges confronting school administration in our contemporary Ghanaian education system. The appropriateness of the application of any of the leadership styles and theories to school administration, to a large extent, is hinged on the atmosphere of an educational institution in terms of the nature of teachers and students. By implication, for there to be academic improvement in our schools, there is the need for the head-

masters and headmistresses of the schools, whom I refer to as educational administrators, to explore which leadership style and/or theory is/are appropriate to their leadership contexts, and which would guarantee innovative and pragmatic ways of making their leadership more relevant and effective relative to the achievement of the goal of bringing about quality teaching and learning.

***\* The writer is a Research Fellow of BPI and a Lecturer at the School of Education, University of Ghana, Legon.***



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# BPI Organizes National Capacity Building Conference for Influential Muslim Youth Leaders in Ghana

## Background

Every progressive community and nation plan around its youth and secure the future for its ageing citizenry through the effective activities and combination of resources at the disposal of the youth. It is also an undeniable fact that any community which neglects the development of its youth is as well neglecting its own development. However, the Muslim community in Ghana faces a huge development deficit as a result of the lack of capacity building and general counseling avenues for the youth. This has rendered a significant number of the Muslim youth vulnerable to numerous social vices. They are also prone to extremists who may use them to perpetrate violence in the community.

It was against this background that the Baraka Policy Institute co-funded with the US Embassy in Accra a two-day capacity building conference for influential Muslim Youth leaders in Ghana with the objective of equipping them with effective leadership skills, community development strategies and knowledge on peace building.

## The Conference

The conference was under the theme *“Enhancing the Capacity of the Muslim youth for Sustainable Communi-*



*Some Muslim Youth Leaders at the Conference*

*ty Development”*. It was held from the 21st to the 22nd of October, 2016 at the Institute of Local Government Studies in Accra.

Ninety two (92) participants drawn from all the regions and major towns of the country attended the conference. These were youth leaders whose community-based or-



*Dr. Abdul Baasit Aziz Bamba speaking at the opening ceremony of the conference*



*Real Admiral Munir Tahiru (rtd.) speaking at the conference*

ganizations are recognized by the Muslim leadership and local authorities in their respective communities. Thirty two (32) of them were female representing 35% of the total participants.

The conference was opened with a short ceremony marked with speeches from the BPI represented by its Executive Director, Mr. Haruna Zagoon-Sayeed and the President,



**Dr. Rabiatu Ammah Konney speaking at the conference**

Mr. Salem Kalmoni. They both spoke on the objectives of the conference and also expressed their appreciation to the US Embassy for agreeing to co-share funding for the program. Two key Muslim personalities in the persons of Dr Rabiatu Ammah Konney, a member of Council of State (Ghana’s presidential advisory council), and Real Admiral Munir Tahiru (rtd), a former Commandant of the Ghana Military Academy were also present. They both spoke on the importance of good leadership for every organization and society. Madam Sarah Shabbir, the Cultural Attaché of the Public Affairs Section

of the US Embassy in Accra, representing the embassy, explained that the US government and its people believe in the values of human development and therefore capacity building programs are very key in the efforts to achieve this, hence the Embassy’s support for the conference. The session was chaired by Dr Abdul Baasit Aziz Bamba, a Lecturer at the University of Ghana School of Law and a Board member of BPI.

**Keynotes Addresses**

Three keynotes addresses were delivered at the conference. The keynotes were delivered on the following sub-themes of the conference:

1. The Muslim Youth, Peace building and Development; delivered by Mr Haruna Zagoon-Sayeed, the Executive Director of Baraka Policy Institute (BPI)
2. Strategies for Promoting Sustainable Development

in Muslim Communities in Ghana; delivered by Sheikh Armiyawo Shaibu, Regional Manager of the Islamic Education Unit, Accra and the Spokesperson for the National Chief Imam.



**Mr. Haruna Zagoon-Sayeed delivering a keynote address at the conference**

3. Leadership Imperatives for Concrete Community Progress; delivered by Sheikh Ishaak Nuamah, a renowned Educationist and a social Researcher, also a board member of BPI

**Mentorship Sessions**

The Conference witnessed interaction sessions with renowned personalities who oc-



**Some Muslim Female Participants at the Conference**



**Sheikh Armiyawo Shaibu delivering a keynote address at the conference**



**Sheikh Ishaak Nuamah demonstrating a point to the participants at the conference**

cupy key leadership positions in the fields of entrepreneurship and Academia. The first to interact with participants was Mr. Salem Kalmoni, the MD of Japan Motors and its sister companies in the Kalmomi Group of Companies. He is also the President of the Baraka Policy Institute (BPI). He had a 30mins interaction with the youth leaders telling them how he had managed a huge family business and its subsidiary companies for twenty six years when he was only 24 years old. He answered several questions posed to him by participants bothering on principles of success and sharing his rich experience as a successful entrepreneur.

The second personality who interacted with the participants



**Mr. Salem Kalmoni speaking at the conference**



**Some Participants at the Conference**

was Mr. Alhassan Andani, the MD of Stanbic Bank Ghana



**Mr. Alhassan Andani speaking at the conference**

na Ltd, a member of the Global Standard Bank Group. He is also the Board Chair of the Baraka Policy Institute. He has a very rich experience in Transformational Leadership and in Corporate Governance. He shared his life experience with participants on how he struggled through life but with determination and discipline, he was able to reach the position he occupies today. He

inspired the youth and asked them not to be discouraged by their background. Additionally, participants were also given a task on leadership situational challenges to solve under the supervision of resource persons.

### Conference Resolutions

At the end of the conference, participants collectively issued the following communiqué for further action:

1. The need for a National Muslim Youth Policy to guide the effective development of the Muslim youth.
2. The need for dialogue between the Muslim youth and the Elders of the community in the context of community development.
3. The need for Chamber of

Muslim Youth organizations in Ghana to coordinate the activities of the Muslim youth nationwide.

4. The need to involve women in leadership responsibilities.
5. The Youth must get involved in Da’wah work to spread the peaceful nature of Islam.
6. The Muslim Youth in Ghana must be Ambassadors of Peace.

By and large, the conference was impactful and the participants resolved to do more for the development of their communities nationwide. It is expected that participants in close collaboration with Bara-

ka Policy Institute (BPI) will organize community workshops to share the knowledge and skills they have acquired at the conference with the large Muslim youth. This commitment by the young Muslim leaders is amplified and declared in their communiqué:

“We the participants drawn from all the ten regions of Ghana hereby sincerely pledge to harness our core competencies and that of the organizations we represent for the attainment of the dictates of the resolutions. We are grateful to the Board of Baraka Policy Institute and its partner group, US Embassy for this wonderful conference”.



***Madam Sarah Shabbir of the US embassy speaking at the conference***



***Some of the female participants at the conference***

## BPI Participates in the 2nd International Conference on Education Research for Development in Africa (ICERDA 2016)

The Baraka Policy Institute (BPI) participated and presented at the 2nd International Conference on Education Research for Development in Africa (ICERDA 2016) which brought together over 184 Participants from all over sub Saharan Africa and the UK. The conference was under the theme: “Towards a Vision of Education for Sustainable Development in Africa”. The 3-day conference which took place at the Alisa Hotel in Accra, Ghana, from the 3rd – 5th October, 2016 sought to reflect on the stories of education for development in Africa since 2000 and provide an African arena to review the past, appraise the present and plan the future of educational investment.

The International Conference on Education Research for Development in Africa (ICERDA) is an annual event that brings together education research-



*Mr. Haruna Zagoon-Sayeed and Mr. Adam Yunus of BPI at the plenary session of the conference*

ers and practitioners from Africa and parts of the world. It is a platform that provides opportunities for sharing educational research findings and to generally contribute to knowledge from education research, policy and practice for sustainable

development in Africa. The conference also provides the interactive platform for meeting eminent educators and researchers from around the world to discuss educational matters that will lead to necessary reforms and policy guides in the area of educational development for Africa.



*Mr Haruna Zagoon answering questions after delivering a paper at the conference*

ICERDA is an academic research partnership between University of Ghana and the University of Sussex, UK, established in 2015. The goal was to create a unique space for both new and established education researchers to meet regularly to disseminate research information that addresses and develops critical discourses on education for development in Africa. ICERDA is a response to the need for an independent forum



*Some participants of ICERDA 2016*

of Cape Coast, University for Development Studies and University of Education, Winneba. The presentation gave the key highlights of the research including the rationale for the study, research methodology utilized by the study, the key findings and core recommendations made by BPI in the context of the study. The summary of the research report is published in this magazine under the sub-heading “BPI Research Report”.

where African voices and other scholars who work with African colleagues, and on African educational matters, can share evidence based insights into educating the next generation of young Africans.

The BPI team was led by the Executive Director, Mr. Haruna Zagoon-Sayeed. Other members of the team were Madam May Meskawi, a BPI Board Member and Mr. Adam Yunus, Head of Re-

search & Programs. Mr. Zagoon-Sayeed, on behalf of BPI, presented a paper on the “State of Gender Parity, Underprivileged and Minority Enrolments in Public Universities in Ghana”. The paper was a summary of a BPI research report which was conducted between October 2015 and August 2016 in five public universities in Ghana namely: University of Ghana, Kwame Nkrumah University of Science & Technology, University

The conference witnessed various presentations comprising; Keynotes addresses from distinguished education researchers and administrators, academic research reports and practical education experiences as well as open forum involving panel discussions. The conference was also used to launch the Journal of Education Research in Africa (JERA) and the Ghana Education Research Association (GERA).



*The Leadership of ICERDA, 2016. From Right, Prof. Kwame Akyeampong (University of Sussex, UK), Rev. Prof. Cephas Narh Omenyo (University of Ghana), Prof. Jonathan Fletcher (University of Ghana), Dr. Ato Essuman (Methodist University, Ghana), Prof. Audrey Gadzekpo (University of Ghana), Emeritus Prof. Keith Lewin (University of Sussex, UK), Prof. Brian Hudson (University of Sussex, UK)*



***Some of the ICERDA 2016 Participants***

Four keynote addresses were delivered by Professor Ebenezer Oduro Owusu, Vice Chancellor, University of Ghana who was the Special Guest of Honour; Professor Ernest Aryeetey, a Former Vice-Chancellor of the University of Ghana, and the Secretary General of the African Research Universities Alliance; Professor Liesel Ebersohn of University of Pretoria and Secretary General of World Education Research Association (WERA); and Emeritus Professor Keith Lewin, University of Sussex, UK. The keynote addresses focused on the conference theme and served as a guide for conference deliberations. Keynotes abstracts that were delivered focused on: Making Education

work for development in Africa, Education Research in Challenging contexts-resilience and cultural capital and the role of the SDGs in improving education development in Sub Saharan Africa.

In all, 80 researched work on education and development in Africa by universities and research institutions were presented at the conference. The presentations were grouped into various tracks consisting of the following areas: Critical Discourses of Education for Development in Africa; Innovative Practices in Education; Access and Equity in Education; Education Quality & Assessment; Inclusive Education; Teachers & Alternative Basic

Education; Mathematics Education, Teachers-Training, Development & Retention; Assessment of Donor Roles and the Politics of Education in Africa; Socio-Culture Issues in Education; Private Sector Participation in Education; Issues in Teacher Management; and Gender and Education.

In the opinion of BPI, ICERDA 2016 was a great success. It created the needed networks for future collaborations in the area of education research for sustainable development in Africa. The 2017 ICERDA is scheduled for 2nd-4th October, 2017 in Accra, Ghana.



***The Executive Director of BPI was presented with a certificate for presenting a paper at the conference***

## BPI Organizes National Strategic Conference on Muslim Education in Ghana

Education has been identified as the greatest panacea for poverty, social exclusion, underdevelopment and self-marginalization. A number of social groups and communities in Ghana have been identified as deprived and poor as a result of lack of educational opportunities for its members, particularly the youth. This situ-

ation in the community. The conference which was organized under the theme: "Developing the Muslim Community in Ghana through Effective Educational Leadership and Performance" brought together key stakeholders and experts in the Muslim community in the area of education and development to take stock of the state of Muslim education in the country and to

tion in the community. The conference particularly focused on achievements, challenges, and the way forward for education of Muslims in Ghana. The core conference objectives were to review the state of Muslim education in the context of national educational strategy, to draw up a national strategic plan for Muslim education in the



*Some Muslim Leaders and Education Experts at the conference*

ation is as a result of lack of holistic and cohesive educational strategic plan which enables the achievement of rapid developmental goals for such communities in the country.

It is in the light of the above that Baraka Policy Institute (BPI) organized a national strategic conference on Muslim education in Ghana on May 21, 2016. The national

collectively brainstorm and proffer realistic strategies to advance the cause of educa-

country within the context of educational development and to collectively establish a na-







*Some of the participants at the conference*

tional committee to draft a strategic document for Muslim education in Ghana.

In his welcome address, the President of BPI, Mr. Salem Kalmoni stated the commitment of BPI as a think tank towards education in Ghana especially the vulnerable and underprivileged communities. He stressed that the day was an important one for Muslim education in Ghana because it was meant to purposeful-

ly look at the state of Muslim education in the country and to collectively brainstorm and proffer realistic strategies to advance the cause of education in the community. He added that at the end of the conference, participants were developed to take stock of the state of Muslim education in the country and to collectively brainstorm and proffer realistic strategies to advance the cause of education in the community. They were also

expected to come out with a guideline for drafting a National Muslim Education Strategy, draft a road map for the introduction of Arabic as an examinable subject at both BECE and WASSCE, and to form a National Committee to draft Strategic Document for the promotion of education among Muslim Communities in Ghana.

Making a presentation at the conference, Mr. Haruna Zagoon-Sayeed, Executive Director of BPI revealed that, a recently conducted research by BPI established that the number of Muslim students who graduate from competitive courses in our universities ranges averagely between two percent and seven percent. Mr. Zagoon-Sayeed added that, there were thirty five Islamic Senior High Schools in Ghana but none falls within the Grade "A" schools. According to him, all of the above men-



*Some of the participants at the conference*



**Some of the Participants at the Conference**

tioned challenges make the conference a crucial one and there was the urgent need for a collective strategic thinking in order to enhance educational outcomes for the community. The Executive Director of BPI reminded the conference that the objective of the conference was to engage in a strategic thinking regarding the education of Muslims in Ghana. “Our deliberations, as indicated by the conference expected outcomes, should produce concrete outcomes that will inure to the benefits of Muslims in Ghana in the area of education. ***“This is not only a national duty but also a religious responsibility”***, Mr. Zagoon-Sayeed stated.

In all, the conference recorded forty-two (42) participants out of the 49 experts and stakeholders invited. The conference Chair was the renowned Muslim Educationist, Alhaji Abdul Rahim Gbadamoshie and supported by a Member of the Council of State of the Republic of Ghana and a Senior Lecturer of the University of Ghana, Dr Rabiatu Ammah. After the deliveries,

conference participants were grouped into two discussion groups to deliberate on the two key conference themes: a draft of National Muslim Education Strategy; and a draft of a road map for the introduction of Arabic as an examinable subject at both BECE and WASSCE levels. Group One dealt with the Drafting of National Muslim Education Strategy and it was chaired by Dr. Gamel Nasser Adam, a Senior Lecturer at the University of Ghana and a Board Member of BPI, with Alhaji Nasaru Abdul-Rahman, a Senior Assistant Registrar at Zenith University College, as the Rapporteur. Group Two which dealt with the drafting of a Road Map for the Introduction of Arabic as an Examinable Subject at both BECE & WASSCE was chaired by Sheikh Ishaq Ibrahim Nuamah, a Board Member of BPI; and its Rapporteur was Mr. Yehuza Abubakar, Director of Ibn Abbass Islamic Senior School, Tamale.

At the end of the Conference, the following are the key outcomes that need to be worked

on:

1. The need for a collective action to improve the quality of teaching and learning in our Islamic Schools across the country.
2. The need to adopt/ establish one model Islamic school in each of the 10 regions of Ghana to measure quality and good performance.
3. Establishment of a BPI facilitating committee to draw a national strategic plan for Muslim Education in Ghana.
4. BPI and Federation of Islamic Senior High Schools should continue to work towards making Arabic examinable at WASSCE by the 2017 examinations
5. A BPI/Islamic Education Council delegation to government to ask for the introduction of Arabic at BECE
6. BPI should collaborate with the Council of Islamic Education Unit to assemble Arabic Language experts to review a Curriculum already developed by IEU for BECE Arabic to be submitted to the Ghana Education Service.
7. BPI should help in restructuring of the Islamic Education Unit.
8. The Strategic National Conference on Muslim Education in Ghana should be organised annually to track the implementation of conference outcomes and to set targets for the coming year.

## BPI Collaborates with Stakeholders to Introduce Arabic at WASSCE

The effort to make the Arabic Language examinable at the West African Senior School Certificate Examination (WASSCE) has been a long standing issue for the Ghanaian Muslim Leadership and Muslim education stakeholders in the country. Indeed the effort started at the phase-out of the General Certificate Examinations (both the Ordinary and Advanced Levels) which offered the subject. The effort dates back to the time of Mr. Alex Tettey-Enyo, a former Director-General of the GES as many Muslim Leadership organizations such as the Office of National Chief Imam, the Federation of Muslim Councils (FMC), the Ghana Muslim Mission, and the Office of the National Imam of Ahlus-Sunnah Wal-Jamaat (ASWAJ), as well as individual Islamic Senior High Schools both public and private who have written severally to the Ghana Education Service (GES) requesting



**Mr. Salem Kalmoni**

(President of BPI)

for approval to offer Arabic as an examinable subject.

However, in recent times, the agitation by Islamic Senior High Schools to offer Arabic at WASSCE increased with some schools thinking of registering with Nigerian schools to write Arabic at WASSCE. Interestingly, Arabic is still examined by WAEC in some of its member countries such as Nigeria. Indeed, there are Ghanaian Arabic examiners

who go to these countries every year to moderate and mark Arabic Language for WAEC. However, between 2010 and 2016, the agitation by Islamic Senior High Schools to offer Arabic increased, with some of the schools opting to register with Nigerian schools to write Arabic at WASSCE. But the big question that comes to mind is whether these Islamic Senior High Schools are ready in terms of having the capacity for teaching and learning Arabic. Do these schools have competent and qualified teachers to teach the language? What syllabus are they using at the various Islamic Senior High Schools to teach Arabic? And do the schools have the recommended textbooks?

These concerns prompted the Baraka Policy Institute (BPI), a think tank in education to meet all Islamic Senior High Schools in Kumasi on the 2nd of May, 2016; and subsequently organized a high level national conference of Arabic



*Students of Al-Azhariyyah Islamic Senior High School in Kumasi*



***Maiden Candidates for WASSCE Arabic 2017 at a Special Orientation Program organized for them by BPI, The Federation of Islamic Senior High Schools in Ghana and Durra Institute of Arabic Language in Accra***

experts and renowned Muslim educationists to brainstorm on the matter and pursue it through due process. One of the outcomes of the conference mandated a committee of experts and the Interim Executives of the Federation of Islamic Senior High Schools to meet with D-G of the Ghana Education Service to further discuss the matter for concrete actions.

Subsequently, the BPI Board approved for a qualitative research to be initiated at all GES-approved Islamic Senior High Schools in Ghana to ascertain the readiness of our schools to offer and to be examined in Arabic language at the West Africa Senior School

Certificate Examinations. At the end of the study BPI found out thirty-two (32) GES-approved Islamic Senior High Schools have been running Arabic as non-examinable subject and are agitating to be allowed to write WASSCE since it is offered by WAEC in the current examination dispensation. Moreover, there are qualified graduate Arabic teachers produced from both domestic and foreign universities who are already teaching the subject in most of the Islamic Senior High Schools. Furthermore, there were over 7000 students in the Islamic Senior High Schools who were offering Arabic as a core subject. Also, the study found that WAEC examination Syllabus was the main source of information for the teaching and learning of Arabic at the schools.

With this empirical information, BPI and other stakeholders such as the Office of the National Chief Imam (ONCI), Federation of Muslim Councils (FMC), the Office of the National Imam of Ahlus Sunnah Waljama (ASWAJ), and

the Federation of Islamic Senior High Schools in Ghana (FISHSIG) met with the Director-General of the Ghana Education Service to discuss the matter and to start the application process. Consequently, BPI and FISHSIG met with the Government and provided copies of all documents which indicated that the Islamic senior high schools were ready for the 2017 WASSCE.

After the registration of the maiden Arabic candidates for WASSCE May/June 2017, BPI in collaboration with the Federation of Islamic Senior High Schools in Ghana and Durra Institute of Arabic Language, organized a two-week national orientation program for the candidates. This is to help them prepare adequately for the exams.



***WASSCE 2017 Arabic candidates from Ambariyyah Islamic Senior High School, Tamale***

We at BPI are proud to be part of this journey to introduce Arabic at WASSCE because we believe it will inure to the benefit of our beloved country, Ghana. We are also happy that the new government has promised to introduce Arabic at the BECE in 2018. We wish to take this opportunity to thank government and all stakeholders in ensuring that Arabic is again examinable in Ghana.



***Students of Anisa Islamic Senior High School in Accra***

## BPI is Still on Project NAP

The harmful use of alcohol has been a cause for great concern globally and nationally. Though the alcohol use is part of the Ghanaian culture and society, the current trend of consumption and the inadequate regulation of alcohol advert in both print and electronic media is a source of worry.

Currently, there are many policy issues and regulations on various aspects of alcohol including production and sale scattered in several legislations. There is the need to pool all these and other policies into one document. There is also the need for a central co-ordinating body to ensure its implementation and enforcement.

It is in the light of this that BPI began to explore innovative and effective ways of contributing to the reduction and regulation of alcohol manufacturing, importation and consumption in the country. In line with this, BPI in 2014, initiated a working relationship with the Ministry of



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

Health (MOH) and the technical committee responsible for the drafting of the NAP with the view of giving intellectual and financial support in order to enhance the speedy drafting of the NAP, the development of the LI and its adoption by the parliament of Ghana.

In this regard, BPI in close collaboration with Ministry of Health organized a national stakeholder conference in December 2015 to discuss the final draft of the national alcohol policy. Subsequently, the draft was adopted by all stakeholders after series of meetings. Currently, BPI

is supporting in the printing of the NAP to be officially launched by the Ministry of Health soon.

In order to complete the process, BPI in collaboration with the MOH and other key stakeholders have begun the process of developing a Legislative Instrument (LI) for the NAP and for its adoption by the parliament of Ghana. BPI pledges its unflinching support for the entire cause towards ensuring a regulated production, sale and consumption of alcohol, and for the general protection of the vulnerable.



*Some of the Participants at the NAP Conference in December, 2015*

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# Reduce the Academics, focus on skills to develop Ghana's natural resources

By Anis Haffer

A group of graduate students – in their late twenties and early thirties - at a leading traditional public university, invited me recently to speak on Education for 21st Century Skills. After the self-introductions, I asked, “So far, what can you do with the education that you acquired in your undergraduate studies?” The silence, after that simple question, was deafening.

## Education for the real world

Actually, what had happened to those robust but disillusioned young people was that having gotten their various first degrees, and having been released into the real world, they realized that there was a gulf between the academic degrees they had received in good faith and the skills demanded by the world of

work. They had returned to do a master's degree with the wishful thought of being employable thereafter. Considering that the unemployed graduates already loomed in the bracket of about 271,000 people at the time, their chances were still slim.

That frustration confirmed that a nation obsessed with the academics was a nation begging to be poor! So what are the education policy wonks doing about all this? And this is where the disappointment hurts. A vice chancellor once said that the role of the universities was not to train the youth for jobs, and that the nation's concern in that regard was merely a populist agitation. Another said that whether we liked it or not, the traditional universities were academic institutions. With such ambiguous mindsets, how on earth can Ghana rise from the Third World



to the First status, when it's so clear that an environment so saturated with the academics hampered the nation's economic progress!

It must be asked: Is the nation getting the value for money in the education budget for developing Ghana? Are parents and guardians too getting the expected worth in the education of their wards? If those questions have hitherto been swept under the rug, they must now be resurrected for cleansing in the new era.

## Tangible skills in all universities

Converting the polytechnics into technical universities is a good idea, but that alone will not suffice. The traditional universities - harbouring such large numbers of the youth - must especially join the crusade to help their students develop the appropriate skills for a lifetime of useful employment and self-employment for the youth's upward economic mobility and satisfaction.

Credible value must incite and drive the bigger purpose





of realizing the potential richness of this great nation of ours. The talk and listen theoretical culture that passes for education is too much with us. The time has come to exit that passive self-restrictive box. Lecturers and professors need to take the next step, by first updating their own practical skills and then help the youth to develop the ability to convert the theoretical or academic concepts into tangible skills.

### Critical thinking

Critical thinking is talked about a lot, but it may have been best defined by the literary artist, Wole Soyinka, that “One has a responsibility to clean up one’s space and make it liveable as far as one’s own resources go.” The avalanche of young Africans deserting their own countries on hazardous trips to live and work in places where they are not wanted, must give us a pause. Are we thinking clearly?

Ghana is the envy of a good many countries that are not as blessed with our God-given natural resources, considering the gold, bauxite, manganese, diamonds, in the minerals department; shea

butter, sugar cane, the variety of tropical fruits and nuts, the largest man-made lake for large scale fish farming, rubber plantations for vehicle tyres, large tracks of land for corn and rice production! Each of those items - including the many more not mentioned - are all for the making of lucrative value-added industries. So why is education not directed there? Must the nation continue to import everything, and be poor, unemployed and indebted?

### Education for the African setting

I recall a Daily Graphic report, “Develop educational concepts to suit African setting” (September 2, 2016), in which one Dr Joseph G. Burke of the Association of Governing Boards of Universities and Colleges (AGB) from the United States addressed vice chancellors, pro-vice chancellors, deans, directors and heads of departments, registrars, etc in West Africa including Nigeria and Ghana. He was quite honest and courageous in saying that “nobody can give you a specific prescribed solution to solve the challenges that affect your educational system.

You must come together and do it yourselves.”

He noted, in Accra, that educational systems would only record meaningful progress if they helped the country to develop its own policies and best practices that would fit its culture.

On a similar note, Harvard Business Review (Oct. 20, 2016) in a report that studied the changes to be made for successful education intoned that “We are appointing, rewarding, and recognizing the wrong [education] leaders.” The review said, “There are leaders who talk a good game, but have no impact; leaders who make everything look great while they are there, but everything falls apart after they leave [and] there is the rarer, far more effective leader, who quietly redesigns the [system] and transforms the community it serves.”

Ghana has no reason to be poor, but we miseducate the youth into thinking that education is all about sitting and listening to theories, and ending up in cushy offices. Why, for instance, have such important subjects as Applied Engineering and Applied Sciences been reduced into “chew and pour” routines, instead of the production of electric meters, water meters, and other gadgets that require the application of science? Even in the health sciences that visibly educate medical doctors and nurses, why are such practitioners not being produced in larger numbers to serve the loads of patients at the public hospitals and clinics?



## Calibre Of Graduates from the Tertiary Institutions

By Dela Gadzanku

The caliber of graduates from the tertiary institutions lies at the heart of industrial development. By the caliber I mean, “quality of the level of someone’s ability”, by Graduate I mean, “a person who has successfully completed an academic degree, course of training etc” and by tertiary institution I mean, “universities as well as institutions that teach specific capacities of higher learning such as colleges, technical training institutions, nursing schools etc.” Gone are the days when the quality of graduates churned out from our universities and polytechnics was highly recommended. They were the toast of employers and industry. They were revered. They were well trained as well as well remunerated. Today the graduates from our tertiary institutions have to go through strenuous processes to get decent jobs and earn decent wages and salaries. A fresh graduate from the university now carries his CV as if it were a Bible or a Quran. In fact there is now formed an Unemployed Graduates Association of Ghana. For what will make a group of graduates form such an association instead of a Ghana Young Employer’s Association, I do not know.

A story is told of a gentleman who listed swimming as a hobby in his CV, he got the job and one day decided to pull a fast one on his boss. His text message to his boss read “Hello boss, I will be un-

able to come to work tomorrow, due to heavy rains. I live on an island now” he concluded and he got a very nice response from his boss. “In your job application you mentioned swimming as your hobby, see you at work at 7am”. Jesus he exclaimed. I am wondering why he called Jesus? Perhaps he didn’t know Heaven helps those who help themselves. This story together with many others only go to prove the extent to which our fresh graduates can lie to get jobs. Can we blame them, as they are desperate? Desperate situations they say require desperate measures. Now the competition is growing keener when we have graduates from overseas universities come back to contend for jobs with their brothers and sisters who graduated from universities and polytechnics here.

Too much emphasis has been laid on theory instead of practical training. Also government continues to withdraw support to the public tertiary institutions, these institutions now look at alternative ways to survive resulting in the mass admission of so many people with its resultant negative effects on quality teaching and learning. What will make Goldman Sachs offer internship placement opportunities for students of Ashesi University and not any of our public tertiary institutions?

There is also clear disconnect between Industry and Academia. The academia must



make effort to bring industry into what they are doing. There should be formation of meaningful partnerships that really work in practice; not theory. Some tertiary institutions are doing this beautifully, others must learn. And I must admit that as industry we must also consider how we can get closer to academia to help. It should not always be ‘the academia is not coming to us in the industry’. It should be something the industry also considers as important or serious and move to show our resolve to help address this challenge. It is not the best to always complain.

Furthermore students have failed to take their education into their own hands. Being a good, all-round, fully-equipped student ready for the job market does not depend on the school one attends (university or polytechnic, etc). It depends on the student. Students that do not know what they are about and do not have clear goals and direction of where they are going will certainly not get anywhere. Some are just in school for being in school - after JHS, go to SHS, after SHS go to the tertiary – so they are



where they are without any real thought. They have not sat down to clearly think and consult on what they should be doing. Similarly they leave the tertiary institution and now realize that getting to the next stage is different from how they have been moving. They are not ready to sacrifice the short term today for the long term benefits (no pain, no gain).

To produce a ready market graduate from tertiary level institutions, skills development must be systematically inculcated in the training of these graduates. Skills development creates a workforce empowered with the necessary and upgraded abilities, knowledge and internationally recognized qualifications to gain access to decent employment and ensure competitiveness in the dynamic job market. It aims at increasing the productivity and employability of workforce (wage earning and self-employed) both in the formal and the informal

sectors. Skills development can help build a “virtuous circle” in which the quality and relevance of education and training for graduates fuels innovation, investment, technological change, enterprise development, economic diversification and competitiveness that economies need to accelerate the creation of more jobs.

Also as you are aware, skills have become increasingly important in the globalized world. Vocational and technical skills are essential, but employers are seeking applicants with more, that is those who have multiple abilities and can effectively multi-task. They want employees who can continue to learn and adapt, write and compute competently, listen and communicate effectively, think creatively, solve problems independently, manage themselves at work, interact with co-workers and work in teams or groups, handle basic technology and lead effective-

ly as well as follow supervision. These core skills for employability are both important to employers’ recruitment and enhance an individual’s ability to secure a job, retain employment and move flexibly in the labour market as well as engage in lifelong learning.

According to the Ghana Statistical Service, the unemployment rate now stands at 5.2%. This affirms the situation where graduates today are characterized by unemployment and underemployment, lower quality jobs and difficult transitions into decent work, which combined, contribute to the detachment of the current generation from the labour market altogether. A skilled workforce goes hand in hand with economic growth. Skills development needs to be part of a comprehensive, integrated strategy for growth that improves the lives of all. Many graduates face difficulties in finding a job apparently because of the mismatch between their ed-



ucation/training and labour market requirements. Most of the practical things one does at the workplace are not taught verbatim in the classroom for one to cram in their heads and come to the workplace and 'recite' as working. A student who is thinking and desirous of readily fitting into a working environment, learns of what happens at the work environment while in school. The things one learn at school are applied at the workplace. There are vacations for one to eagerly seek industrial attachment opportunities to start applying what they are studying in school and learn how the job environment applies what they are learning in schools. When one does this, they come out of school ready for the job market and the job market also knows them because they had been there. Innovation, technology and market developments have turned the world of work into a fast-changing environ-

ment. There is a need to equip a growing young graduate workforce with skills required for the jobs of the future, not to mention re-equipping the current workforce with the skills required to keep up with a changing world. The greatest challenge lies in the technology-and knowledge-intensive sectors that also have the highest potential for economic growth and employment.

Moreover linkage between training Institutions and industry is also a necessity to ensure ready market graduate. Good quality primary and secondary education, complemented by relevant vocational training and skills development opportunities, prepare future generations for their productive lives, endowing them with the core skills that enable them to continue learning. Cognitive research suggests that key employability skills, such as critical thinking and problem-solv-

ing, is dependent on deep content knowledge and cannot be taught in isolation. So teaching such skills requires innovative ways of delivering the academic curricula; it's not about developing a core skills curriculum. The question is how best to integrate these skills into core academic content. Learning environments require curricula and assessment systems that allow students to think creatively and collaborate. It is crucial to design curricula and assessment systems that emphasize authentic real world problems, engage students in inquiry and exploration and provide opportunities for students to apply what they know in meaningful ways. Curricular development units, Guidance and Counselling as well as Quality Assurance systems in educational institutions must take their roles very seriously. The world is evolving very fast and our education must move ahead of it, at best. At

worst, our education should move along with the change. Various methods have been included in modern teacher training to enhance the learning process of such skills as team-work, advanced communication, critical thinking and problem-solving. One is interactive teaching, through which instructors facilitate exercises that provide opportunities for experience, practice, reinforcement, and reflection.

Using a coach in a workplace setting through on-the-job training work experience, internships, and work-study programmes are all examples of teaching both technical and core skills in the workplace in a manner that achieves optimal authenticity. The disadvantage of this method is the difficulty of finding employers who will provide both opportunities and a qualified coach to ensure that learning does not compromise workplace productivity.

Altering aspects of the classroom setting where general education or technical skills are being taught to workforce entrants so that the classroom simulates the workplace is another proven technique. This approach, which includes practice firms, workshops, experiential learning and role play, provides an authentic context for teaching and practicing core work skills that gives the teacher control over the teaching agenda, while creating an environment that benefits from the improved job-related skills of its students.

To improve the opportunities for youth to gain access

to good jobs, secondary education has to be made more equitable and more inclusive, offering the widest possible range of opportunities in order to meet young people's differing abilities, interests and background. Achieving equity and inclusiveness is important not only because education is a universal right, but also because countries need an educated workforce to compete in the modern global economy.

At the secondary level, few governments are able to provide the number of seats for students and also provide the teachers needed for the increasingly larger cohorts of primary school graduates. Statistics from the International Labor Organization indicate that, the total cost of putting a child through a year of secondary school in Sub-Saharan Africa is three to twelve times that of a year of primary school, due to higher costs for teaching materials and infrastructure. The private cost of secondary school for students makes it prohibitive for many.

Many countries, especially those with large youth populations, are struggling to provide sufficient secondary school options for eligible students. Secondary schooling is often not free and school fees are progressively more expensive, requiring substantial contributions from households. In Sub-Saharan Africa, household contributions cover 30 to 60 percent of the cost of secondary schooling according to the ILO. The limited availability of schools in remote, inaccessible, or particularly impoverished regions of developing countries

restricts the participation of marginalized youth.

Second-chance programmes aim to provide basic skills corresponding to the primary education curriculum so as to improve young people's employability. Without a second chance to learn basic skills, young people are unlikely to be able to develop core skills for employability. Programmes that engage youth throughout adolescence and are tailored to address the specific circumstances leading to drop out or lack of attendance appear to be the most effective. Practical curricula, flexible schedules, and less formal instruction methods are likely to attract and retain young people.

The way forward is to focus on Youth Enterprise Development. The 21st century is a century of entrepreneurship. It is not a century of job seeking, neither is it a time of attending workshops on CV writing, interview skills etc. The fact still remains, centuries will be shaped by us the young people who will drive the needed change. Understanding how businesses operate gives young people a better understanding of the world of work, enhancing their employability. Entrepreneurial training can provide youth with basic financial and business literacy, a stronger understanding of the needs of the enterprise, and an awareness of the need for initiative, innovation and creative problem-solving disciplined by teamwork and cooperation.

Why are graduates from our tertiary institutions struggling on the same space with



unskilled or low skilled labour? Today, young graduates with degrees and diplomas are even applying for job positions as bartenders, office assistants, waitresses and waiters. Why not set up businesses and employ instead of fight with them. Apostle Safo founder of great kosa group had little or no education at all, today he has helped promote Ghana's image abroad by manufacturing vehicles that can compete anywhere.

It is crucial to allow our students to do more classroom work but let us also be open to the idea of helping them engage in extra-circular activities. From experience I dare say programs like the Students for the Advancement of Global Entrepreneurship (SAGE) and Junior Achievement (JA) help to build the leadership, entrepreneurial skills of our high school students to make them work force ready. From here

let us begin the discussions as we need to appreciate the fact that these programs can significantly build their entrepreneurial skills. We need to encourage our brothers and sisters in schools to learn something apart from the mainstream. The fact is, the window of employment is very narrow, so year in year out, the job market cannot and will not absorb all the graduates from the over 50 tertiary institutions each year. The big question is where do the majority who are unable to gain employment go? To join the Unemployed Graduates Association or the Ghana Young Employers Association?

It is important to make the point that skills development and youth empowerment are issues of national interest. Both government and stakeholders involved in building the capacity, competencies and capabilities of the tertia-

ry graduates would essentially have to increase their efforts at building the capacities of our graduates by giving them the requisite skills. Let us remember that the graduate population that is employable and have the required skills that the job market is looking for together with those who would establish their own businesses are the hope for the economic emancipation of the country.

This world is for those who will submit to training and are prepared to learn. Strong linkage between industry and our academic institutions would guarantee that our industries will be ready to take on seasoned graduates from our institutions.

*\* The writer is the 1st Vice Chair (Eastern/Volta Region Branch) of the Association of Ghana Industries (AGI)*

# The Importance of Arabic Language as an Examinable Subject in Pre-Tertiary Education

By Abass Umar Mohammed

Arabic language has a long history in Ghana, because of its link to the religion of Islam and Muslim education. Islam was introduced into Ghana by Wangara (dyula) and Hausa traders who, through their trading activities had established Muslim settlements in the market. Subsequently, traditional Quranic schools developed in these towns train Muslim children to read the Quran, learn the rituals and understand the rudiments of reading and writing Arabic language. That, in fact, predated the Christian-based western-styled education that was introduced in early 18th century by the Europeans. With the advent of independence of 1957, educational institutions became secularized, thus, incorporating both Christian and Muslim subjects into formal educational curriculum. This

later created an opportunity for Muslim students in second cycle educational institutions to register and sit for Islamic and Arabic subjects at the 'O' and 'A' level examinations, thereby according them the formal or official status, as an examinable subjects. Though Arabic remained as part of the WAEC examination syllables at the secondary education level, it has never been officially introduced as a taught subject in our secondary education system in Ghana, when at the same time, it is taken seriously in other West African sister countries of Nigeria, Sierra Leone, and Gambia, a group that constitute West African Examination Council (WAEC). As a result, many Muslim students in Ghana continue to write GCE Arabic, as private candidates, through the May/June registration window. Interesting-



ly, because of the quality of our Makaranta education at the time, Arabic became one of the subjects for which Muslim students attained higher grades, both at the GCE Ordinary Level and Advanced Level.

The educational reforms of 1987 saw the introduction of Junior Secondary School (JSS) and Senior Secondary School (SSS) systems, in line with government efforts to make curricula at all levels more relevant to the economic needs of the country. It also sought to reduce the length of pre-university instruction, and to improve the quality of teacher preparation. Consequently, Islamic education suffered a setback, as Arabic, a major component of Muslim education, was eliminated from the syllabus, and therefore, debarring Muslim students from registering for Arabic subject for the WAS-SCE examinations. And it remains so till date. As part of the changes in the educational structure, the formal teaching of Arabic was incorporated into the syllabus of the public basic schools with the introduction of the Islamic Education Unit in 1987. The establishment of the unit did not only bring Arabic out of



A Student of Anisa Islamic Senior High school asking a question at a BPI event in Accra

the traditional Makaranta system to the main stream education, but it gave the language an official recognition in the educational system of Ghana. Furthermore, government's decision to put on its pay-roll locally-trained Muslim teachers (mallams) for their services in schools under the unit, helped, to some extent, in making Muslim education more efficient, effective, and well-organized. But the question is, to what extent is the teaching of Arabic ultimately meeting the religious, social, and economic needs of the Muslim community, when it remains only at the basic level? Do our pupils take the learning of Arabic seriously within the GES scheme of work at that level?

There have been some positive developments in the recent efforts to promote Arabic language and its use for academic and social purposes. Within a period of 5 years, more than four tertiary institutions have added Arabic programs to their curricular. Institutions such as University of Education, Winneba, University for Development Studies and Madina Institute of Science and Technology have established department or sections of Arabic language and literature. Islamic University College has also started upgrading its undergraduate Arabic program to offer graduate and post-graduate studies. Three other Universities are also under construction, one from the Chief Imams outfit, one for Al-Huda, and the third through the effort of the indefatigable medical doctor, Amin Bonsu, in addition to a couple of Arabic teacher training colleges that have

also started operation. I must also add that Al Durra Institute with the world-class facilities, has been established for teaching and learning of Arabic from beginners to advanced levels.

The relevance of Arabic as an examinable subject in pre-tertiary education cannot be over-emphasized. Aside its historical contributions to human civilization and education, and also as a tool through which human psyche and worldview are controlled through expression of faith, it is today an international language used for official deliberations and proceedings in organizations such as African Union (AU), Oil Producing & Exporting Countries (OPEC), United Nations (UN), Non- Aligned Movement (NAM), Confederation of African Football (CAF), and Federation of International Football Association (FIFA).

Moreover Arabic has numerous benefits for students at all levels of education in rela-

tion to their personal growth, knowledge and skills. Students with proficient skills in Arabic can function in various socio-economic environments and adequately understand cultural intricacies at the national/international levels. Arabic provides a student with added analytical skills for the appraisal of issues as well as facilitation of multicultural dialogue.

Also a professional with Arabic proficiency enjoys better chances and opportunities in various areas of his professional endeavors. He operates easily in the private sector such as hospitality industry (hotel trade, catering, tourism), export/import business, ICT, banking, insurance, international finance, media, marketing, interpretation/translation, construction industry, aviation, cross-cultural desks, consultancy, advocacy etc. A professional with Arabic proficiency also has opportunities in the Public Sector such as International Affairs, Foreign Service, Im-



*Some students of Ghana-Lebanon Islamic Senior High School at a BPI event with Dr Rabiatu Ammah Konney, a senior lecturer at the University of Ghana, Legon*



*Some students of Al-Basar Islamic Senior High School in Accra*

migration and Customs, security agencies, trade and industry, education, law, energy sector etc.

Apart from the numerous impacts of Arabic in an individual's educational and career development, it also inures to the total development of a nation. Studies and research in Arabic further widen the scope of research fields for Ghanaian scholars, thereby promoting knowledge and technology transfer, and improving living conditions and standards. A nation also gains economic benefits through international businesses with Arab economic giants and a means of attracting social interventions through activities of NGOs.

Arabic language serves as the custodian of moral and ethical values of its speakers, therefore it becomes a medium of social control and moral management. International ties and solidarities are formed through language affiliations and cultural identities, and Ghana stands to gain more from powerful economies of the Arab Gulf and the Middle East, by promoting Arabic language and its use.

Despite these envisaged benefits to an individual and the nation as a whole there are challenges that undermine its effective implementation. These challenges include Logistics/Infrastructure deficiency, inadequate professional teach-

ers, lack of unified curriculum and teaching and learning materials.

Linguistic Discrimination/Language Prestige also affects the introduction of the Arabic language as an examinable subject at the basic level of our education system.

Our positive attitudes impact positively on Arabic, just as our negative ones would impact negatively on it.

It must be noted that sectarian violence, triggered by doctrinal differences, as well as hooliganism and other social vices among our youths are phenomena that run counter to our efforts to make Arabic attractive to those who are always looking for a cause to associate the language to our attitudes and behaviors.

Furthermore, frequent changes in language policy by the government have the tendency to subject minority languages, like Arabic language to some institutional biases. It is worth noting that Arabic enjoys a unique position and status among a large section of the population, as it lies at the core of their daily spiritual and social interactions. Such policy changes must take people's sensibility into consideration.

*This paper is an excerpt of a paper the writer delivered at the National Muslim Strategic Conference organized by BPI*

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*Some students of Anisa Islamic Senior High School in Accra*



## Overview of Inclusive Education Policy In Ghana

*By Anthony Boateng*

The concept and practice of Inclusive Education in its simplest term is seen as an arrangement of providing the opportunity for children with special needs to be part of mainstream educational system. In Ghana the traditional approach has been to provide education to children with disabilities in special schools, thus, such children with disabilities is placed in special schools which are built around the medical model of segregation.

Currently, there are approximately 6,314 of such children with 3,614 being males and 2,700 being females in special basic schools and units throughout the country. These figures should clearly indicate to all of us that more ought to be done in our collective efforts at providing education for children with special needs in the country.

It is important to indicate that the impression is not being created that Inclusive Education (IE) as a concept and practice is being introduced for the first time in Ghana. Indeed, several schools in several districts in various parts of the country have been involved in the implementation of the concept and practice of IE. There is evidence to show that by 2011, 529 schools in 34 districts were implementing the concept and practice of IE in Ghana.

However, the implementation has been taking place in an atmosphere of fragmented and scattered directions, legislations and practices. Since June 2012 UNICEF has provided financial, logistical and technical support to 14 districts on the implementation of the concept and practice of IE in those districts on pilot basis. The Districts are, Lambussie Karni, Wa East, Wa West, Builsa North, Builsa South, Garu Tempone, Savelugu, Karaga, Kpandai, Komenda, Edina Eguafo, Abirem, Upper Denkyira West, Upper Manya krobo, Kwahu Afram Plains North and Kwahu Afram Plains South.

Three approaches have been adopted which are building capacities, screening and sensitization of the key stakeholders. This has led to the training of over 6500 teachers and school administrators in 998 basic schools. Over 80,000 school children in KG 1 to P3 have been screened and in appropriate cases referred for the necessary assistance and support.

Further, over 3400 key stakeholders have also been sen-



sitized. These include, Traditional authorities, Local political authorities, Parliamentarians through the Parliamentary Select Committee on Education, private educational providers, Labour Unions within the pre-tertiary education sector, parents, market women, Transport organizations and civil society organizations throughout the ten Regions of the country.

All the 14 pilot districts have been monitored on the status of implementation of IE using the Inclusive Education Monitoring Tool. We are satisfied with the progress made though we admit there is much more to be done.

UNICEF has further increased its pilot districts to 20 by adding six more districts. They are, Tolon, Upper West Akim, North Dayi, Kra-



chi East, Ga East and Asikuma Odoben Brakwa. We are indeed grateful to UNICEF for this support.

This policy is a framework that provides a more harmonised and strategic approach to planning, implementing and monitoring IE programmes and activities. The object of the policy is to redefine delivery and management of educational services to respond to the diverse needs of all learners. The policy further seeks to restructure cultures, attitudes and practices in schools and in the communities so that stakeholders can respond to the specific issues of children with special needs.

The Policy objectives are four, namely:

Adapting the systems and structures of the current educational system to respond to the needs of all children irrespective of their physical, emotional, psychological and environmental circumstances.

Building a friendly school environment that responds to the needs of all children

Developing and training a cadre of human resource that

are skilled enough to manage the system and ensuring sustainability of IE implementation.

What is significant is that this policy is complemented with a comprehensive costed Implementation Plan that defines the various processes and approaches towards ensuring effective and successful implementation of the concept and practice of IE.

In addition, a document on Standards and Guidelines which provides guidance to educational institutions and stakeholders in the provision of minimum standards and designs of facilities to promote IE in terms of physical infrastructure, learning equipment and materials as well as curriculum and pedagogy, has also been developed.

The Policy and its accompanying documents seek to create a school environment which is physically safe, emotionally secure and psychologically enabling for all children including those with special needs to fully participate in the educational process.

Probably it would be appropriate to indicate that the Policy has since earned an in-

ternational award. The Zero Project recognized Ghana's Inclusive Policy together with its comprehensive Implementation Plan and its monitoring tool as outstanding and exemplary. The award was conferred in February 2016 at the United Nations offices in Vienna, Austria.

The strategy for implementation, for the time being, is to identify children with mild/moderate cases and integrate them in the mainstream educational system while providing them with the required support and assistance. Those with profound/severe cases will continue to receive specialized attention in the Special Schools which will operate as Resource Centres for the mainstream schools.

We look forward to stakeholders playing their respective roles effectively by providing the required leadership by mobilising the relevant agencies of the communities to facilitate the provision of adequate and appropriate infrastructure and logistics to enable the educational system meet the required expectation for effective implementation of the Policy.

Let us be clear that there will be obstacles and difficulties along the road. These should not discourage us rather they should be regarded as challenges that with concerted efforts of all stakeholders, we can overcome.

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