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The BARAKA

A BPI ANNUAL DEVELOPMENT MAGAZINE

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A NOTE FROM THE BPI BOARD CHAIR MR. ALHASSAN ANDANI

Since February 2017 when the last issue of “The Baraka” was published, Baraka Policy Institute (BPI) has engaged in a lot of progressive activities for the benefit of Ghana. In line with our vision and mission, BPI engaged in research, advocacy, capacity building, interventionist conferences and workshops among others. During this period, we supported the Ministry of Health to launch a coherent national alcohol policy for Ghana; organized a well-attended National Stakeholder Conference for Civil Society on Government Suggestion to return mission schools to religious bodies of which we have presented the conference resolution to government; held a 3-day national stakeholder conference on educational achievement and mobility in poor Muslim communities in Ghana; held the 4th BPI Anniversary Lectures; embarked on a restructuring project with the Islamic Education Unit (IEU) for effective education delivery in schools under the unit; and engaged in our mandatory research activities among other scheduled BPI activities. This edition of “The Baraka” reports on all these and other national developmental issues which fall within the operational parameters of BPI. It is important to reiterate that BPI works to draw the attention of policy-makers to equity issues which relate to the total development of our country especially the concerns of the less-endowed and the vulnerable segments of our population.



However, we are aware that BPI alone cannot carry this huge national duty. And so we have been collaborating with relevant stakeholders in the efforts to reshape the fundamentals that will ensure sustainable development of our nation. That is why the BPI is open to meaningful and impactful collaborations that will inure to the benefit of the public and the nation as a whole.

On this note, I wish, on behalf of the BPI Board and Management to thank all stakeholders who have patronized and partnered the work of BPI since its inception in 2014. We are very much poised to continue the good work for mother Ghana. I also wish to express my profound gratitude to BPI President, Mr. Salem Kalmoni, the Executive Director, Mr. Haruna Zagoon-Sayeed, other Members of the Board and the Secretariat for all the sacrifices and ingenuity which have ensured that we live up to the BPI dream. Long live BPI, long live BPI partners and long live mother Ghana.

“It is important to reiterate that BPI works to draw the attention of policy-makers to equity issues which relate to the total development of our country especially the concerns of the less-endowed and the vulnerable segments of our population”



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MESSAGE FROM BPI PRESIDENT MR. SALEM KALMONI

In January 2014, The Baraka Policy Institute (BPI) started a journey to augment government effort in the promotion of social justice and equitable national development. The vision that underpins this journey is that BPI becomes a voice of social conscience for equitable national development. With this vision, we commenced a mission of striving for the general wellbeing of the citizenry especially the underprivileged and the vulnerable through advocacy for social justice, social policy analysis, and the conduct of research in relevant areas of national development. In view of this, the current focus of BPI is on education and substance abuse. Our core interest in education improvement focuses on access, quality, relevance and performance.



Over the past four years, BPI has been embarking on diverse projects within its operational focus. This is being done with the awareness 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. We believe in partnerships and collaborations that benefit the Ghanaian society, particularly the underprivileged and the vulnerable.

On this auspicious occasion of the 4th Anniversary of BPI, I would like to express my profound appreciation to 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 headed by Mr Alhassan Andani and our hardworking Secretariat headed by the Executive Director, Mr Haruna Zagoon-Sayeed for the great work being done for mother Ghana. I wish you all a happy 4rd Anniversary and may we continue to work hard for the betterment of our cherished nation, Ghana.

“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”

EDUCATION IN THE INNER CITY AND ZONGO COMMUNITIES IS PARAMOUNT TO MY MINISTRY - HON. ABUBAKAR SADDIQUE BONIFACE

The Minister for Inner Cities and Zongo Development Hon. Abubakar Saddique Boniface has stated that education in the inner city and Zongo communities is a priority to his Ministry. The Minister said education is the greatest tool for poverty alleviation as well as socio-economic development; and that several studies have established a strong link between educational mobility and alleviation of poverty. The Minister was speaking at a three-day national stakeholder conference on educational achievements and mobility in poor Muslim communities in Ghana organized by Baraka Policy Institute (BPI) a social Think Tank on education and wellbeing.

Hon Boniface who formally opened the conference said that he was glad to be part of the conference for three main reasons: firstly, for the good work of BPI and the role it is playing in improving education in deprived communities; secondly, the conference theme was relevant



Hon. Abubakar Saddique Boniface, Minister for Inner-city and Zongo Development delivering his speech at the conference

to the work of his ministry; and thirdly, issues to be discussed at the conference were very important to his ministry.

The minister also added that, he considered it a duty to associate himself with BPI and other

Think Tanks who are focused on education, because education is one of the key issues that need to be worked on at his ministry. He expressed his delight about the conference which he advised should not become a talk show but rather be geared towards

“ education is the greatest tool for poverty alleviation as well as socio-economic development: and that several studies have established a strong link between educational mobility and alleviation of poverty. ”



Some of the Participants at the conference



Madam Yvette Malcioln
delivering her speech

the development of workable strategic plan to enhance higher educational achievement and mobility in deprived Muslim communities. The minister passionately appealed and craved the indulgence of the participants of the conference, to involve themselves in the deliberations of conference in order to come out with realistic action plans which his ministry stands in readiness to support in its implementation in collaboration with other stakeholders including the Ministry of Education.

For her part, Madame Yvette Malcioln, an Education Specialist with USAID who represented the US Embassy, in her speech, touched on

the significance of improving literacy and numeracy among children and called on the Muslim community to put all their efforts towards improving children's ability to read and write. She mentioned that a top priority of the USAID is to work with the Government to improve teaching and learning in primary schools.

Sheikh Ishaak Nuamah, a leading Islamic Scholar in Ghana, an Educationist and a Board Member of BPI spoke on behalf of the BPI Board and indicated in his welcome address that, the conference was expected to come out with proposals to help improve Muslim Education in Ghana. One core function of BPI he stated, is to deal with educational access for the marginalized and deprived communities in the country. He mentioned that the Islamic Education Unit since its inception thirty years ago has been bedeviled with numerous problems which has affected the performance of public schools it supervises. He therefore urge the conference to deliberate on these challenges and come out with specific deliverables on the way forward.

The Executive Director of Baraka Policy Institute (BPI), Mr. Haruna Zagoon-Sayeed gave a general overview of the conference. He said that



Haruna Zagoon-Sayeed
(Executive Director of BPI)

three main issues were to be discussed by the conference: how to strengthen the Islamic Education Unit (IEU); how to improve the quality of Islamic



Dr Yunus Dumbe, Lecturer,
KNUST

Senior High Schools in Ghana; and how to increase access to tertiary education for students in



Sheikh Ishaak Nuamah
addressing the conference



Some of the Participants at the conference



Some of the Participants at the conference



Mr. Issaka Abdulai, Senior Lecturer, VVU

deprived Muslim communities. He encouraged all participants to get involved in order to get implementable and workable action plan at the end of the conference. He mentioned that, one way a country could alleviate poverty for its people is through the provision of education. He mentioned that findings from a research conducted by BPI showed that, very small percentage of Muslims pursue competitive courses.

Three keynotes addresses were delivered at the main conference. The first keynote was on strengthening the Islamic Education Unit for Positive Pre-Tertiary educational Outcomes for the Muslim communities in Ghana. It was delivered by Sheikh Armiyawo Shaibu, a former Regional Manager of

the IEU. Additionally, some interventions were made in relation to the key note address by Dr Yunus Dumba a lecturer at the Kwame Nkrumah University of Science and Technology and Mr. Abdulai Issaka a lecturer at Valley View University. Dr Yunus Dumba's intervention was on the issues, challenges and prospects of Islamic education in Ghana and Mr. Abdulai also delivered a short intervention on how to strengthen the governance structure of Islamic Education in Ghana. The second keynote address was on the topic: the Question of Quality and the Proliferation of Islamic SHS's in Ghana and it was delivered by Prof Imoro Braimah, the Provost of the College of Humanities, Kwame Nkrumah University of Science and Technology. And the



Professor Imoro Braimah, Provost Of College of Humanities, KNUST

third keynote address was on the topic: ensuring access to tertiary education for deprived Students in Muslim communities, delivered by Dr Gamel Nasser Adam, Vice President-Academic Affairs, Islamic University College and a board member of BPI.

At the end of the three days, the conference arrived at four key resolutions for implementation.

“ how to strengthen the Islamic Education Unit (IEU); how to improve the quality of Islamic Senior High Schools in Ghana; and how to increase access to tertiary education for students in deprived Muslim communities. ”

1. Restructure the Islamic Education Unit for effective educational impact in Pre-Tertiary Public Islamic Schools

- Restructure the current National Council of the Islamic Education Unit to include diverse expertise and representation of all identifiable national Muslim leadership in Ghana.
- In addition, the National Council should have the following four sub-technical committees:
- Technical or Educational committee – to be in charge of educational policies on Access, Quality, Relevance, and Performance.
- Fundraising Committee – For mobilization of resources and management of the fund to supplement government support to IEUs

annual budget for effective supervision and provision of facilities.

- Curriculum & Quality Assurance Committee – For curriculum review and development, quality assurance and training.
- Audit Assurance Committee – to ensure financial accountability and judicious use of resources.

2. Ensuring Quality Islamic Senior High Schools In Ghana

- Every Islamic Senior High School should have a clearly defined mission and vision statements with stated objectives towards attainment of the



Dr Gamel Nasser Adam

vision. These must be at the fingertips of every actor in the school and not just posted on the board.

- Ensure quality human resource exhibited in functional Board, Administrative and management staff.
- Create effective Guidance and Counseling units in Islamic SHSs to cater for the academic and pastoral needs of the students.
- Ensure a well planned effective supervision in schools to enable quality education.

3. Ensuring access to competitive tertiary programmes for students from poor Muslim communities

- The Islamic Education Unit Council in collaboration with BPI should put in place a committee to engage students at the JHS and SHS on course choices and its ramification.
- Headmasters of Islamic Schools should be engaged on performance contracts to boost performance in deprived Islamic schools.
- Identify role models in our communities to visit the students and talk to them in order to inspire and motivate them to aspire higher.

4. Taking advantage of the Government new 30% SHS admission Policy into elite Schools in Ghana

- Designate Model schools in each region and resource them for positive outcomes
- Set targets for the Headmasters/ Headmistress and as well as ensuring Monitoring, and Evaluation.



Sheikh Khidir Iddiris Adam, the first Vice President of the Islamic Education Unit National Council giving a submission at the conference.

- Organize annual vacation classes in basic Islamic schools to augment performance.
- Institute Speech and Prize giving day. This will enhance the commitment of students to learning.
- Establish community libraries and reading clinics for children in poor Muslim communities.

In all, 98 participants attended the conference. It included Educationists, Policy Analysts, Education Managers including all the ten Regional Managers of the Islamic Education Unit (IEU) and the General Manager as well as members of the Islamic Education Unit Council, Office of the National Chief Imam, Leaders of Muslim communities, Heads of Civil Society groups and NGOs providing



Sheikh Armiyawo Shaibu

educational services to deprived Muslim communities in the country, among many others. The conference was jointly sponsored by the US Embassy in Accra and BPI. The conference was chaired by Alhajji Seidu Salifu, a Former Deputy Executive Secretary of the National Council for Tertiary Education (NCTE).



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RETURNING MISSION SCHOOLS TO RELIGIOUS BODIES IN GHANA- MY CANDID OPINION

BY HARUNA ZAGOON-SAYEED



The recent announcement by the Minister of Education that the government is considering handing over mission schools to the religious bodies in the country has been received with mixed feelings. While some religious groups are hailing the idea, others, including some educational experts, have not been very much enthused about the whole concept of relegating fully the critical pre-tertiary educational management and supervision to the religious bodies. There is no point belabouring the fact that our religious bodies, especially the churches have played and still play a significant role in the enhancement of holistic education in the country. They have established schools, helped in moulding the character of Ghanaians with moral training in schools and partnered the government to provide quality education for Ghanaian children over the years. Today, most of the best schools in the country, especially at the second-cycle level, were first established by the religious missions and later taken over by the government.

Indeed, since these mission schools became government-assisted, there has been a partnership between the government and the religious bodies in the area of management, supervision and moral training. This productive

relationship between the government and the mission schools brought about the establishment of the religious educational units which were expected to operate within the ambit of the Ghana Education Service (GES) which is statutorily mandated with pre-tertiary education management and supervision in the country. There was a good relationship between the GES and the educational units in the area of management and supervision until the past decade when the relationship started deteriorating. The GES has clashed with the educational units in the area of control, especially the posting and transfer of teachers. Sometimes teachers are transferred from one mission school to another without the consent of the regional manager of the particular unit. This has created some tension between the GES and the educational units.

Moreover, the religious bodies have complained for a very

long time that the dose of religious education in our pre-tertiary education curriculum is inadequate and that there is the need to do more of the pastoral contents on the curriculum. For instance, during the 1987 educational reforms, the National Catholic Secretariat, in a letter to the GES/Ministry of Education, complained that the content of basic education did not have enough religious studies in it and that that deficiency would adversely affect the moral and spiritual training of the pupils. Educationists have always appreciated moral training as a necessary complement for acquiring excellence in education but have also insisted that teaching morals through extra-curricular activities is more effective than making moral education an academic activity.

In all these, I am of the candid opinion that there is the need to strengthen the already existing partnership between the GES and the religious bodies in the areas of management, supervision and moral training in our pre-tertiary schools as the 2016 election manifesto of the ruling New Patriotic Party (NPP) suggests. The manifesto states: "We will

" I like the way the manifesto places emphasis on partnership and the strengthening of that relationship between the government and the missions regarding the provision of holistic education. "



Students of Sakafia Senior High School in Kumasi

build an effective partnership with religious bodies, civic organisations and the private sector in the delivery of quality education. This partnership will also include the areas of management, supervision and the training of teachers in their units". Additionally, it states: "The NPP will strengthen the participation of Missions in the Mission-founded schools. We believe this will ensure the return of discipline and moral upbringing to our schools". I like the way the manifesto places emphasis on partnership and the strengthening of that relationship between the government and the missions regarding the provision of holistic education.

However, what is stated in the NPP 2016 election manifesto does not imply a wholesale return of mission schools to the religious bodies. I will go for strengthened and well-outlined complementary roles between the government through the GES and the religious bodies in the area of the provision of holistic education for Ghanaian children without tilting the absolute control of schools to the religious bodies. Article 25(1) of the 1992 Constitution makes it imperative for

the government to provide education for all Ghanaians and that responsibility cannot be delegated to civic society groups. Public mandated agencies in education such as the GES must be at the forefront of our educational pursuit as a country, while civic organizations such as the religious bodies come on board in supporting roles, not the other way round.

I am hundred percent in favour of the government giving the religious bodies adequate space in our educational

system to inculcate moral training, discipline and more importantly, the fear of God into our children, but I hold the strong conviction that this can be done without surrendering that constitutional responsibility to a third party. We should guard against any arrangement that will threaten our national cohesion, limit the already limited educational access to the under-privileged in our society and render the mandated institutions such as the GES ineffective. This will be a great disaster for our country.

"I am hundred percent in favour of the government giving the religious bodies adequate space in our educational system to inculcate moral training, discipline and more importantly, the fear of God into our children,"



Students of Presec Legon in Accra

*The writer is the Executive Director of the Baraka Policy Institute, a think tank on education and wellbeing.
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BPI COMMENDS FOOD AND DRUG AUTHORITY (FDA) ON ITS ENFORCEMENT OF GUIDELINES ON ALCOHOL ADVERTISEMENT ON TELEVISION AND RADIO

The Food and Drugs Authority (FDA) on January 9, 2018 issued a press statement reminding all radio and television stations in Ghana of the guidelines for the advertisement of alcohol in the electronic media. The FDA's Guidelines for the Advertisement of Foods (Section 3.2.6), enjoins radio and television advertisement on alcohol not be aired between 6 a.m. and 8 p.m. The statement also directed that all advertisement on alcohol should include a phrase to the effect that the advertisement had been approved by FDA. In support, BPI issued a statement commending the FDA for enforcing the law on alcohol advertisement and entreated all affected groups to put the interest of Ghana above all considerations in this regard. Below is the full statement issued by BPI on January 19, 2018:

The Baraka Policy Institute (BPI) wish to commend the Food and Drugs Authority (FDA) for their move to enforce the regulations contained in the FDA's guidelines for the Advertisements on Foods (Section 3.2.6) which requires adverts on alcoholic beverages on Radio and Television advertisements not to be aired between the hours of 6.00 am and 8.00 pm. Such a move is

long overdue considering the rate at which our television and radio stations have been flooded with advertisements on alcoholic drinks without



any recourse to contents and viewership restrictions. The effects on the harmful use of alcohol is far-reaching especially on teenagers whose brain development can easily be affected with the consumption of alcohol.

“ The FDA's directives has come at a time when our television and radio stations have been flooded with alcoholic adverts which are less sensitive to children who are legally not allowed to purchase nor drink alcohol ”

Sadly, the country has been faced with youth alcoholism, a situation which has prompted many concerns among individuals and sections of the public as well as stakeholders including the Parliament of Ghana. Indeed as the statement from the FDA indicated,

banning advertisement and Live Presenter Mention (LPM) of alcoholic beverages in the media before 8pm is not anything new, it is only an enforcement of the guidelines that are contained in the Public Health Act, 2012.

The directive is also in line with World Health Organization's policy which directs all countries to protect the vulnerable including children against the harmful use of alcohol. Indeed, in several jurisdictions in the world including the United States of America, South Africa, Kenya and many others, the sale and marketing of alcoholic beverages, particularly in the media has been tightly restricted and regulated.

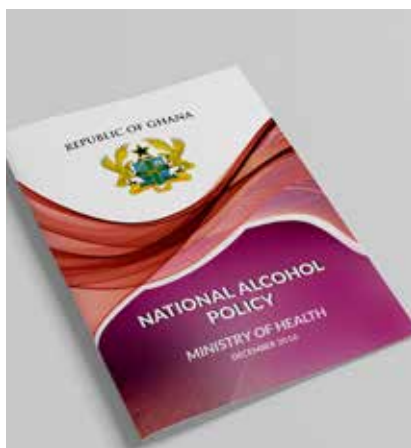
The FDA's directives has come at a time when our television and radio stations have been flooded with alcoholic adverts which are less sensitive to children who are legally not allowed to purchase nor drink alcohol (something

“ It is in view of this that we at BPI wish to encourage the FDA to enforce the law which aims at protecting the vulnerable, particularly, children from the harmful use of alcohol. ”

acknowledged by the alcohol beverage industry and actually do or expected to include in the advertisement message).

Therefore, it is rather ironical and unacceptable to mount any form of adverts on the media network which is attractive to the same group of people it ought to protect. We must all therefore agree to enforce regulations and guidelines that aim at protecting the vulnerable from being attracted to alcohol use through any form of alcoholic adverts.

We at BPI understand the economic impact this loose restrictions on the sale of alcohol might have on the alcohol and



View of the National Alcohol Policy Booklet

broadcasting industries, but the consideration of building a healthy children and youth for prosperous Ghana should supersede our individual economic interest. Indeed, we at BPI are not in favour of banning the sale of alcohol in Ghana, rather, we are very much interested in protecting our younger ones who are the future of our dear nation, Ghana.

It is in view of this that we at BPI wish to encourage the FDA

“We at BPI understand the economic impact this loose restrictions on the sale of alcohol might have on the alcohol and broadcasting industries, but the consideration of building a healthy children and youth for prosperous Ghana should supersede our individual economic interest.”

to enforce the law which aims at protecting the vulnerable, particularly, children from the harmful use of alcohol. We at BPI believe that this directive will protect children and other vulnerable groups and prevent them from being lured into alcoholism. As a nation, we need to protect the vulnerable particularly children against any act that can destroy their health and wellbeing. We believe in a society where there is compliance to social conscience and promotion of the health and wellbeing of its people. We therefore support any effort (s) that is geared towards ensuring that children and all people in the vulnerability brackets are protected from all social menace.

We would like to urge the FDA to ensure that the directive is

strictly obeyed by all media houses. We encourage the FDA to further explore other sustainable means that will aid compliance as well as courting multi-stakeholder understanding and support in making the enforcement of the directives effective. We also wish to entreat the FDA to ensure that advertisements messages on alcoholic beverages conform to acceptable standards including the message on its harm, age restrictions and without the use of celebrities.

We also wish to draw the attention of the public to the National Alcohol Policy (NAP) which was launched by the Minister of Health on March 17, 2017, which entreats key governmental agencies such as the FDA to implement key regulations that aims at controlling harmful effects of alcohol use.

Finally, we wish to appeal to all stakeholders particularly, the Alcohol industry, Ghana Independent Broadcasters Association, the Media Commission and Civil Society organizations to work in concerted manner to protect the vulnerable from the scorch dangers of alcoholism in the country.

Signed

HARUNA ZAGOON-SAYEED
(EXECUTIVE DIRECTOR)

Dated: 19th January, 2018

“Finally, we wish to appeal to all stakeholders particularly, the Alcohol industry, Ghana Independent Broadcasters Association, the Media Commission and Civil Society organizations to work in concerted manner to protect the vulnerable from the scorch dangers of alcoholism in the country.”

BPI SUPPORTS MINISTRY OF HEALTH TO LAUNCH A NATIONAL ALCOHOL POLICY

The harmful use of alcohol is a cause for great concern globally and nationally. Though alcohol use is part of the Ghanaian culture and society, the current trend of consumption and inadequate regulation of alcohol adverts in both the print and the electronic media is a source of worry. Yet the seriousness of this issue does not seem to register well with the general public hence not much has been done to regulate the sector. The informal sector, which produces alcoholic beverages with high percentage of ethyl alcohol, is also largely unregulated.

It was in the light of this, that the Baraka Policy Institute (BPI) supported the Ministry of Health (MOH) to launch the National Alcohol Policy to address



Hon. Kwaku Agyeman-Manu, MoH, launching the National Alcohol Policy

these serious issues. The Policy which was developed by the Ministry of Health (MOH) with support from the Baraka Policy Institute (BPI) and the World Health Organisation (WHO) was launched at the Ministry of Health on Friday, March 17, 2017 in Accra. The policy seeks to regulate the

production, distribution, marketing and consumption of alcohol in Ghana.

Giving an overview of the policy, the Chief Executive Officer (CEO) of the Mental Health Authority, Dr. Akwasi Osei, indicated that, there would be a National Alcohol Commission to oversee its implementation and also a special task force to do the implementation.

Launching the policy, the Minister of Health, Hon. Kwaku Agyeman-Manu, expressed the hope that the implementation of the policy would culminate in the drafting of legislation on alcohol use.

In his remarks, the chairman of the occasion, Mr. Alhassan Andani said that, the policy would go a long way to help reduce the harmful effects of alcohol on individuals and families. Mr. Andani who is the



View of the National Alcohol Policy Booklet



Some participants at the alcohol policy book launch



Mr. Alhassan Andani, Board Chairman of BPI

Board Chair of BPI stated that BPI is committed in ensuring that the National Alcohol Policy is backed by a Legislative Instrument (LI) which will ensure that the policy achieves its purpose.

The President of BPI, Mr.

Salem Kalmoni in his address stated that the realization of this policy would contribute to the protection of the future of the youth and the vulnerable in society. He also reiterated that, Baraka Policy Institute (BPI) would continue to support the Ministry to ensure the development and the adoption of the legislative instrument (LI).



Dr. Owen Law Kaluwa, Country director of WHO

The WHO Country Representative, Dr. Owen Laws Kaluwa, also commended Ghana for launching the

policy. He indicated that the policy would improve good health and the general well being of the citizenry. He also stated that Ghana is one of the few African countries which have not put in place legislation on alcohol use and, therefore, called on policy makers to expedite action on implementing the policy.

On her part, the Chief Executive Officer of the Food and Drugs Authority (FDA), Madam Delese Mimi Darko, indicated that it is part of their responsibility to assist the Ministry in achieving the Sustainable Development Goal 3 which is, ensuring healthy life and promoting wellbeing for all and of all ages. She



Madam Delese Mimi Darko, CEO of FDA

also pledged the FDA's readiness to help with the full implementation of the policy.

Baraka Policy Institute made available 400 copies of the policy to the Ministry for public distribution.

“Ghana is one of the few African countries which have not put in place legislation on alcohol use and, therefore, called on policy makers to expedite action on implementing the policy”

BPI HOLDS 3RD ANNIVERSARY LECTURES

Baraka Policy Institute (BPI) on Thursday, February 23, 2017 organised its third successive anniversary lectures at the Ghana Academy of Arts and Sciences. The lectures was under the theme: “In Quest of Life Opportunities for All-The key Issues”.

Speaking on the topic: “Ensuring Inclusive and Equitable Quality Tertiary Education in Ghana: The key Issues”, a former Vice Chancellor of the University of Professional Studies, Professor Joshua Alabi proposed to the government to merge the smaller public universities to boost their global visibility and reduce the cost of university education. He went on further to say that quality education and quality staff were key to



Prof. Joshua Alabi delivering his lecture at the event

developing tertiary education and, therefore, when smaller universities were merged, it would enable them to engage more qualified lecturers to produce quality students. Expressing great concern for the education of the vulnerable, Prof. Alabi said access to tertiary education is the right

of everyone, and appealed to universities to review their entry requirements in order to admit more students from less-endowed senior high schools. He said the learning process and the content of learning in tertiary education should change to produce quality students who could compete with students from the developed world.

Giving his submission on the topic: “Developing Inner Cities In Ghana: the Vision and the Realities”, Dr. K. Ohene Sarfo who represented the Minister of Inner City and Zongo Development explained that various programmes had been outlined to develop the inner cities and Zongo communities in Ghana. He however stated that there would be various discussions and consultations with the



Participants of the BPI 3rd anniversary lectures



Some of the participants of the BPI 3rd anniversary lectures

leaders of these communities in order to provide them with their critical and immediate needs especially relating to education since education is a key factor for development.

In his welcome address, the Executive Director of BPI, Mr. Haruna Zagoon-Sayeed,



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

said most students who were able to enter tertiary institutions were those who went to well-endowed schools, while students from the less-endowed schools were usually left behind. He underscored the need for people in Zongo communities, rural areas and deprived communities to be given equal opportunities

as those in urban and well-developed communities.



*Mr. Alhassan Andani, Board
Chairman of BPI*

In his remarks, the chairman of the occasion, Mr. Alhassan Andani, who is also the Board Chairman of BPI stated that, BPI seeks to ensure equity within the context of Ghana's development through education. He mentioned that, education and wellbeing holds the key to socio-economic development of the nation. Adding that his outfit had outlined programmes that were focused on the education of the deprived especially the vulnerable and the general wellbeing of the citizenry. This Public lecture brought

together over 500 participants from various agencies in education including Ghana Education Service (GES), University Teachers Association of Ghana (UTAG), Vice-Chancellors and Presidents of Tertiary Institutions, international missions in Ghana, Ghana National Association of Teachers (GNAT), West African Examination Council (WAEC), Traditional/Community leaders, Heads of Departments of various Tertiary Institutions, Lecturers, Religious leaders, Head teachers, Civil Society groups, Student bodies among others.



*Dr. K. Ohene Sarfo
delivering his lecture at the
anniversary*

MUSLIMS CALL FOR A STRENGTHENED PARTNERSHIP IN THE MANAGEMENT OF GOVERNMENT-ASSISTED MISSION SCHOOLS

The Hon. Minister of Education recently announced (as reported by the Daily Graphic on May 17, 2017) government consideration of returning mission schools to the religious bodies who founded them. The announcement was greeted with mixed feelings with several stakeholders opposing the idea

Jamma, Muslim Chiefs & Opinion Leaders, Federation of Muslim Women Association of Ghana, Ghana Muslim Students Association, Coalition of Muslims Organisation in Ghana, Federation of Muslims Council, Ghana Society for Islamic Education & Reformation, Muslim Caucus in Parliament, Ghana

Ghana Education Service and Sheikh Armiyawo Shaibu, former Greater Accra Regional Manager of Islamic Education Unit. Participants deliberated intensively on the subject matter and finally came out with a communique:

Below is the full communique;



Some participants at the conference

and vehemently criticizing it.

The Baraka Policy Institute, being a Think tank in education decided to organize a national stakeholder consultative conference on the matter for the Muslim Community which can be affected by such government decision.

The conference brought together various key stakeholders across the country. Among them includes; Islamic Education Unit, Federation of Islamic Senior High Schools, Office of National Chief Imam, Office of Ahlul Sunna Wal

Muslim Mission, Office of the Shia Imam, and many others as well as some Education Experts. The conference which was under the theme, "The Government Suggestion to Return Schools to Religious Bodies Implication for Muslim Education in Ghana", was chaired by Dr Gamel Nasser Adam, BPI board member and Senior Lecturer, University of Ghana, Legon.

Keynote addresses were delivered by education experts; Alhaji Rahim Gbadamosi, former Director-General of



Alhaji Rahim Gbadamosi, delivering his address during the conference



Some of the Participants at the conference

COMMUNIQUE ISSUED BY THE NATIONAL MUSLIM STAKEHOLDER CONSULTATIVE CONFERENCE ON GOVERNMENT SUGGESTION TO RETURN THE MANAGEMENT AND SUPERVISION OF MISSION SCHOOLS TO RELIGIOUS BODIES We Representatives of a cross-section of Muslim organizations drawn from all over the country met in Accra on 10th June, 2017 to deliberate on Government's suggestion to return mission schools to religious bodies.

Papers were presented by renowned experts in the field of education management, especially its history and how it relates to the subject matter under discussion. Presentations and interventions were also made by prominent educationists and other stakeholders in this field. After an exhaustive discussion of the matter, the Conference,

RECALLING that the Republic of Ghana has been a secular and religiously pluralistic country since its creation;

AFFIRMING the vital need

for religious harmony in our country which has received worldwide acclaim as a model of religious tolerance;

RECOGNISING that religious bodies have played a complementary role in Ghana's educational system;

AWARE that following the enactment of the Education Act of 1961 the Republic of Ghana brought all educational institutions under the control and authority of the Ghana Education Service;

AWARE that past and current arrangements between Government and Religious Bodies grant substantial autonomy to these bodies in the management and supervision of mission schools;

CONCERNED that the complementary role religious bodies play in Ghana's educational system should promote national cohesion and unity;

RECALLING a recent suggestion by the Honourable Minister of Education carried in the Daily Graphic of May 17, 2017 to return the supervision and management of mission



Dr. Gamel Nasser Adam, the chairman of the conference

schools to the missions, arrived at the following positions:

1. We have taken note of the argument in favour of the return of mission schools to religious bodies, especially with regard to what is seen as a deterioration in the moral fabric of society, especially among Ghanaian youth. The argument that a solution to this problem is for mission schools to be returned to religious bodies is misplaced. Tackling the problem of moral decadence has to take into account not necessarily our educational institutions, but other probably more important agencies of socialization and acculturation such as the family, the media, especially television, some internet platforms, society at large, and even religious bodies. Each of these has contributed to the present state of affairs, and there is the need for a holistic approach to the problem.
2. The immediate post-independence political leadership in Ghana had good reason for placing mission schools under the direction of the state.

Our national development goals as well as global challenges require that our educational system should create intellectually and spiritually well-balanced individuals with the requisite skills, knowledge, aptitude and values for both self-actualization and for national development. National development goals in the context of global challenges do not necessarily coincide with the agenda of religious bodies.

3. State control over the education system has over the years ensured a common national purpose, taking into account our cultural, religious and ethnic diversity. This has largely accounted for the enduring national cohesion that Ghana has enjoyed over the decades. It has created and sustained the relevant antibodies that have warded off the familiar cancerous bigotry and ensured national unity in an otherwise turbulent sub region.
4. It is important to point out that in the decades that government has been in charge of our schools, including the mission

schools, national resources have been pumped into the development of these schools irrespective of their religious orientations, alumni of various religious persuasions have also made considerable financial and other contributions towards the development of these schools including the mission schools. Wherein lies the justice or wisdom in disregarding all these healthy developments that inure so positively to national unity and cohesion?

5. We appreciate the role that religious bodies have played over the years in providing education to the Ghanaian citizenry. We equally recognize the fact that the present status quo of government control over mission schools is the right formula for our complex religious and ethnic chemistry. We should not proffer solutions where there are no problems.
6. In light of the above, it is our considered position that the suggestion or demand to return mission schools to religious bodies

is completely misplaced and untenable.

7. The Government should as a matter of urgency commence public consultations and discussions on the current partnership arrangements between the Government and Religious Bodies on the involvement of religious bodies in the management and supervision of mission schools with the view to streamlining or reviewing the current arrangements.
8. Finally, it is also our considered position that any review of the current partnership arrangements should respect and safeguard the religious rights (including the rights to religious and cultural identity) of all Ghanaian citizens regardless of religious persuasion, and in particular, should consider the introduction and implementation of targeted interventions to address the peculiar needs of historically marginalized or deprived mission schools.



Mr. Salem Kalmoni, delivering his address at the conference



Sheikh Armiyawo Shaibu, delivering one of the keynote addresses at the conference



Mr. Haruna Zagoon-Sayeed, making his remarks at the conference

BPI ORGANISES ITS 4TH ANNIVERSARY LECTURES

The Baraka Policy Institute (BPI) on Tuesday 20th February, 2018 organised its 4th Anniversary lecture at the Ghana Academy of Arts and Sciences. The lecture organised was under the theme: “Developing Hands-on Skills for Rapid National Economic Growth: The Role of Technical and Vocational Education in Ghana”

The relevance of technical/vocational education has dominated recent educational discourse; and it has been identified as the game changer in transforming a traditional economy to a skill-based productive economy which is able to expand to employ its growing population or at least, make them employable.

It was against this background that the Baraka Policy Institute (BPI) chose this theme for this year's lecture so as to intensify public discourse on the matter. The lecture sought to raise the need to identify the specific skills required, the institutions that can provide them and the deficits that need to be

revamped as far as technical/vocational education in Ghana is concerned.

Two lectures were delivered on the following topics;

1. **“The Role of Practical Technical/Vocational Skills in Ghana's Industrialization Drive” delivered by Mr, Salah Kweku Kalmoni, The Director of Lakeside Estate.**
2. **“Manpowering Ghana's Accelerated Development in the Technologically-Driven information & Knowledge Age: The Case for Technology-Compliant Engineering, Technical and Vocational Education”, delivered by Professor Clement Dzidonu, the President of Accra Institute of Technology (AIT).**

The lecture was chaired by Mr. Alhassan Andani, Board Chairman of BPI. In his opening remarks, the Board Chairman of BPI, Mr. Alhassan Andani who is also the



Mr. Alhassan Andani, Board Chairman of BPI

Managing Director of Stanbic Bank Ghana, acknowledged BPI and its team for bringing up the theme and also inviting the right caliber of people to lead the discussion on the theme.

He said that our current educational system is structured to produce more people who control and less people who can create wealth. He therefore urged the country to restructure the educational system in order to produce more of the technical people who can create and produce rather than control. “Many Ghanaians



Participants at the event



know economics and can explain all the variables that affect the economy but lack the ability and skills to influence any of the variables”, he added.



Mr. Salah Kwaku Kalmoni,
Director of Lakeside Estates

He further added that the topics to be discussed would bring about policy awareness, student level awareness and also awareness on the type of education to pursue and also ensure the developing of people with practical hand-on education in order to avoid

“ Many Ghanaians know economics and can explain all the variables that affect the economy but lack the ability and skills to influence any of the variables ”

training people to become professional talkers.

The Executive Director of BPI, Mr. Haruna Zagoon-Sayed in his short speech welcomed all distinguished guests and also thanked them for coming. He gave a brief account of what Baraka Policy Institute (BPI) stands for and also how it had consistently been effective in its activities over the past four years.

The first speaker of the day was the Director of Lakeside Estate, Mr. Salah Kweku Kalmoni who spoke on the topic, “The Role of Practical Technical/ Vocational Skills in Ghana’s Industrialization Drive”. He said that, the construction industry is one of the most important industry in Ghana, it plays a critical role by providing facilities required for other sectors of the economy to thrive on. It is also one of the biggest sector for employment. He explained that, Ghana’s construction sector had a growth rate of 30.6 % which accounted for 14.8 % of Ghana’s Gross Domestic Product. Unfortunately, the construction industry according to him lack qualified professionals which have resulted in the collapse of many buildings and fire out breaks in the country. “A lot of people have the perception that being in the academia is more prestigious

than being a technician”, he added. On the way forward, he mentioned that technical and vocational institutions must sign an agreement with industries for mentorship to boost competence and employability after school. He also urged Government to equip and subsidise TVET education to encourage the youth especially those from deprived communities to take up certified artisanship. Again, the industry must place high value on hand-on skills and pay appropriately in order to attract the youth.



Professor Clement Dzidonu,
President of AIT

The second speaker for the anniversary lecture was Professor Clement Dzidonu, the President of Accra Institute of Technology (AIT) who spoke on the topic, “Manpowering Ghana’s Accelerated Development in the Technologically-Driven Information & Knowledge Age: The Case for Technology-Compliant Engineering, Technical and Vocational Education”. In his presentation, he stated that, Ghana is still facing human resource challenge in technical and managerial

skills as well as professional expertise in key areas required for developing a modern economy in the knowledge and technological age. According to Professor Dzidonu, the 2010 Ghana Population and Housing Census data records that; only about 10% of the economically active population are professional and technical people which is something the country should be worried about. He indicated that, there was also a mismatch between skills produced by the training institutions and what was required in modern technologically driven industries. He also said that the relevance of technologies for supporting education and training at all levels of the educational system including ET-VET has acquired new dimensions and greater urgency in many countries including Ghana. He pleaded with the government to scrape off the “out-of-date traditional technologically timid TVET programmes and totally redesign new modern ones which will be industry-relevant and technology compliant.

A renowned educationist and



Mr. Anis Haffer making a contribution at the event.

the Director of Gifted and Talented Education (GATE) Institute, Mr. Anis Haffar who was the Guest of Honour was of the view that the attention paid to “academics” at the detriment of technical and vocational education over the years only resulted in the country lagging behind in development. Mr. Anis Haffar, also a member of GES council, called for an overhaul in the entire educational structure



Mr. Sammy Amegayibor, Executive Secretary of GREDA

to reflect modern trends of educational curricula that impacts directly on economic growth.

During the open forum Mr. Sammy Amegayibor, Executive Secretary of GREDA mentioned the need to get well trained and skilful people with technical and vocational professional background. He also bemoaned how lack of skilled people for the right jobs has brought about the artificial unemployment in the country. He said jobs are available but the needed skills to take up such jobs are not available. Also Sheikh Armiyawo Shaibu, a former regional manager of Islamic Education Unit (IEU) mentioned the need to address the gap between the academia

and industry by focusing on skills that are required by the industry to be ran by the academic institutions. He also spoke on the need to address certain mind set of parents who would not encourage their children to learn certain artisan work like carpentry, plumbing, etc.

The public lecture brought together over 400 participants from various sectors including the academia, industry, students, government institutions and the general public. Representatives of various government institutions such as Ghana Education Services (GES), National Vocational Technical Institute (NVTI), Heads of Technical and Vocational Institutes, COTVET, NAPBTEX and among others were also present. The lecture had a well-deserved coverage on pre and post lecture period.

In his closing remarks, the Chairman sent his deepest appreciation to the President of BPI Mr. Salem Kalmoni who couldn't make it to the program because he was out of the country. He added that Mr Salem has donated not just his resources but also his intellectual capabilities, time and networks to the cause of national development. He also thanked the resource persons and commended them for their presentations as well as the audience for their participation.

Again, he congratulated the BPI secretariat headed by the Executive Director for the good planning and execution of the annual lectures.

“the industry must place high value on hand-on skills and pay appropriately in order to attract the youth.”



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MANPOWERING GHANA'S ACCELERATED DEVELOPMENT IN THE TECHNOLOGICALLY-DRIVEN INFORMATION & KNOWLEDGE AGE: THE CASE FOR TECHNOLOGY-COMPLIANT ENGINEERING, TECHNICAL AND VOCATIONAL EDUCATION

(A lecture delivered at the 4th BPI Anniversary Lectures on 20th February, 2018 at the Ghana Academy of Arts and Sciences, Accra)



By Professor Clement K. Dzidonu President, Accra Institute of Technology (AIT) www.ait.edu.gh

Manpowering Ghana's Accelerated Development in the Technologically-Driven Information & Knowledge Age: The Case for Technology-Compliant Engineering, Technical and Vocational Education. You may be thinking, rightly off course that since my topic alludes to technology-compliance, I may be doing a PowerPoint presentation - illustrating my points with pictures, diagrams and tables. But I have decided to do it the old fashion way without these modern technologies and presentation aids. I hope I do manage to get my main points across.

It is of interest to note that: over the years, a number of Government socio-economic development policies and plans starting from the Development Plans of the 1950's, 1960s and the 1970s, and then the Vision 2020, and the various Ghana Poverty Reduction Strategies and the Consolidated Programme of Economic and Social Development of various governments, as well as the Ghana ICT for Accelerated Development (ICT4D), the

Ghana Science and Technology Policy and other sector specific policies and plans all recognized that: the development of human resources is the key to developing and transforming Ghana economy.

Specifically, the ICT4AD Policy established the important and critical role that accelerated human resource development and deployment can play in transforming Ghana's predominantly subsistence agriculture-based economy into an information and knowledge based economy and society.

Despite all these policy interventions over the years, Ghana is still facing human resource challenge in technical and managerial skills as well as professional expertise in key areas required for developing a modern economy in the knowledge and technological age. Based on the Ghana Population and Housing Census data; only around **10%** of the economically active population are professional and technical people. It is apparent that, considerable resources and efforts will need to be invested

into accelerating the development of the country's human resource capacity towards the realization of the nation's developmental aspirations in the emerging information and knowledge age.

It is acknowledged that the extent to which any nation can benefit from the advances and the opportunities of the emerging information age will depend on how that country is capable of developing and harnessing its human resources to initiate, support and maintain its socio-economic development towards an information and knowledge economy.

For Ghana, the availability of a diverse pool of: critical engineering, technical and managerial skills will be crucial

“Ghana is still facing human resource challenge in technical and managerial skills as well as professional expertise in key areas required for developing a modern economy in the knowledge and technological age.”



for meeting the human resources needs of the key sectors of the economy as a step towards achieving the nation's economic and social development goals. The key role that human resource development institutions including those focusing on engineering, technical and vocational education and training (ET-VET) cannot be underestimated.

Let me briefly touch of 3 basic premises to anchor the key points I want to put forward in my lecture this afternoon:

Premise 1: Knowledge Workforce is a Key Determinant of Economic Development in the Information and Knowledge Age

It is without doubt that in today's information and knowledge age, a nation's development depends very much on the extent to which it can develop and deploy its knowledge workforce. In both the developed and developing economies, it is not possible to embark on and sustain rapid economic development and growth without a rich pool of knowledge workforce

Premise 2: Education and Training is Key to the Development of the Knowledge Work Force Needed for Driving Economic Development in the Emerging Information and Technological Age

The contention is that: education and training are key avenues for developing the needed knowledge workforce to drive developmental efforts in a number of developed and developing nations. For example, lessons from a number of the newly emergent economies like those of South Korea, Malaysia, Singapore and as well those of India, Brazil and recently China, points to the fact that these countries strategically invested in and developed their educational system to generate the requisite and critical skills, human capital and expertise, as well as the needed innovation systems and products to drive and fuel the development of their economies to transform them into high-income information and knowledge economy and society.

Also referring the case of the fully developed nations whose development witnessed no less massive investment into the development of their institutions of education and still see their future development and their potential to maintain their global competitive advantage dependent on abundant critical skilled and knowledge workforce.

Specifically on technical and vocational education and

training, ET-VET is no doubt a major source of middle level technical and vocational manpower for the economies of most countries in developed and the developing world. Evidence points to the fact that a number of countries in recent years have witnessed major reforms and investments in their ET-VET sector. It is evident that ET-VET manpower – including professional, technical and managerial skills can contribute to economic development in terms of: facilitating the rapid industrialization of the economy.

Premise 3: Technology-Compliant Engineering, Technical and Vocational Skills are Critical for Manpowering Modern Industries in the Emerging Information and Technological Age

The relevance of technologies for supporting education and training at all levels of the educational system including ET-VET has acquired new dimensions and greater urgency in a number of countries including Ghana. The use of these educational technologies to support teaching and learning and the educational delivery processes and systems is fundamentally changing the educational delivery at all levels of the educational system

“considerable resources and efforts will need to be invested into accelerating the development of the country's human resource capacity towards the realization of the nation's developmental aspirations in the emerging information and knowledge age.”



including ET-VET in a number of countries.

For example, the unprecedented rapid growth in information and communication technologies (ICTs) are revolutionizing the way we live, work and learn. These technologies are transforming education delivery and impacting on all aspects of educational provision and delivery and transforming the way education is delivered and accessed at all levels including those relating to the ET-VET sector.

In fact, it can be argued that the *interplay between technology and education* delivery in the information age, encompasses various issues relating to teaching, learning and training; as well as issues relating to the various technological offerings and systems; educational and technological standards; appropriate delivery and organizational structures and institutions; and regulatory issues. The interplay between these issues and systems are important considerations that need to be taken into account in examining the changing landscape of education provision and delivery in the technological age.

Modern industries are technology-driven in terms of their production processes, operations, and administrative functions and as such do insist of engaging technology-compliant skilled labour force. Therefore, the premise is that: in order to meet the skill requirements of modern industry and commerce, there is the need for educational and training institutions including the ET-VET institutions to endeavour to produce technology-compliant skilled manpower by integrating technologies into their educational and training programs.

Let me dwell some more on the issues relating to the changing landscape of skill requirements of industry and commerce in the technological age.

There is now a consensus that, rapid technological advancement is influencing the activities of modern industries (agriculture, construction, manufactory, and services) as well as the types of products and services these industries are producing. Evidence shows that there is increasingly a mismatch between the skills being produced by the second-cycle educational and training institutions on one hand and the skills requirements of these technology-driven modern

industries including the modern agricultural sector.

For instance, there are a number of examples in the construction, electrical & electronics and the auto industries that shows that traditional artisans coming out of the apprenticeship as well as the traditional TVET system do not possess the needed technologically-compliant skills to effectively work in these modern technology-driven industries or have the requisite competences to design, develop, construct, install, repair or maintain modern systems, facilities and products of these industries.

In Ghana for example, the bulk of our auto-mechanics cannot effectively diagnose, trouble-shoot, fix/repair or maintain the majority of the modern electronics-based cars on our roads. Our artisans in the construction industry (carpenters, masons, plumbers, electricians etc.), who are products of the traditional apprenticeship and the TVET system are not familiar with modern technology-based construction machinery, equipment, techniques, design and building methods. Other examples can be found in the agricultural sector where graduates of the traditional TVET institutions are not familiar with the modern agricultural technologies and ICTs now being deployed to facilitate agriculture production, packaging and distribution.

There are also cases in the textile industry where graduates of the traditional TVET institutions are not well grounded in the use and application of the various technologies and systems now being deployed to support for example, the design, illustration, and the actual production of fabrics, and other textile products and services.

We can also speak of the hospitality

and catering industry where ICTs have been extensively deployed to support key operations and functions. One should expect that TVET graduates targeting seeking employments in these sectors should have relevant technology-compliant skills that will make them effective in this working environment.

It is clear that there is the need to bridge the widening gap between the type of modern TVET skills and expertise required by modern technology-driven industrial set-ups and operations and what are being currently produced through the education and training systems of the traditional ET-VET institutions. In effect there is that need to train and produce technology-compliant industry based competency skills to meet the demands of the job market of modern industry including those of: building & construction; automobile, electrical & renewable energy, agriculture, manufacturing, among others.

On the issue of graduate employability, it is also worth noting that the development and the exploitation of technologies to support education and training delivery and the production of graduates to compete for jobs in the emerging information and technological age do have some bearings on the issue of graduate employability and its relation to the job market.

The relevance of considering the role of technology in examining the issue of graduate employability and the job market also relates to the need to ensure that training and educational institutions do produce employable graduates for the future job market and by so doing avoid graduating students for yesterday's non-existent jobs.

Today's continually changing world of work and the job market

partly due to rapid advances in technology coupled with the changing nature of the industrial landscape is challenging to new graduates including those of TVET programs partly because of the labour market requirements for technology-compliant employable skills and expertise. The much publicized phenomenon of high level of graduate unemployment in most countries including Ghana can to some extent be attributed to the unemployability of some of these graduates including those with ET-VET qualifications due to the mismatch between their skill and the job vacancies.

Conclusion

It can be argued that the traditional approach to teaching and training in most of our TVET institutions has on the whole failed to adequately prepare their graduates to fit into and fully participate in what is increasingly becoming a technology-driven job market and industry powered by ever changing technological advances and innovations.

The case for technology-compliant engineering, technical and vocational education and training, goes beyond just modernizing the curriculum of some of the ET-VET programs on offer. It will require taking bold and courageous steps to: (i) scrap some of the out-of-date traditional technologically-timid ET-VET programs; (ii) totally redesigning some of these academic programs, and (iii) introducing new modern and industry-relevant technology-compliant programs suited for the modern and competitive job-market and economy.

The application of technological innovation in education and training and the need for TVET graduates to compete in a technology-dominated labour market necessitated the need

for integrating technologies in teaching and learning of ET-VET programs at all levels. This integration can be done at 3 levels:

Technology as curriculum: This is to ensure that students on all ET-VET programs do not only have basic computing and computer literacy skills but also acquire occupation-specific technology skills that will enable them to apply the use of computers and other associated technologies and system within their subject and work-specific domain. For example in engineering training, skills in the area of CNC equipment, Artificial Intelligence, CAD/CAM, and how to operate digital control system equipment etc. will be useful

Technology as delivery mechanism: this will ensure that technologies are deployed and integrated into the delivery of instructions, laboratory work, workshops and other teaching and learning delivery situations and avenues.

Technology as a complement to instruction: This will involve the use of various educational and learning support technologies to facilitate and complement instructional delivery. Some examples include the use of simulators, virtual labs, animations etc. to support teaching, laboratory and workshop training in fields like engineering, construction, manufacturing, hospitality etc.

The case has been made for technology-compliant engineering, technical and vocational education in Ghana. There is no doubt that the relevancy of ET-VET skills to accelerating national development in the emerging technological and information age will to a large extent depend on the technology-compliance of these skills and expertise.

THE ROLE OF PRACTICAL TECHNICAL/VOCATIONAL SKILLS IN GHANA'S INDUSTRIALIZATION DRIVE

(A lecture delivered at the 4th BPI Anniversary Lectures on 20th February, 2018 at the Ghana Academy of Arts and Sciences, Accra)

By Mr. Salah Kweku Kalmoni, Director, Lakeside Estate



This lecture focuses on the construction industry where I work; and I will share with you the relevance of the construction/real estate industry for rapid economic development; and what constitute technical and vocational skills in the construction sector. I will also look at the requisite skills needed by the construction industry today; and share with you the challenges facing the production of technical/ vocational skills for the industry and how Ghana as a country can surmount such challenges. I will then give my recommendation on the way forward.

The relevance of the construction industry to the development of Ghana

The construction industry around the globe holds the key to



the socio-economic development of nations. The World Economic Forum states in a report titled: "Shaping the Future of Construction: A Breakthrough in Mind-set and Technology" that:

"The construction industry serves almost all other industries, as all economic value creation occurs within or by means of buildings or other "constructed assets". As an industry, moreover, it accounts for 6% of global GDP. It is also the largest global consumer of raw materials..." (World Economic Forum, 2016)

In Ghana, the construction industry plays a critical role. The industry provides facilities required for other sectors of the economy to thrive on. For example, in 2015, Ghana's construction sector had a growth rate of 30.6 % and it accounted for 14.8 % of Ghana's Gross Domestic Product (THE REPORT Ghana, 2017). We all know the strong and significant relationship between infrastructure and growth, and this has been supported by several studies and experiences over years both in Ghana and in the world at large. Such studies have found that infrastructure has a substantial effect on total productivity. The construction or real estate which is the engine for infrastructure is therefore

considered an economic backbone and major contributor to the Gross Domestic Product (GDP) of Ghana.

In terms of employment, the construction industry is the largest employer in the country. Professions such as Masons, Carpenters, Steel bender, Painters, Masons, Engineers and Technicians etc are all in real estate basket of employment. It harbours numerous formal and large informal workers. The construction industry also harbours other sectors of the economy. For example, when auto industry need warehouse, it will be provided by the real estate. If Government want a building, or housing, a tower or a school

"The construction industry serves almost all other industries, as all economic value creation occurs within or by means of buildings or other "constructed assets". As an industry, moreover, it accounts for 6% of global GDP. It is also the largest global consumer of raw materials..."

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need an infrastructure etc. If Nestle Ghana or any company want a building, warehouse, factories, etc, they need to engage the service of construction consultant in any sort. Available employment statistics indicates that by 2015 the construction sector of Ghana's economy had employed about 320,000 people (THE REPORT Ghana, 2017). Indeed every development for any country must start with real estate and must start with construction. And all these have its background from the technical and vocational skills. So, it is very safe to assert that the construction industry is one of the most important sectors which can provide employment and it ought to be the driver of Ghana's industrialisation pursuit.

Technical/vocational skills needs of the construction sector:

In the construction sector, including the real estate segment, the technical/vocational skills in demand are masons, carpenters including rough work carpenters and finishing carpenters, steel benders, electricians, plumbers, technicians, and welders etc. I must state that these hand-on skills are now becoming more specialized. For example, if you take real estate, we now have sub-specializations such as roads, drainage, air-condition technician, aluminium technician etc. Again, when we are talking about technical

and vocational training, it is not when one has a one (1) year informal training and takes a sort of certificate from NVTI in masonry for example. We are rather talking about those who go to technical institutes like Accra Technical Institute, Takoradi Technical institute etc, to go and study for two (2) to three (3) years to acquire NVTI I, II, III and intermediate and advance studies with the opportunity to continue at the polytechnics, now technical universities to become professionals.

“ Private companies in the construction/real estate sector must open doors to students for internship and practical training. This is our first point of call to help our country to create jobs for the youth. ”

Technical/vocational training with com'pany mentorship:

There is a saying that “If you want to be the best, you follow the best” and I always give the example of Germany. Germany has the best Technical and Vocational training system in the world where they merge the technical institute training with mentorship with a company. So before you are accepted at the technical institute you must sign a mentorship program with a company. In that case the person

is 90% guaranteed the job if he/she graduates from school. So everybody have 90% of employment rate unlike Ghana where you probably have 90% rate of unemployment of our academically-trained graduates. The system is such that, the company you sign mentorship contract with also makes inputs into what you study in school. So right from the start, you study what is relevant to industry. It is like “If you want to work with me, you must study what I want” and so there is that immediate feedback between the technical institute and the company. This way of training our artisans can be replicated in Ghana. The institute must work hand-in-hand with the industry and if one must be accepted into any of our public technical institute training institutes, the requirement should be that he/she must have a mentorship programme agreement with a company in the field. And this is where the private sector must come in. Private companies in the construction/real estate sector must open doors to students for internship and practical training. This is our first point of call to help our country to create jobs for the youth.

We need well-trained and enlightened artisans:

There are specific hand-on skills that are missing and are scarcely available in technical expertise. For instance, on construction site, qualified or professional masons, plumbers, steel benders and welders are hardly available. You can only find people who claim to be masons because the person has undergone some apprenticeship training with someone and the person has given him a certificate by himself. I do not think a qualified mason should be trained that way. Unfortunately,



many of the masons we have on site are those trained in this much unstructured manner. A qualified mason must be trained at the higher level of technical education and have gone through mentorship properly for number of years before, during and even after completion of training. This must apply to all level of industry players or hand-on skills labour.

Another area which needs more attention are qualified Electricians. Most of the fire outbreaks in Ghana are as a result of poor electrical works. There is a need for our technical institutes to produce more qualified electricians. We need to encourage our young people to go into this area which is highly employable.

Also, the industry needs technicians who are well trained, can handle tools or machines and work with it properly and should be able to read and write effectively. In this regard the technical or training institutes must not be

seen to be teaching only theory but rather the practical aspect as well. This is why it is important as well to have mentorship programmes. I think our vocational and technical institutes can produce very good artisans. Actually, I am very satisfied with the few ones who go through technical training to become professional artisans. I think we have a good public artisan training program in the technical institutes in the country. However, there are many of our technical/vocational graduates who cannot even do proper measurements. Indeed about 90% the artisans that we have are not qualified because they are produced through this unstructured manner. As a result, most of our artisans like shortcut which brings about collapse of buildings and fire outbreaks. I can assure you that a professionally trained artisan would never do a shortcut no matter what you tell him. Most cases of collapsed buildings is as a

result of unqualified professionals in the industry. Consider this scenario, when someone have problem with his or her health, the person goes to a qualified doctor for proper examination to enable him/her get proper medication. The consultation of qualified professionals must cut across all aspect of our daily activities and businesses.

Challenges in the technical/vocational industry

Firstly, as I have repeatedly indicated in this presentation, a lot of people working in the construction industry are not well trained, and they are not specialized. Most of our workers are the manual ones. And so the trained ones are hired from our neighbouring ECOWAS countries such as Togo, Burkina Faso, and Ivory coast etc . And so if you go to a construction site, you can find that as many as fifty (50) to sixty (60) per cent of the workers there are coming from the ECOWAS neighbouring countries. This is not good for our country and economy. We need to be able to produce qualified artisans here to generate employment and to provide economic growth.

Secondly, there are few well-resourced technical/vocational institutes in Ghana. This is because the training of technical and vocational personnel are more expensive than giving academic education. For instance, in training technical and vocational students one needs a classroom with projector and a workshop, well-equipped with machines and has to do with few numbers at a time during practices. So when I need to train carpenters, I need classrooms with projector and well-equipped workshop such as cutting machines, planing machines, drilling machines, wood etc and during practice they should be of smaller groups for

effective and efficient practical. While one just need a classroom or lecture hall with a projector to take students through academic training. This is why many private universities do not do technical programme because they are expensive to run. But the government and the private sector must support our technical/vocational institutions in the country with resources that will help churn out well practically-trained artisans in order to speed up our industrialization drive.

Thirdly, a lot of people have the perception that being an academia is more prestigious than being a technician. We value academic training more than technical/vocational training. So we are willing to pay more for academic education than even for a free technical/vocational skills training. In many of the developed countries like Germany, Japan, Finland etc, it is the other way around. When people see artisans in their uniform, they accord them with such maximum respect. Technicians are the frontrunners of the industrialisation drive in many countries and so they are given good treatment and the needed respectability in society. We need to change our attitudes towards technical/ vocational education in Ghana.

Recommendations

Government should mount intensive technical/vocational education programme to be supported by the private sector. When people begin to show interest in doing technical programmes in school, the private sector will surely join the train.

The technical and vocational institutes should be supported in terms of infrastructures, like workshops, machines and so on by individuals and the government to uplift their image to enable them



drive the economy of the country but government should take the lead.

The government should subsidize technical/vocational education to encourage the youth especially those from deprived communities and homes to take up certificated artisanship.

The technical institutes should sign an agreement with industries for mentorship. This will boost competence and employment after school.

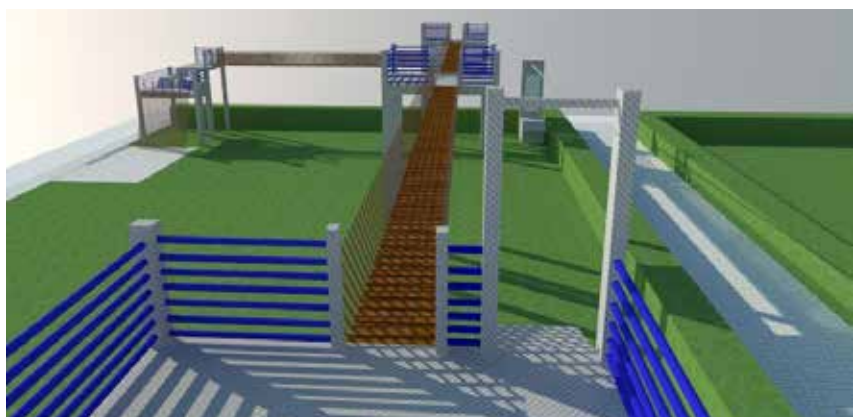
Those in the industry should value technical/vocational skills and pay appropriately in order to attract the interest of our youth.

Conclusion

Ghana do not need much labourers on the construction site but rather certified technical men and women. Academic education is good but we need to pay equal attention to technical

and vocational training because they drive the industry as well as the economy. Ghana is the star of Africa and should always be leading the way. The technical and vocational education is not only a problem for Ghana but for Africa. We need to begin learning from other countries that have developed and at least try to replicate their best development practices here.

It is good to always learn from people who are better than you, you learn from them and you try to surpass them. Even the French speaking countries are doing well and they have good vocational training institutes which we should adopt but for us we should link them up by joining the industry and having the mentorship programme with the industries. With this, the sky cannot even be the limit.



ENSURING INCLUSIVE AND EQUITABLE QUALITY TERTIARY EDUCATION: THE KEY ISSUES

(A Speech Delivered at the 3rd BPI National Lecture on 23rd February 2017 at the Ghana Academy of Arts and Sciences)

By Prof. Joshua Alabi (Former Vice-Chancellor, University of Professional Studies Accra)



There is certainly no need to overemphasize the role of education in nation building and development. However, for Africa, the key issue is not merely about prioritizing education but rather the type of education. For long, tertiary education was relegated to the background with the then Millennium Development Goals that focused more on primary and secondary education to the neglect of Tertiary education mostly perpetuating semi illiteracy in our part of the world.

It is instructive to note that Tertiary Education is strategic for national development, it is the head of the education enterprise and therefore should not be treated as the tail, if Ghana is to entrench its gains as a middle-income country. Permit me to reflect

on some historical narratives, which occurred prior to the establishment of the first post-secondary education system in Ghana

Baker the first Headmaster of the Accra Government Training College for Teachers founded in 1909, the first post-secondary level college in Ghana, recount a conversation he had with his Excellency, Sir John Rogers the Governor of the then Gold Coast Colony. Baker recalls that during the discussion, “the conversation turned at once, not to the immediate question of the College but to the general *problems of an awakening and capable people*”. Baker adds “His Excellency envisaged a West African University with constituent colleges in Sierra Leone, The Gold Coast and Nigeria”. Baker further notes that, the College at Accra was but a small beginning

in the mind of Sir John Rogers of a great educational scheme which would give Africans a full and adequate place in the scholarship of the world”. Prior to that conversation between Baker and the Governor, Baker had maintained that “Concerning education of the African, the best attempt of the white man to educate the negro would only be a makeshift until some BOOKER .T. WASHINGTON arises, who having a grasp of the fundamental principles underlying the growth of education in Europe, is able to adapt them to the needs of the people”. The question is, have we been able to adapt Ghana’s tertiary education to the needs of its people? Why and Why not?

First and foremost our tertiary education is stranded around the tight ropes of its colonial roots. Ghana’s education system is not distinctly Ghanaian in a global context. From curriculum, to requirements for teaching in the tertiary sector, to textbooks, cases and examples to mention a few. Our tertiary education system is wound around what we have been made to aspire to be and not who we are and what we should be.

With this little historical



Students of Presec Legon, Accra at the lectures

background, I will like to be very practical and focus on the three thematic areas, I consider critical to this presentation.

These are:

- **Inclusiveness or Access**
- **Quality**
- **Funding**

Inclusiveness or Access

I will like to crave your indulgence to limit inclusiveness to access, otherwise I will have to consider how inclusive, Ghana's tertiary education is, at the regional and global levels. As well as the strategies we have as a country to be regionally inclusive and globally competitive, which I believe will be a subject for another occasion. However, in discussing access, which is the key issue of inclusiveness at the national level, I may touch on one or two concerns at the international level.

Access to Tertiary Education is a Right.

I believe that Tertiary Education must be accessible to all who desire to have it and are willing and able to cope with tertiary level education because it is a right. After all basic and secondary education are not and should not be ends in themselves. Ideally, everybody should have access to some form of tertiary education. It at the point of tertiary education that many people discover their destinies and develop their abilities to contribute meaningfully to society. So why anyone should be prevented from finding true meaning in life?

I do not think I will be here sharing my thoughts on how to create opportunities for others,



Students of Al-Basar Senior High School Awoshie, Accra at the lectures

if I had been short-changed of tertiary education. Only God knows what would have become of me without tertiary education, if my educational journey were truncated at the secondary level. As I grew up, I came to appreciate more the unmatched difference between the outcomes of tertiary and secondary education, much less primary education. I therefore came to the conclusion that it should be considered proscribed to deprive anyone of tertiary education unless the person chooses to deprive himself or herself. The lack of access to tertiary education is an unfortunate loss of talent

and valuable contribution to nation building.

Ironically, in Ghana, it is reported that we have a Tertiary Gross Enrolment Ratio of 12% against a global average of about 30% and 70-80% for developed countries. This means only about 12% of those willing and qualified to access tertiary education have access to tertiary education in Ghana. So why is it so?

First and foremost, it is instructive to note that there are many self-imposed barriers that contribute to the restricted accessibility to tertiary education in Ghana.

Entry Requirement to the tertiary institutions are among the strictest in Africa according to Prof. Golam Mohhamedbhai a former Secretary General of the AAU as stated in his book Effects of Massification on Higher Education, (2008). Mohamedbnai, notes that "Ghana is an example of another Anglophone country, with the phenomenon of rigorous selection process which restricts access to the

“Tertiary Education must be accessible to all who desire to have it and are willing and able to cope with tertiary level education because it is a right. After all basic and secondary education are not and should not be ends in themselves”

higher institutions of learning". However, Ghana's rigorous entry requirements can best be described as specifications and not standards as it is not clear what forms the basis of our entry requirement into tertiary institutions as we have it now. Specifications are specific requirements that are developed either by an individual or group for a particular product. Standards on the other hand are generally accepted specifications accepted by the stake holders affected by it.

It is very sad to note that applicants with D grade or lower in any core subject cannot enter a university in Ghana irrespective of their performance in other areas. However, other countries even the UK that introduced Ghana to tertiary education accepts them. Do we have substantial evidence to suggest that those with at least one D grade in any of the core subjects are not capable of tertiary education in Ghana? On the contrary, Prof. Mohamedhai (2008) notes that international universities are generally lowering the entry requirements to enhance access. Lomas (2001), reports that, in the United Kingdom for example many students were admitted without the usual minimum standard requirement of two GCE Advance Level subjects for undergraduate courses. Indeed, Rust (1997) gives the example of Liverpool John Moores University where the proportion of non-standard entrants was nearly 75%.

According to Trow's typology (2000), countries in North America and Western Europe had reached almost universal higher education, while those in Central and Eastern Europe had mass higher education. Some countries in East Asia and the

Pacific, for example Australia and Singapore, have also reached mass or even universal higher education. However, it is important to note that, for Sub-Saharan Africa, not only has the increase in the enrolment ratio been insignificant from 1991 to 2005 but also the ratio is by far the lowest than any other region of the world (Mohamedbhai, 2008). Do we in Ghana want to suggest that those who go through tertiary education in for example the UK with the same grades we reject here are not good enough when they graduate?

“It is very sad to note that applicants with D grade or lower in any core subject cannot enter a university in Ghana irrespective of their performance in other areas. However, other countries even the UK that introduced Ghana to tertiary education accepts them.”

For example, while a student in the then Soviet Union, we realized after sometime that Ghanaian students in the universities in the then Soviet Union had entered with GCE A-levels while our counterparts from Nigeria had entered with GCE O levels. The Ghanaian students decided to enquire from the management of the university why this was so. The Dean for foreign students who met with us (the Ghanaian) in response to our question asked a very simple question. This was the question. “What is the entry requirement to the university in Ghana”? With confidence, we replied “A Level”. Then he added “in the protocol agreement

between USSR and Ghana, we agreed on “A level”. You are right but in the chase of Nigeria we agreed on O level”. We kept quiet and with some disappointment we moved out of his office. Interestingly, we all graduated and are serving our various countries at the moment.

When I was Chairman of the chairmen of polytechnic Councils in Ghana, there were times that reports indicated that some polytechnic could not get students to the extent that the requirements had to be adjusted to make the polytechnics viable. Why should we come up with requirements that we are forced to change to keep public institutions viable? Obviously, there is an urgent need for a re-consideration of the entry requirements to our tertiary institutions in Ghana, which restricts access.

The second key issue that restricts access to tertiary education in Ghana, is inadequate infrastructure and resources, which limits space. As a result the public institutions are not able to take more qualified students. Many of the public universities turn away students not because they are not qualified but because of the lack of space and resources. We definitely need to prioritize tertiary education to provide more resources to enhance access.

We cannot build more and more brick and mortar Universities to expand access. So Open and Distance education is one sustainable option. The Education Sector Report (ESPR 2015) emphasizes the use of the Open University System to address access in the tertiary education sector. This should be pursued vigorously as it is one of the ways to enhance both access

and quality if done well.

In this respect, a national draft policy on the Open and Distance Learning (ODL) should be developed, properly communicated at the national level and implemented. This will require the support of a National Qualifications Framework for mapping and recognition of Prior Learning as described in the Education Sector Performance Report (ESPR pg. 40.) Which says that "Recognition of Prior Learning (RPL) is a process to help people get formal recognition for what they learnt through their experiences and for what they can do, know and understand. The RPL process enables a person to gain qualifications and credits. RPL is an assessment process that takes place against nationally registered Unit standards and qualifications outcomes. The contexts within which RPL are practiced are as varied as the learners seeking credits for learning achieved. RPL can be used across the formal and informal sector as well as from pre-tertiary, workplace-based education to tertiary levels. It is an important strategy to address access to technical and vocational education and training for those previously excluded" (ESPR 2015, PG.40). It worthy of note that the ESPR 2015, indicate that this development has resulted in the development of a Manual on RPL. I wish to recommend that follow-ups should be done to ensure that this is rolled out. I will like to call on the BPI to become watchdogs for accountability on tertiary education initiatives and policies in Ghana as many of the worthwhile policies on tertiary education do not get to see the light of day because there is no serious accountability in these areas. The dynamics of tertiary

education has changed globally and Ghana needs to flow with the tide.

Another issue of access is the Lack of a National Qualifications Framework already mentioned. This makes it difficult to use other routes, like the TVET system for progression. Making TVET unattractive. Though TVET system under COTVET has developed a qualifications framework, it is not sufficient to allow for the needed progression. There is need for a comprehensive national qualifications framework and this has been on the drawing board for unduly too long. I wish to call on the NCTE and the Ministry to expedite action on this very important tool for quality and equitable education.

Though the introduction of Technical Universities can partly address progression of the TVET system it not sufficient because without the requisite policy recognizing the TVET as a normal route for progression to higher levels, there may still be gate keeping as usual. I wish to make a call for a national comprehensive qualification framework for recognition of qualifications and establishment of equivalences of other qualifications to allow for progression.

Another issue that restricts access to the poor is ability to pay. Though contribution of students have proven to enhance both access and quality, like the case of UPSA. I must say that it is sad, really heart breaking to see some students struggle to pay fees. I therefore recommend a national mechanism to support the needy to access tertiary education in the form of scholarships and grants. In this respect, there is the need to look again at GETFUND's role in this

process. We would have look at the operations of GETFUND vis-a-vis the law establishing it. Such an assessment is most timely and recommended.

Now to the Issue of Quality

What does quality education mean in Ghana? Do we know it? If we do, do we have quality in Ghana's tertiary education? If we have, is it working for us?

Quality I have maintained is what you want and what works for you. If you want it and it does not work for you it is not quality. So the question is what does Ghana want from its tertiary education and what works for it?

Do we want:

- Employable graduates or graduate with employability skills
- Graduates with critical thinking skills that may not necessarily have an immediate use or
- Graduates with initiative and the drive to create and deliver value for national prosperity or
- Research that gather dust on the shelves, those only targeted at promotion or
- Research that results in innovation and advancement and can solve immediate problems

Again,

Is quality = Standards? or

Is Quality = Accreditation? or

Is Quality = Number of years a school is under tutelage?

Who judges quality of graduates?

Is Quality = Number of years students stay in school

Is it industry that judges the quality of graduates, the university or the regulatory

bodies or the students themselves?

“A good quality education has been described as one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being”

According to UNICEF, quality education is defined by five elements:

- The learner's outside experiences,
- Learning environment,
- Content of education,
- Learning processes, and the
- Education outcomes.

Currently the quality issues in the tertiary sector include but not limited to the following:

Learning environment – Infrastructure and resource issues particularly human resource issues (Staff - Students Ratio), why the Staff -Students Ratio is low even with only 12% Gross Enrolment Ratio and funding of research.

Content of education – Here, is the curricula we have generally, suited to our labour needs? Do we have Programmatic Benchmarks, if we, are the programmatic learning outcomes responsive to labour market needs? Obviously, there is urgent need for tuning of our various curricula to the needs of the labour market.

Learning processes – Instructional Approaches, training and retooling of staff needed. This does not imply that we do not have quality in our learning processes but for continual improvement.

Currently, there is over emphasis on research competence over teaching and learning competences as teaching and learning competence is not required for teaching in the tertiary institutions in Ghana. The Assumption is that once you can research well then you can teach.

The learner's outside experiences – internships for both staff and students, industry linkages and international exchanges and exposure.

Education outcomes – what are the outcomes expected, are they linked to national human resource needs? Are there any sound linkages between National Development Agenda and tertiary education outcomes? How do we improve upon this?

Generally, how can we make Tertiary Education Work for Us? Do we have the relevant labour market data that informs us about the relevant skills and competences that are required over the strategic planning horizon?

The ESPR 2015 stresses the following actions as interventions to enhance quality

- Industry linkages and incubators through operationalization of a well-functioning Work-place Experience Learning (WEL) Policy as stated in the EPSR 2015
- Review and revision of tertiary curriculum and instructional design and methodologies to make them more learning centered, learning oriented and needs based

Though these interventions will go a long way to improve quality of tertiary education in Ghana, we require a transformation of

teaching strategies for quality to improve. This will require a complete paradigm shift that will require training and retooling of academic staff to make teaching at the tertiary level more practical and suited to the needs of society. It should also be problem and competency based. **Many academics will also need to learn how to facilitate learning not lecturing.**

A policy requirement that call for teaching and learning competencies will be required, to equip academics with skills in facilitating learning. At the moment the requirement for teaching in the university is a research master or PhD. The assumption is that once you can research well you can teach. However at the secondary and primary levels teaching competences is recognized for differentiated salaries.

Last but not the least is Funding

As we talk about quality and access, we should be guided by the fact that quality and access are not free. They cost money. So where should the money come from? The current situation is limited by:

- Inadequate funding from government to support effective tertiary education in Ghana
- Currently the main areas of funding covers personal emoluments though not 100% and to a lesser extent infrastructure
- Main operations of the public universities are really not funded
- So public universities are to find alternative sources of funding to fill the gap. This is where a lot of public universities have resorted to massification and cost

sharing, which has its own quality and access implications.

To address the funding gaps, government intervention will be greatly required. Here, more transparent policy directives on funding and cost cutting mechanisms is very timely. Sharing of resources among the tertiary institutions is another strategy. Unfortunately in Ghana, the tertiary institutions see competition and not collaboration.

Private universities are unfortunately saddled with unnecessary fees charged by public universities, in the name of affiliation, making it very difficult for most of them to focus resources on essential quality issues. However, my candid opinion is that affiliation was a colonial concept at a time when there were no accreditation systems in place. With accreditation systems now firmly in place, one wonders the real value of affiliation. This is an area that should be critically revisited and I call on the NCTE to pay attention to the feedback from the private universities.

Obviously, because of the income many public universities are making, contention is expected. Eventually the cost is passed on to the poor students in the private universities who have no subsidy from the state in the form of government support to the public universities.

Students are generally, overburdened with too much contribution towards their tertiary education and there is need for a strong national financial intervention to alleviate, this stressful burden.

One key strategy that many countries are using to cut cost and enhance their international

presence and performance on global ranking is merging of smaller universities to make them bigger to raise their performance. Quality of university education is now equal to performance in rankings. For institutions to attract international students and become self-sustaining and globally competitive they have to look good on global rankings.

The ESPR 2015 does not paint a progressive picture in this respect. The reports notes *"The new University ranking compiled by Thompson*

Reuters has ranked the University of Ghana, Legon as the 10th Tertiary

Institution on the African Continent. The report looked specifically at

University reputation, which reflects a University ability to recruit high quality staff, and students, establish valuable international partnerships, and connect with greater funding prospects". One would have expected to see a more promising picture of how Ghanaian universities are featuring on the global rankings with plans for improvement in the report.

Many countries have developed national strategies for internationalization and ranking because irrespective of how we feel about these rankings, they are the new reality for universities across the world, and Ghana cannot be left out. Many countries are resorting to the merging of institutions to cut down on overhead cost and to improve their performance on global ranking and international visibility. Ghana can do the same. For example we should be thinking of merging institutions like Ghana Institute of Languages, Institute of Local Government, Ghana

Institute of Journalism, NAFTI and University of Professional Studies into one big professional University, with satellite campuses all over. This will not only cut down on overhead cost but also enhance global ranking because of potential increase in research output.

The question is "Do we have a planned national strategy to enhance our inclusiveness? Tertiary education the world over has been commoditized under GATTIS-WTO and therefore requires well-planned marketing and strong promotional strategies.

In conclusion, tertiary education should result in an "economically productive workforce, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being". But this cannot happen with an elitist tertiary education system, a system where only few can have access to tertiary education either because of entry restrictions, lack of space to accommodate all who qualify or ability to pay.

I will like to advocate for a critical look into how we can improve both access and quality of Ghana's tertiary education system. We should not look far. We should not think of a revolution but a radical evolution that can build on the existing systems to enhance both quality and access in a distinctly Ghanaian fashion. In this respect I believe the recommendation made in this presentation are worth considering. We have to start the debate.

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THE ROLE OF MUSLIM NGOS IN SUSTAINING THE ZONGO DEVELOPMENT AGENDA

By Dr. Fusheini Hudu

Muslim NGOs play a critical role in sustaining and developing of the Zongos. These roles can be well explained from these questions; what is on the menu of the zongo development agenda (what constitutes development for our zongo communities)? Who sets the development agenda? Who has a say in achieving the goals set in the agenda? And how do we achieve the goals set in the development agenda?

There are four critical stakeholders in determining what is on the developmental menu, setting the agenda, and determining how the goals of the agenda can be achieved

and how these achievements are measured. These are; the ordinary resident of the zongo community, the non-partisan leadership of the zongo, including chiefs, imams, scholars, intellectuals and professionals, the NGOs and the government. Very often, the focus is on government. However, the government actually comes last. It is good that we have started asking questions about the critical role other stakeholders need to play in sustaining the developmental agenda of the zongo communities.

In order to determine the way forward for Muslim NGOs in sustaining the developmental



agenda of the zongos, there is the need to review the nature of the activities of Muslim NGOs, with a greater focus on the limitations, problems or challenges. The way forward is interlinked with the successes, problems and challenges. If these challenges are well addressed, it will make the path towards success smoother.

Placing the burden solely on the government

The government being at the forefront in setting and driving the agenda. There is no denying the fact that government bears primary responsibility for the



A free vacation school program at Nima, organised annually by the Ghana Muslim Academy, a local NGO



A student receiving an award at an annual free vacation school organised by the Ghana Muslim Academy

development of our zongos, as it does for the development of the entire nation. If for nothing, it is government that takes our taxes and controls the wealth

and resources of the nation. However, there are limitations on what the government can do, as will be pointed out in the course of this write-up.

Besides, leaving the government of the day alone with the primary responsibility of addressing all the critical questions raised earlier (i.e. to determine what constitutes development, set the agenda, determine how the goals are achieved and whether they are achieved) becomes daunting because of the enormity of the developmental challenges that zongo communities face. Our zongos require a special attention, a fact which every government during the past two decades recognizes. The problem with government being at the forefront in addressing all these critical questions is that, our developmental issues get politicised.

Propaganda is one thing that cannot be taken away from any politician. Regardless of how dear the development

of the country is to any government in power, there is something else dearer to them, and that is the desire to stay in power. Thus the fact that every government would show off and attempt to take a political advantage of their developmental efforts is not the problem. The problem is when the government is left to determine what we need, how much we need and whether they have succeeded in providing our developmental needs.

Often, due to fear of a partisan tag, we leave debates on our developmental needs to opposing political parties. In the end, the actual intended beneficiaries of these developmental needs are reduced to spectators. There is no better alternative than for Muslim NGOs to be equal stakeholders in addressing these four critical questions.

“There are four critical stakeholders in determining what is on the developmental menu, setting the agenda, and determining how the goals of the agenda can be achieved and how these achievements are measured. These are; the ordinary resident of the zongo community, the non-partisan leadership of the zongo, including chiefs, imams, scholars, intellectuals and professionals, the NGOs and the government.”

Myopic understanding of the concept of development

Secondly, and perhaps more fundamental point is the myopic understanding of the concept of development. The average Ghanaian lacks a comprehensive understanding of what constitutes development, which translates into a lack of appreciation of the efforts of various groups working in our communities. When asked the basic question: from a developmental point of view, what is an NGO? Chances are that the majority of respondents in our zongos would point to large groups and organisations that focus on capital intensive activities such as the provision of physical infrastructure, poverty alleviation and the provision of consumables to poor Muslims during Ramadhan or festive occasions.

Even among those with an appreciable understanding of development, including the government, there is still a greater focus on capital intensive approach to development. While it is good to provide our communities with the best they need to improve their lives, it is more important to make the efforts that will bring out the best in them, including generosity, sacrifice, peaceful coexistence with others, observance of law and order, love, care and respect for the elderly, the weak and the indigent. When we succeed in bringing out the best in them, not only will they sacrifice to get the best for themselves, they will also make the best use of the little they are provided. There is no stakeholder in our

developmental agenda in a better position to help bring out the best in the zongo communities than Muslim NGOs.

Lack of collaboration between NGOs.

It is common for some individuals to see the activities of their groups as the only or best solution towards addressing the needs of the ummah. The reality, however, is that, showing appreciation for the work and efforts of others will go a long way to accelerate our developmental efforts. Indeed, not only should we appreciate the efforts of others, we also need to learn from the efforts of others.

The time has come for Muslim NGOs concerned with the development of the zongos to coalesce and speak with one strong voice on the developmental needs of our communities and force the government in power to adopt a strictly bottom up approach to addressing our needs. The government needs to first recognise Muslim NGOs as stakeholders in the development of the zongos, listen to them before they determine the developmental needs of our zongos. In fact, this is long overdue. We needed to have had this in place long before the coming into place the Zongo Development Act.

I have not laid my hands on the final act as passed by parliament, but the Bill that was circulated at a certain point does not include a single Muslim NGO as a member of the Board of Trustees. Of the four critical stakeholders in the development of the zongos identified earlier, only the government and non-partisan

Muslim leaders are considered in the membership of the Board of trustees. The ordinary resident of zongo and Muslim NGOs who are on the ground and deal intimately with the developmental challenges of the Zongo communities are not considered for membership of the Board. The question that we must all ponder over is whether the government is solely to blame.

I am not necessarily asserting that the government of the day or past governments for that matter have always adopted a purely top-down approach to our development and that they always dictate what our needs are and how to address them. I am suggesting that the voice of the zongo communities have not been strong enough due in part to the lack of regards on the part of governments to the efforts of Muslim NGOs. Our Muslim NGOs can make their voice stronger if we collaborate and speak with one voice.

Lack of diversity in the activities of Muslim NGOs

Most of the prominent NGOs seem to be focused on activities or services relating to the provision of material or infrastructural support to Zongo residents (schools, mosques, potable water, places of convenience etc.), as already noted. However, what is the value of beautiful senior high school building in a zongo community with only about 10 percent students of zongo origin due to a high dropout rate at the basic level? What quality of health care can we expect from a clinic with qualified health care professionals that is located next to a huge open gutter breeding mosquitoes that



A section of Muslim leaders at a BPI event in Accra

feast on patients in the clinic? What is the value of a beautiful mosque in a community that is only opened once a week for jum'ah salaah?

The important point I am driving at is simple: while the provision of infrastructure is important and must be commended, development starts with the people having the right orientation on what is good for them, and the understanding that they bear the primary responsibility for its realisation. How about an NGO that campaigns against drop outs from school to complement the efforts of government and those that provide school buildings? How about one that focuses on the virtues espoused by our beautiful religion of Islam: faith in Allah, good character, honesty, humility, patience, perseverance, forbearance, sacrifice for one's family, community and nation, love and respect for relatives, friends and humanity as a whole, consciousness of the commandments of Allah and living our lives in perfect

harmony with others as commanded by Allah, etc.

Achieving development for a community or nation is not necessarily attained by the provision of beautiful physical infrastructure. A community cannot achieve development by only specialising in how to solicit aid from internal and external sources to provide them with physical infrastructure. Such a community will derive very little benefit from such infrastructure. Achieving development starts with the people understanding the purpose of their existence on earth, and making use of the human and material resources Allah has endowed them with to raise their quality of life as well as achieve their overall purpose in life. Development is achieved by a community whose people are ready to sacrifice not only for their individual good, but for the good of their neighbour and for the realisation of their collective good.

The key to achieving this diversity is not necessarily the formation of more NGOs.

Rather, it is the realisation by existing NGOs that dedicating themselves to specific needs of the community does not preclude making the same efforts as other NGOs devoted these efforts.

There is no stakeholder in the developmental agenda of zongo communities who can reach out better to the youth or individual members of the Muslim community and impact their life in addition to providing other services than the Muslim NGOs.

A disconnect between our religious teachings and development.

Due in part to the myopic understanding on the part of some people of both concepts, i.e. development and Islam, development is often viewed as purely material in nature, and Islam as purely spiritual. Thus we engage in Islamic rituals but fail to derive lessons from these rituals for developmental purposes. We arrive in time for salaah five times a day, but we arrive at any other meeting one hour

late. We learn the meaning of self restraint, sacrifice and charity during Ramadhan and Eid, yet we find it difficult to sacrifice for the good of our country.

We read verses of the Qur'an and prophetic narrations on virtue and vice but fail to translate them into our everyday developmental needs. The mallams are assumed to be in charge of our mosques, they enjoin good and forbid vices and provide spiritual directions to the ummah. The educated elite are supposed to contribute materially to the development of our communities.

With few exceptions, many of our ulama fail to link the value of what they preach to the development of the community. They teach us what comes down to us from Allah and his messenger, period. Similarly, the educated elite do not know that the theories and practices that bring development are well grounded in the teachings of our beautiful faith. The reality is that, there is nothing entirely secular about any good theory or practice that will bring development to the lives of people or transform their lives for the better. In the same way, our religious practices are not empty rituals forced on us by a Lord who has no regard for our material wellbeing.

Every beneficial piece of knowledge is from Allah, even if propounded by a disbeliever. Every spiritual activity has a developmental perspective, including the donning of two piece white garments during hajj. Among the first pieces of knowledge Allah granted our grandfather Adam which

made him a teacher of the angels was not inherently spiritual. It wasn't about how to perform salaah, or any other act of worship for that matter. It was the names of things around him.

It will be difficult for us to reap the full benefits of our developmental efforts if we do not abandon this false separation of powers or division of labour between our ulama (Islamic Scholars) and our educated elite. The ulama and experts in various aspects of our development need to be talking to and learning from each other. The ulama and our "secular experts" need to see each other as partners whose efforts will compliment to deliver our desired collective comprehensive spiritual and material developmental needs. There is no one or institution, not even the government, in a better position to help us achieve this collaboration than Muslim NGOs.

Imagine the impact it will make for a public health professional quoting the following verse as part of his campaign to educate the community on the disastrous consequences of dumping waste in gutters and to drum home the message that our health lies in our own hands. If we take good care of our surroundings we will live healthy and avoid epidemics and disasters

By using the scripture in our developmental campaigns, we send the message that the good things we need to do to develop our communities are part of what Allah desires for us. In other words, Allah desires that we develop ourselves and our communities, and what we need to do to realise that

development is part of the commandment of Allah.

The developmental feat chalked by the early generation of Muslims and the impactful civilisation that followed started with a call to virtue and forbidding from vices. For the first 13 years of the prophet's mission, his pre-occupation was the call to the oneness of Allah. Allah himself pays glowing tribute to this ummah as one that is distinguished by this quality.

Thus Muslim NGOs must view this as the foundation on which all their activities must be built. While we can and must learn from other communities and NGOs, we must understand our unique and strategic position as Muslims: we only need to translate our teachings into messages about development and we are more than halfway to achieving our goals.

We must collaborate. We must unite and bond more strongly. We must see the good in others. If we want to look for weaknesses, we must look for them in ourselves. Unity and collaboration is not a choice. It is not an option. It is a command from our lord. What we can achieve by working together, we cannot achieve by staying apart.

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THE EFFECTS OF QUARRY WORK ON THE EDUCATION OF CHILDREN ENROLLED IN DIFFERENT BASIC SCHOOL SYSTEMS

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There is an increasing interest in the status of children who are engaged in economic activities in developing countries, and the implications of work on their human capital development and poverty alleviation in general. The often generalized view that children's participation in labour market activities interferes with their education is however insufficiently demonstrated in the literature. This paper argues that merely participating in labour activities does not necessarily reduce human capital development of a child; rather, the interplay between the type of basic education system a child is enrolled in and the nature of work, to a large extent, determines the losses the child makes in terms of school attendance and learning outcomes.

There is a large body of literature that establishes relationships between children's participation in labour market activities and the implications for their human capital acquisition (Khanam and Russell, 2005; GSS, 2005; Darko, 2014). Two schools of thought have emerged on the above, with polarized viewpoints. One school of thought argues that work interferes with school

attendance, retention rates and academic development in general, and thus view work and schooling as having trade-offs (Allais and Hegemann, 2008; Guarcello, 2005). The other school of thought views working for a limited number of hours as not detrimental to schooling, in that it generates greater resources that enable households send their children

can either be detrimental to their education or rather make the acquisition of knowledge possible through providing the needed resources that allow households enroll their children in school. Both arguments however, tend to overlook the differential effects of work on the education of children enrolled in different types of basic education systems.



to school (Darko, 2014; Ranjan and Lancaster, 2003; Orazem and Gunnarsson, 2003). They state that child leisure is lowered to make time for participation in labour market activities, and therefore work does not interfere with a child's education. The above schools of thought provide a dichotomous view that children's participation in work

This paper argues for the need to explore the interplay between the types of basic education system and the opportunities they provide for labour market participation, for a holistic understanding of the effects of work on children's education. A point of departure of this study of the relationship between children's labour activities and their education



outcomes is its incorporation of the perspectives of working children in order to provide further insights on the issue.

The paper thus explores the effects of quarry work on the education of working children enrolled in a One Stream type of education system, and those attending schools that run the Shift System of education in Pokuase, Ghana. This paper seeks to address the following question:

What are the experiences of working children in relation to their schooling, and in what ways do the type of education system they are enrolled in relate to educational outcomes?

The paper is organized as follows. First, the literature on children's participation in labour market activities and its relationship to their human capital development is provided. Next, an overview of the Double-Shift System of schooling in Ghana and other countries is highlighted; followed by the methods used in collecting the data, study site, findings of the study and conclusion.

Children's participation in economic activities and human capital development

Global estimates from the International Labour Organization and UNICEF, lends credence to the fact that the majority of working children are enrolled in school (ILO, 2002). Different views have emerged on the relationship between work and schooling outcomes. Gunnarsson et al. (2004) assert that work appears to interfere both with children's ability to attend school, and to perform effectively once there, due to the physical demands of such work on children. Allais and Hegemann's (2008) study in Zambia found that work posed challenges to children's ability to successfully comply with the requirements and workload of each grade, in that, time invested in work reduced time available for studying.

Guarcello (2005) explored the impact of child work on school attendance and performance in five countries: Brazil, Kenya, Sri Lanka, Lebanon and Turkey; and concluded that work reduced the rate of retention. In particular, his study found that the number of hours worked increased

the probability of a child dropping out of school in some countries. However, Ranjan and Lancaster (2003) found that children who worked between twelve to fifteen hours did not suffer a loss in terms of school attendance and length of schooling.

The above views seem to overlook the effects of work on children enrolled in different systems of basic education. This paper thus adds to the existing literature by exploring the effects of work on the education of children enrolled in two types of basic education systems.

Overview of the Double-Shift System of schooling in Ghana

Several developing countries, including Ghana, at one point in time adopted schooling by shifts to deal with increased enrollment and associated factors. Kruger and Berthelon (2009), cited in Ashong-Katai (2013:52), state that in Chile, the double shift system was practiced at both the basic and secondary levels. In Ghana, the shift system of education dates back to the early 1960s when policy makers introduced Ghana's first Education Act (Act 87, 1961), which aimed at improving access, making education free and compulsory (Ashong-Katai, 2013). Under this Act, tuition fees in public basic schools were abolished and parents contributed a moderate amount for books. By 1963, free textbooks were provided in basic schools in Ghana to reduce the burden on parents who fell in the low-income group. Subsequently, these initiatives led to increased enrolment in schools, resulting in policy makers adopting the double shift system (otherwise

known as 'two daily shifts) in Accra and other urban and suburban areas (where the number of school going children was high) as a temporary measure; subsequent to the construction of new classroom facilities (Okyere, 1997).

According to Bray (2008), the shift system of education in Ghana is similar to the shift system in the Democratic Republic of Congo. The instructional time in shift schools in the Democratic Republic of Congo was about 4 hours and 30 minutes, similar to Ghana's case. Kruger and Berthelon (2009), cited in Ashong-Katai (2013:52) state that the double shift system in Chile was practiced at both the primary and secondary levels. Ghana experienced an increase in the number of double shift schools due to economic hardship, making it impossible to expand facilities to meet the increase in enrolment. In particular, the 1987 Educational Reform in Ghana, led to an increase in enrolment, resulting in the adoption of the shift system to deal with overcrowding in classrooms, and to improve teacher-pupil ratio (EPA and UNEP, 2010:21). Subsequently, the implementation of the Free Compulsory Universal Basic Education (FCUBE), Capitation Grant and School Feeding Programme, increased enrolment in basic schools (Bervell et al., 2013). In recent years, policy makers and stakeholders raised concerns about educational quality of the double shift system, resulting in government's determination to abolish the shift system.



Methods and Study Site

Data for the study was obtained through the use of in-depth interviews. In-depth interviews aimed at ascertaining respondents' views about factors the compel children to engage in economic activities, and the ways in which quarry work affects the education of children enrolled in the Shift-System of education and the One-Stream system of education in basic schools in Pokuase. The analytical point of departure from previous studies is the availability of data obtained from especially children, thereby giving voice to them. Purposive sampling was relied on to select forty children aged 5-15, comprising 27 males and 13 females working at a quarry. Twenty (20) of the children were enrolled in schools that run the shift system while the rest were enrolled in one-stream government and private schools. Twenty (20) parents/guardians, comprising ten males and ten females, working with their children at the quarry were also interviewed. Three teachers (3) comprising two (2) males and one (1) female in

three (3) schools that run both systems of education were interviewed. The three (3) schools were selected because the majority of children interviewed stated that they were enrolled in these schools. Interviewees were briefed on the objectives of the research at the beginning of each interview. Permission was sought from parents or guardians before interviewing children. Interviews were conducted in English and Twi. Data was transcribed, translated and analyzed along thematic lines.

The study was conducted at a quarry in Pokuase, a peri-urban area in the Ga-West Municipality of the Greater Accra Region. Pokuase was selected due to the presence of several quarries in the area, as well as media reports about the plight of working children in the area. Pokuase has both public and private basic education institutions, with some of the government basic schools running the double-stream system of education. In spite of the fact that there are pockets of wealthy people (e.g. ACP Estates) in the area, several challenges face the area, including high

unemployment rates, poverty, street hawking and children's participation in various economic activities. Pokuase is endowed with several quarries which serve as a source of economic livelihood to some residents and their children.

Findings Socio-economic background of working children

Interviews conducted at the quarry showed that the majority of working children belonged to households facing economic difficulties, with their parents/ guardians working in low earning jobs and having low levels of formal education. The socio-demographic background of working children also showed that the average age of working children was 12 years. The low socio-economic background of working children is consistent with Togunde and Carter's (2008) study of working children in Nigeria. More than half of the working children live with both parents.

Organization of the quarry and activities performed by children

The high unemployment rates and the presence of several quarries in Pokuase, serve as a source of employment for several people (adults and children), providing them regular and sustainable livelihoods.

In terms of organization, the quarry workers were not 'formally' organized as a group in that they had no clearly designated leaders to represent their interests or ensure compliance to instructions given by the landowners. Quarrying was

a family activity, involving one or both parents and their children, and grandparents and their grandchildren. There were however cases where some adults engaged the services of other people's children as paid labourers at the quarry. It was also found



that adults and children were involved in different labour processes at the quarry. Children working at the quarry were involved in gathering and carrying stones, and breaking the stones into small chippings.

Type of Basic Education System and Work Patterns

The research found that the type of basic education system working children were enrolled in influenced their work patterns in terms of regularity and length of work. Children who were enrolled in school that run the Shift-System worked for shorter periods of time compared to their counterparts in the One-Stream government or private school. Interviews with working children enrolled in the Shift-System of education showed that they worked from morning (7 am) to about 11 am before going to school,

and from 1pm-5pm after the afternoon shift. For example, if they closed from school at twelve (12 pm), they moved to the quarry site and worked till six (6) pm.

In terms of how regular children enrolled in the Shift-

system of education were at the quarry, the study found that educational flexibility made it possible for children to work every day at the quarry. In contrast, children enrolled in One-Stream government and private systems were not very regular at the quarry, but spent longer hours at the quarry, compared to their counterparts in the Shift-System. These children sometimes absented themselves from school and worked every day of the week to earn money to pay their fees. The type of the education system they were enrolled in did not allow for flexibility of work and schooling, and they therefore skipped school to work from morning (sometimes 8am) till evening (6 pm). Children attending private schools were more likely to work longer hours compared to those in One-Stream government schools because they needed to earn

money to pay comparatively expensive education-related items (e.g. school and feeding fees, among others).

The effects of quarrying on school attendance

Interviews with child respondents at their work site showed differences in terms of school attendance. Children enrolled in the Shift-System who were working at the quarry were less affected in terms of school attendance. Children enrolled in government schools that run the Shift-system said that their work often made them late to school, because they had to rush home and take their bath, before attending school. This resulted in a situation where they missed lessons taught in class because they often came late. Some of the children complained that it made them get confused in class because they did not understand what was being taught. Examples of the statements made by children in connection with work and school attendance are as follows:

“I am usually late to school because my school is quite far from the quarry, and I have to stop working and rush home before going to school. Sometimes the work is also a disincentive to schooling because I get very tired”. (‘Joseph’, a 13-year old class 6 pupil)

“Although I work before and after school, I am often late to school and I do not always attend school because I have to work at the quarry to earn income so that I can go to school”. (‘Thomas’ 14-year old JHS 2 pupil)

Interestingly, children enrolled in private basic

schools missed schooling on several days because of the need to earn enough income to pay school-related expenses such as feeding and school fees. One such statement made by child respondent is found below:

“Because I have to work to earn money, I sometimes do not go to school for one week, and by the time I go to school, a lot of exercises and lessons would have been taught. I usually do not have the chance to copy the previous notes, and my teachers do not go over the lessons they taught previously. I always get confused in class”. (‘Akua’, a 14-year old class 6 pupil enrolled in a private school)

Working children enrolled in both systems of education however said that the nature of quarry work made them tired and weak, sometimes serving as a disincentive to schooling. Parents’ and guardians of children who work at the quarry, and who’s children attended the Shift-System Basic schools, were generally of the opinion that quarry work did not affect their children’s school attendance, although it made them tired and late to school.

The effects of quarrying on children’s educational performance

In my interviews with respondents (children, parents/guardians, and teachers) on the effects of quarry work on children’s educational performance, the large number of respondents said that work affected children’s ability to learn effectively in school and at home. They attributed this to the length and physically

demanding nature of quarry work, resulting in the lack of concentration in class due to tiredness, and insufficient time for learning. They also said that irregular school attendance and missing lessons taught in school, affected children’s ability to perform very well in school. These findings support studies by Gunnarson et al. (2004); Allais and Hegemann (2008); and UCW (2009), whose studies found that the time invested in work, reduced the time available for studying or performing well in school. A combination of the above factors resulted generally in the low performance of children enrolled in both educational systems, although the loss of classroom learning and contact with teachers was severe among children enrolled in One-stream government Basic Schools and private schools.

“When I do not have money, I come and work at the quarry instead of going to school. Sometimes I miss school on several days that almost all the lessons would have been taught. This makes it quite difficult for me to catch-up with my classmates. Sometimes I get to school very late, when most of the lessons have already been taught. I sometimes close very late from the quarry and this makes me so tired that I am unable to study at home. Last term for example, I performed poorly in school, especially in English.” (‘Akua’, a 14-year old class 6 pupil enrolled in a private basic school)

Feedback from teachers interviewed indicated that school children who worked did not regularly attend

class or were often late to school, thereby affecting their performance compared to non-working children. Their main concern was that the monies earned by working children were a disincentive to schooling. In their opinion, most of the children did not see the value of being in school when they were earning money to take care of themselves. One of the teachers was however quick to add that some children were naturally intelligent and therefore performed very well in school even though they engaged in economic activities.

The relationship between quarry work and school drop-out

Some parents were of the opinion that quarry work made it possible for some of the children to attend school because they used the monies earned to support their schooling (e.g. feeding, transportation and paying fees). Furthermore, the monies earned by children increased their families' incomes, thereby enabling parents/guardians to send their children to school, as well as pay for other school-related expenses. This finding supports the study by Orazem and Gunnarsson (2003), who found that children's participation in labour market activities generated greater resources to enable households afford to send their children to school. The following are statements made by respondents in relation to the positive relationship between quarry work and school retention:

"Because some of the parents do not have enough money to take care of their children, they come and work at the quarry so that they can earn income to go

to school. If it was not for this work, many of them will not be in school today" (Mr. Gabby, 32-year old guardian of child worker)

"Some of the children are gifted and are therefore able to combine work and schooling very well without it negatively affecting their education". (Mr. 'Cornell', 34-year old father, working with his child at the quarry)

The majority of parents were however of the opinion that monies earned by children (those enrolled in both systems of basic education) served as a disincentive to schooling, and resulted in some of the children dropping out of school and working at the quarry on full-time basis. The monies earned meant that some of the children no longer saw the value of going to school, when they could make enough money at this stage of their life. This supports the study by De Vries et al. (2001) cited in Aldaba et al. (2004), who found that children involved in work, lost interest in schoolwork because of the psychological benefits of earning their own income. Examples of statements in support of the above are:

"Some of the children working at the quarry stop going to school due to monetary influence. They lie to their parents that they are going to school but rather come to the quarry to work". (Maame 'Akweley', 62-year old grandmother of child worker)

"Because some of the parents do not have enough money to take care of their children, they come and work at the quarry so that they can earn income to go to school. This does not allow them to attend school regularly,

and some eventually stop when they make a lot of money". (Mr. 'Gabby', 32-year old guardian of child worker)

Conclusion

This paper examined the effects of quarry work on the education of children attending a One-Stream type of education system, and those attending schools that run the Shift-System of education. It is difficult to draw a definite conclusion on the effects of quarry work on human capital acquisition of children, although it is clear that there are differential impacts with respect to the type of Basic Education System a child is enrolled in. The paper found that working children enrolled in One-stream Basic schools were more likely to drop out of school, and instead work in the labour market, while those enrolled in the Shift-system of education, although they experienced deficits in terms of learning, were more likely to remain in school because of the flexibility of combining schooling and work. The findings of this study have serious implications for government policy that aims at abolishing the Double-stream system of basic education in Ghana. The policy overlooks the socio-economic context within which children live, and their experiences of work and how it relates to their educational aspiration. This study suggests that it may be imperative for government to re-examine its decision to do away with the Double-Stream system of education, since it may have the unintended consequence of pushing working children out of school and permanently into the labour market.

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