

Ministry of Education, Science and Sports



Statistics, Research, Information Management and Public Relations (SRIMPR) Division



Report on Basic Statistics and Planning Parameters for **SENIOR SECONDARY EDUCATION** in Ghana 2006/2007

EMIS Project
March, 2007

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TABLE OF CONTENT

	Page		
ACKNOWLEDGEMENT	i		
SECTION 1: INTRODUCTION	1		
SECTION 2: SUMMARY OF FINDINGS	2		
2.1 Number of Senior Secondary Schools	2	2.16 Number of Writing Places Per Student in Senior Secondary Schools	9
2.2 Enrolment in Senior Secondary Schools	2	2.17 Number of English Textbooks Per Student in Senior Secondary Schools	9
2.3 Gross Enrolment Ratio in Senior Secondary Schools	3	2.18 Number of Maths Textbooks Per Student in Senior Secondary Schools	10
2.4 Enrolment in SS1	3	2.19 Number of Science Textbooks Per Student in Senior Secondary Schools	10
2.5 Gross Admission Ratio in Senior Secondary Schools	4	2.20 Number of Social Studies Textbooks Per Student in Senior Secondary Schools	11
2.6 Share of Girls Enrolment in Senior Secondary schools	4		
2.7 Number of Teachers in Senior Secondary Schools	5	SECTION 3: SUMMARY TABLES, MAPS AND CHARTS FOR SENIOR SECONDARY SCHOOLS	13
2.8 Percentage of Trained Teachers in SSS	5		
2.9 Student/Teacher Ratios in Senior Secondary Schools	6	SECTION 4: DETAILED STATISTICS AT NATIONAL AND REGIONAL LEVELS	51
2.10 Number of Classrooms in Senior Secondary Schools	6		
2.11 Pupil/Classroom Ratio in Senior Secondary Schools.....	6		
2.12 Percentage of Permanent Classrooms in Senior Secondary Schools	7		
2.13 Condition of Permanent Classrooms (in absolute terms) in Senior Secondary Schools	7		
2.14 Condition of Permanent Classrooms (in percentages) in Senior Secondary Schools	8		
2.15 Number of Seating Places Per Student in Senior Secondary Schools	8		

LIST OF TABLES

	Page		
Table 2.1	2	Table 2.14	7
Table 2.2	2	Table 2.15	8
Table 2.3	3	Table 2.16	9
Table 2.4	3	Table 2.17	9
Table 2.5	4	Table 2.18	10
Table 2.6	4	Table 2.19	10
Table 2.7	5	Table 2.20	11
Table 2.8	5	Table 3.1	13
Table 2.9	6	Table 3.2	15
Table 2.10	6	Table 3.3	17
Table 2.11	6	Table 3.4	19
Table 2.12	7	Table 3.5	19
Table 2.13	7		

	2006/2007	21			
Table 3.6	Percentage of girls enrolment in senior secondary schools by region and type of education, 2006/2007	23	Table 3.17	Number of English textbooks per student in senior secondary schools by type of education and region, 2006/2007	45
Table 3.7	Number of teachers in senior secondary schools by type of education and region, 2006/2007	25	Table 3.18	Number of Maths textbooks per student in senior secondary schools by type of education and region, 2006/2007	47
Table 3.8	Percentage of trained teachers in senior Secondary schools by type of education, and region, 2006/2007	27	Table 3.19	Number of Science textbooks per student in senior secondary schools by type of education and region, 2006/2007	49
Table 3.9	Student/Teacher Ratio in senior secondary schools by type of education and region, 2006/2007	29	Table 3.20	Number of Social Studies textbooks per student in senior secondary schools by type of education and region, 2006/2007	51
Table 3.10	Number of classrooms in senior secondary schools by type of education and region, 2006/2007	31			
Table 3.11	Pupil Classroom Ratio in Senior Secondary Schools by Type of Education and Region, 2006/2007.....	33			
Table 3.12	Percentage of permanent classrooms in senior secondary schools by type of education and region, 2006/2007	35			
Table 3.13	Condition of permanent classrooms (in absolute terms) in senior secondary schools by type of education and region, 2006/2007	37			
Table 3.14	Condition of permanent classrooms (in percentages) in senior secondary schools by type of education, 2006/2007	39			
Table 3.15	Number of seating places in senior secondary schools by type of education, 2006/2007	41			
Table 3.16	Number of writing places in senior secondary schools by type of education and region, 2006/2007	43			

LIST OF MAPS

		Page			
Map 3.1a:	Number of public senior secondary schools by region, 2006/2007	14	Map 3.7a:	Number of teachers in public senior secondary schools by region, 2006/2007p.....	26
Map 3.1b:	Number of private senior secondary schools by region, 2006/2007	14	Map 3.7b:	Number of teachers in private senior secondary schools by region, 2006/2007	26
Map 3.2a:	Enrolment in public senior secondary schools by region, 2006/2007	16	Map 3.8a:	Percentage of trained teachers in public senior secondary schools by region, 2006/2007	28
Map 3.2b:	Enrolment in private senior secondary schools by region, 2006/2007	16	Map 3.8b:	Percentage of trained teachers in private senior secondary schools by region,2006/2007	28
Map 3.3a:	Gross Enrolment Ratio in senior secondary schools by region, 2006/2007	18	Map 3.9a:	Student /Teacher Ratio in public senior secondary schools by region, 2006/2007	30
Map 3.3b:	Gross Enrolment Ratio for girls in senior Secondary schools by region, 2006/2007	18	Map 3.9b:	Student/Teacher Ratio in private senior secondary schools by region, 2006/2007	30
Map 3.4a:	Enrolment in SS1 in public senior secondary schools by region, 2006/2007	20	Map 3.10a:	Number of classrooms in public senior secondary schools by type of education and region, 2006/2007	32
Map 3.4b:	Enrolment in SS1 in private senior secondary schools by region, 2006/2007	20	Map 3.10b:	Number of classrooms in private senior secondary schools by type of education and region, 2006/2007	32
Map 3.5a:	Gross Admission Ratio (GAR) for senior secondary schools by region, 2006/2007	22	Map 3.11a:	Pupil Classroom Ratio in public senior secondary schools by type of education and region, 2006/2007	34
Map 3.5b:	Gross Admission Ratio (GAR) for girls in senior secondary schools by region,2006/2007	22	Map 3.11b:	Pupil Classroom Ratio in private senior secondary schools by type of education and region, 2006/2007	34
Map 3.6a:	Percentage of girls enrolment in public senior secondary schools by region, 2006/2007	24	Map 3.12a:	Percentage of permanent classrooms in public senior secondary schools by type of education and region, 2006/2007	36
Map 3.6b:	Percentage of girls enrolment in private senior secondary schools by region, 2006/2007	24	Map 3.12b:	Percentage of permanent classrooms in private senior secondary schools by type of education and region, 2006/2007	36
			Map 3.13a:	Condition of permanent classrooms in public senior secondary schools by type of education and region, 2006/2007	38

Map 3.13b	Condition of permanent classrooms in private senior secondary schools by type of education and region, 2006/2007	38	Map 3.19a	Science textbook per student in public senior secondary schools by region, 2006/2007	50
Map 3.14 a	Condition of permanent classrooms (in percentages) in public senior secondary schools by type of education and region, 2006/2007	40	Map 3.19b	Science textbook per student in private senior secondary schools by region, 2006/2007	50
Map 3.14b	Condition of permanent classrooms (in percentages) in private senior secondary schools by type of education and region, 2006/2007	40	Map 3.20a	Social Studies textbook per student in public senior secondary schools by region, 2006/2007	52
Map 3.15a	Number of seating places in public senior secondary schools by type of education and region, 2006/2007	42	Map 3.20b	Social Studies textbook per student in private senior secondary schools by region, 2006/2007	52
Map 3.15b	Number of seating places in private senior secondary schools by type of education and region, 2006/2007	42			
Map 3.16a	Number of writing places in public senior secondary schools by type of education and region, 2006/2007	44			
Map 3.16b	Number of writing places in private senior secondary schools by type of education and region, 2006/2007	44			
Map 3.17a	English textbook per student in public senior secondary schools by region, 2006/2007	46			
Map 3.17b	English textbook per student in private senior secondary schools by region, 2006/2007	46			
Map 3.18a	Mathematics textbook per student in public senior secondary schools by region, 2006/2007	48			
Map 3.18b	Mathematics textbook per student in private senior secondary schools by region, 2006/2007	48			

LIST OF CHARTS

	Page		
Chart 3.1	14	Chart 3.11	34
Chart 3.2	16	Chart 3.12	36
Chart 3.3a	18	Chart 3.13	38
Chart 3.3b	18	Chart 3.14	40
Chart 3.4	20	Chart 3.15a	42
Chart 3.5a	22	Chart 3.15b	42
Chart 3.5b	22	Chart 3.16a	44
Chart 3.6a	24	Chart 3.16b	44
Chart 3.6b	24	Chart 3.17	46
Chart 3.7	26	Chart 3.18	48
Chart 3.8	28	Chart 3.19	50
Chart 3.9a	30	Chart 3.20	52
Chart 3.9b	30		
Chart 3.10	32		

UNDERSTANDING KEY INDICATORS

Percentage Change - Percentage change is the difference between one year's percentage results and a subsequent year's results. A positive figure indicates a positive direction of growth over a year. Whether this is a growing trend can only be assumed if the statistic is an increase on the previous years' percentage change. The opposite is true of negative figures.

Student/Classroom Ratio - Total number of students per classroom for a specific grade or level of education in a given school-year. Classrooms are defined as rooms where teaching and learning takes place with pupils enrolled in a formal educational institution. The higher the student/classroom ratio, the lower is the relative access of pupils to proper facilities needed for quality teaching and learning. A very low classroom pupil-ratio may indicate under-utilization of physical resources.

Student/Teacher Ratio - Total number of pupils (students) per teacher at a specific level of education in a given school-year. Teachers are defined as persons whose professional activity involves the transmitting of knowledge, attitudes and skills that are stipulated in a formal curriculum programme to students enrolled in a formal educational institution. The higher the student/teacher ratio, the lower is the relative access of students to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the student.

Student/Textbook Ratio - Total number of core textbooks per student (student) for a specific grade or level of education in a given school-year. Textbooks are defined as learning materials designated by the Ministry as covering the knowledge that is stipulated in a formal curriculum programme for a specific grade or level of education. The higher the student/textbook ratio, the greater is the relative access of students to appropriate learning materials needed for quality teaching and learning. A low textbook student-ratio may indicate under-utilization of physical resources.

Gross Admission Rate (GAR) – Although usually used for primary education it can be used to measure transition into secondary education. It is the total number of new entrants in the first grade of the secondary education, regardless of age, expressed as a percentage of the population at the official secondary school-entrance age. A high GAR indicates a high degree of access to secondary education. As this calculation includes all new entrants to the first grade (regardless of age), the GAR can be more than 100%, due to over-aged and under-aged children entering secondary school for the first time

Gross Enrolment Ratio (GER) - Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school-year. A high GER generally indicates a high degree of student participation, whether the students belong to the official age-group or not. A GER value of 100 percent indicates that a country is, in principle, able to accommodate all of its school-age population, but it does not indicate the proportion already enrolled.

SECTION ONE

INTRODUCTION

REPORT ON BASIC STATISTICS AND PLANNING PARAMETERS FOR SENIOR SECONDARY SCHOOLS IN GHANA - 2006/2007

1. INTRODUCTION

In an effort to make adequate and reliable data and information available for scientific policy formulation, planning and implementation of various programmes and projects in education in Ghana, the Ministry of Education, Science and Sports launched the Education Management Information System (EMIS) Project in January, 1997 with technical support during the first and second Phases from the Harvard University and funds from the World Bank and the Government of Ghana. As an integral part of the Free, Compulsory and Universal Basic Education (FCUBE) Programme, the EMIS Project was planned to build on the already existing EMIS established in 1988 in the Ministry as part of the Education Reforms. Currently, technical support is being given by UNESCO Institute for Statistics (UIS).

Through the EMIS, a strong database has been established within the Ministry of Education, Science and Sports. Nineteen basic school censuses have so far been conducted since 1988 and the reports on them are available in the Ministry. This is the second senior secondary school census in recent times.

This report is presented to provide and upgrade basic data and planning parameters on enrolment, teaching staff, school facilities and examination results. This year's information on Senior Secondary Schools has been produced at national and regional levels. The report is presented in four sections as follows.

Section One gives a brief introduction of the report highlighting briefly the EMIS Project.

Section Two gives a brief summary of the analysis of the data. An attempt has been made in the analysis to compare the previous census (2005/2006) results with those of the current census. An effort has also been made to analyse the data by type of education, region and gender.

Section Three gives a summary of tables, charts and maps for senior secondary schools. The arrangement of tables followed immediately by maps and charts has been used to facilitate visualisation of the concepts being presented.

Section Four provides detailed statistics at the national and regional levels by type of education.

An analysis of SSSCE results of the year 2006 has been provided in Section Four.

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1. INTRODUCTION

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SECTION TWO

SUMMARY OF FINDINGS

2. SUMMARY OF FINDINGS

2.1 Number of Senior Secondary Schools

The number of public senior secondary schools covered is **478**, representing 96.6% of the known existing number of 495 as indicated in Table 2.2.1 below. The number of private senior secondary schools is **127**, constituting 61.4% of the known 207 existing. Thus, the total number of both public and private senior secondary schools covered is **605**, representing 86.2 of the known existing number of 702.

Table 2.1 Number of Senior Secondary Schools by Type of Education, 2006/2007

TYPE OF EDUCATION	NUMBER OF SSS		
	No. Existing	Number Covered	
		2005/2006	2006/2007
Public	495	412	478
Private	207	94	127
Total	702	506	605

Regional distribution of senior secondary schools in Table 3.1 (page 13), Map 3.1 and Chart 3.1 (page 14) shows that the Ashanti Region exhibits the highest number of senior secondary schools (109) while the Upper West Region has the lowest number (19). For all regions, there are more public senior secondary schools than private ones.

2.2 Enrolment in Senior Secondary Schools

As shown in Table 2.2 below, enrolment in public senior secondary schools is **376,049**, showing an increase of 19.6% over the 2005/2006 enrolment of 314,310. In the private sector, the figure is **38,442**, representing a increase of 58.8% when compared with the 2005/2006 figure of 24,209. The total enrolment in both the public and private senior secondary schools is **414,491**, showing an increase of 22.4% when related to the 2005/2006 enrolment of 338,519.

Table 2.2 Enrolment in Senior Secondary Schools by Type of Education, 2006/2007

TYPE OF EDUCATION	ENROLMENT IN SSS		
	2005/2006	2006/2007	% Change
Public	314,310	376,049	19.6
Private	24,209	38,442	58.8
Total	338,519	414,491	22.4

Regional distribution of enrolment in senior secondary schools in Table 3.2 (page 15), Map 3.2 and Chart 3.2 (page 16) shows that the Ashanti Region exhibits the highest enrolment in senior secondary schools (93,250) while the Upper West Region has the lowest enrolment (9,591). For all regions, boys' enrolment exceeds girls' enrolment.

2.3 Gross Enrolment Ratio in Senior Secondary Schools

As indicated in Table 2.3 below, the gross enrolment ratio at senior secondary school level for persons in age group 15-17 years is **30.2%** in 2006/2007, an increase of 4.7% from 25.5% in 2005/2006.

Table 2.3 Gross Enrolment Ratios (GER) in Senior Secondary 2005/2006 - 2006/2007

TYPE OF STATISTICS	GER STATISTICS IN SSS		
	2005/2006	2006/2007	% Change
Pop. 15-17 years	1,326,066	1,373,173	4.0
SSS enrolment	338,519	414,491	22.0
GER	25.5	30.2	4.7

Regional distribution of gross enrolment ratio in senior secondary schools in Table 3.3 (page 17), Chart 3.3 and Map 3.3 (page 18) shows that the Central Region exhibits the highest gross enrolment ratio in senior secondary schools (46.1%) while the Upper East Region has the lowest figure (19.5%). It is noted in the table that, for all regions, gross enrolment ratio for boys is higher than that of girls.

2.4 Enrolment in Senior Secondary One (SS1)

As shown in Table 2.4 below, SS1 enrolment in public senior secondary schools is **130,133**, showing an increase of 25.3% over the 2005/2006 enrolment of 103,854. Enrolment in private schools is **14,246**, showing an increase of **21.9%** over the 2005/2006 enrolment of 11,685. The SS1 enrolment in both the public and private senior secondary schools is **144,379**, indicating an increase of 25.0% over the previous year.

Table 2.4 Enrolment in SS1 by Type of Education, 2005/2006 - 2006/2007

TYPE OF EDUCATION	ENROLMENT IN SS1		
	2005/2006	2006/2007	% Change
Public	103,854	130,133	25.0
Private	11,685	14,246	22.0
Total	115,539	144,379	25.0

Regional distribution of SS1 enrolment in Table 3.4 (page 19), Map 3.4 and Chart 3.4 (page 20) shows that the Ashanti Region exhibits the highest enrolment in SS1 (33,791) while the Upper West Region has the lowest figure (3,435). It is also observed in the table that boys' enrolment in SS1 is higher than that of girls for all regions.

2.5 Gross Admission Ratio in Senior Secondary Schools

As indicated in Table 2.5 below, the gross admission ratio for persons aged 15 years is **33.2%** for boys and **27.7%** for girls. The gross admission ratio at senior secondary school level for children at age 15 years of both sexes increased from 25.4% in 2005/2006 to **30.5%** in 2006/2007 at a percentage change of 5.1%.

Table 2.5 Gross Admission Ratios (GAR) in Senior Secondary One, 2005/2006 - 2006/2007

SEX	GAR STATISTICS IN SSS		
	2005/2006	2006/2007	% Change
Boys	28.4%	33.2	4.8
Girls	22.4%	27.7	5.3
Both Sexes	25.4%	30.5	5.1

Regional distribution of gross admission ratio in senior secondary schools in Table 3.5 (page 21), Map 3.5 and Chart 3.5 (page 22) shows that the Central Region exhibits the highest gross admission ratio in senior secondary schools (44.6%) while the Upper East Region has the lowest figure (19.8%). For all regions except Central and Eastern, gross admission ratio for boys is higher than that of girls.

2.6 Share of Girls' Enrolment in Senior Secondary Schools

The percentage share of girls' enrolment is **42.7%** in public senior secondary schools and in private schools, the figure is **54.6%** in 2006/2007. The share of girls' enrolment in both public and private senior secondary schools is **43.8%** in 2006/2007, an increase of 0.7% over the figure for 2005/2006.

Table 2.6 Share of Girls' Enrolment in Senior Secondary Schools, 2005/2006 - 2006/2007

TYPE OF EDUCATION	% OF GIRLS ENROLMENT		
	2005/2006	2006/2007	% Change
Public	42.1%	42.7%	0.6
Private	55.0%	54.6%	-0.4
Total	43.1%	43.8%	0.7

Regional distribution of percentage of girls' enrolment in senior secondary schools in Table 3.6 (page 23), Map 3.6 and Chart 3.6 (page 24) shows that the Central Region exhibits the highest percentage of girls' enrolment (47.5%) while the Northern Region has the lowest figure (32.1%).

2.7 Number of Teachers in Senior Secondary Schools

As shown in Table 2.7 below, the total number of teachers in public senior secondary schools is **17,897**, representing an increase of 26.6% over the 2005/2006 figure of 14,135. The total number of teachers in private senior secondary schools is **2,158**, representing an increase of 41.7% when compared with the 2005/2006 figure of 1,523. The total number of teachers in both public and private senior secondary schools is **20,055**, representing an increase of 28.5% when compared with the 2005/2006 figure of 15,658.

Table 2.7 Number of Teachers in Senior Secondary Schools by Type of Education, 2005/2006 - 2006/2007

TYPE OF EDUCATION	NUMBER OF TEACHERS		
	2005/2006	2006/2007	% Change
Public	14,135	17,897	26.6
Private	1,523	2,158	41.7
Total	15,658	20,055	28.5

Regional distribution of number of teachers in senior secondary schools in Table 3.7 (page 25), Map 3.7 and Chart 3.7 (page 26) shows that the Ashanti Region exhibits the largest number of teachers (3,709) while the Upper West Region has the smallest figure (410).

2.8 Percentage of Trained Teachers in Senior Secondary Schools

As presented in Table 2.8 below, the percentage of trained teachers in public senior secondary schools is **84.7%**, an increase of 4.8% over the 2005/2006 figure of 79.9%. In private senior secondary schools the figure is **57.9%**, an increase of 1.9% over the 2005/2006 figure of 55.9%. In both public and private senior secondary schools, the percentage of trained teachers is **81.8%**, an increase of 3.8% over the previous year's figure.

Table 2.8 Percentage of Trained Teachers in Senior Secondary Schools by Type of Education, 2005/2006 - 2006/2007

TYPE OF EDUCATION	% TRAINED TEACHERS		
	2005/2006	2006/2007	% Change
Public	79.9	84.7	4.8
Private	55.9	57.9	2.0
Total	77.6	81.8	4.2

Regional distribution of percentage of trained teachers in senior secondary schools in Table 3.8 (page 27), Map 3.8 and Chart 3.8 (page 28) shows that the Upper West Region exhibit the highest percentage of trained teachers (86.1) while the Brong Ahafo Region has the lowest figure (73.1).

2.9 Student/Teacher Ratio in Senior Secondary Schools

As shown in Table 2.9 below, the student/teacher ratio (i.e. the number of students per teacher) in public senior secondary schools is **21:1**, showing a decrease of 1.2% when compared to the 2005/2006 figure of 22:1. In private schools, the figure is **18:1**, an increase of 1.9% over the 2005/2006 ratio of 16:1. In both public and private senior secondary schools, the student/teacher ratio is **21:1**, a decrease of 1.0% in relation to the ratio for 2005/2006.

Table 2.9 Student-Teacher Ratio in Senior Secondary Schools by Type of Education, 2005/2006 - 2006/2007

TYPE OF EDUCATION	STUDENT/TEACHER RATIO		
	2005/2006	2006/2007	% Change
Public	22:1	21:1	-1.2
Private	16:1	18:1	1.9
Total	22:1	21:1	-0.9

Regional distribution of student/teacher ratio in senior secondary schools in Table 3.9 (page 29), Map 3.9 and Chart 3.9 (page 30) shows that the Eastern Region exhibits the highest student/teacher ratio (22:1) while the Volta Region has the lowest figure (19:1).

2.10 Number of Classrooms in Senior Secondary Schools

As shown in Table 2.10 below, the number of classrooms in public senior secondary schools is **9,248**, an increase of 20.1% over the previous year's figure. In private senior secondary schools the figure is **1,428**, an increase of 56.6% over the 2005/2006 figure. The number of classrooms in both public and private senior secondary schools is **10,676**, an overall increase of 24.0% over the 2005/2006 figure.

Table 2.10 Number of classrooms in Senior Secondary Schools by Type of Education, 2005/2006 - 2006/2007

TYPE OF EDUCATION	NUMBER OF CLASSROOMS		
	2005/2006	2006/2007	% Change
Public	7,701	9,248	20.1
Private	912	1,428	56.6
Total	8,613	10,676	24.0

Regional distribution of number of classrooms in senior secondary schools in Table 3.10 (page 31), Map 3.10 and Chart 3.10 (page 32) reflects the density of senior schools in the country. The distribution shows that the Ashanti Region has the highest number of classrooms (2,176) in consonance with its large number of schools. The Upper West Region has lowest number of classrooms (298).

2.11 Student/Classroom Ratio in Senior Secondary Schools

As shown in Table 2.11 below, the student/classroom ratio in public senior secondary schools remained the same as the previous year (**41:1**). In private senior secondary schools also, the situation has been the same (**27:1**) as for 2005/2006. The ratio in both public and private senior secondary schools is **39:1**, showing no overall change over the period between 2005/2006 and 2006/2007.

Table 2.11 Students/Classroom Ratio in Senior Secondary Schools by Type of Education, 2005/2006 - 2006/2007

TYPE OF EDUCATION	PUPIL/CLASSROOM RATIO		
	2005/2006	2006/2007	% Change
Public	41:1	41:1	0.0
Private	27:1	27:1	0.0
Total	39:1	39:1	0.0

Regional distribution of pupil/classroom ratios in senior secondary schools in Table 3.10 (page 31), Map 3.10 and Chart 3.10 (page 32) show that the Ashanti Region has the highest ratios (43:1) while the Volta Region has the lowest figure (29:1).

2.12 Percentage of Permanent Classrooms in Senior Secondary Schools

As indicated in Table 2.12, the percentage of permanent classrooms (the relation between permanent classrooms on one hand and the sum of permanent and temporary classrooms on the other hand) in public senior secondary schools is **92.0%**, an increase of 1.2% over the previous year's figure. In private senior secondary schools it is **93.2%**, an increase of 1.4% over the previous year's figure. The percentage of permanent classrooms in both public and private senior secondary schools is **92.1%**, indicating an overall increase of 1.2% over the previous year's figure.

Table 2.12 Percentage of Permanent Classrooms in Senior Secondary Schools by Type of Education, 2005/2006 - 2006/2007

TYPE OF EDUCATION	PERCENTAGE OF PERMANENT CLASSROOMS IN SSS		
	2005/2006	2006/2007	% Change
Public	90.8	92.0	1.2
Private	91.8	93.2	1.4
Total	90.9	92.1	1.2

Regional distribution of percentage of permanent classrooms in senior secondary schools in Table 3.12 (page 33), Map 3.12 and Chart 3.12 (page 36) shows that the Greater Accra Region exhibits the highest percentage of permanent classrooms (94.4%) while the Volta Region has the lowest percentage (87.1%).

2.13 Condition of Permanent Classrooms in Senior Secondary Schools

As indicated in Table 2.13 below, of the total number of permanent classrooms is **10,676**, representing an increase of 36.3% when related to the 2005/2006 figure of 7,830. Of the total number of permanent classrooms, **1,696** classrooms constituting a decrease of 37.8% over the previous year's figure need major repairs. Of the same total, **2,902** classrooms representing an increase of 64.1% over the previous year's figure need minor repairs.

Table 2.13 Condition of Permanent Classrooms in Senior Secondary Schools by type of Education, 2005/2006 - 2006/2007

YEAR	CONDITION OF CLASSROOMS IN SSS		
	Total	Need Major Repairs	Need Minor Repairs
2005/2006	7,830	2,726	1,768
2006/2007	10,676	1,696	2,902
% Change	36.3	-37.8	64.1

Regional distribution of condition of permanent classrooms in senior secondary schools in Table 3.13 (page 35), Map 3.13 and Chart 3.13 (page 38) reflects the density of senior schools in the country. The table and maps show that the Ashanti Region, with its largest number of schools of all regions, has the highest number of classrooms needing major repairs (289) while the Upper West Region has the lowest number (43).

2.14 Condition of Permanent Classrooms (in percentages) in Senior Secondary Schools

As indicated in Table 2.14 below, the percentage of permanent classrooms in senior secondary schools needing major repairs is **17.2%**, representing a decrease of 17.8% when related to the 2005/2006 figure of 35.0%. The percentage of permanent classrooms in senior secondary schools needing minor repairs is **29.5%**, showing an increase of 6.5% over the previous year's figure of 23.0%.

Table 2.14 Condition of Permanent Classrooms (in percentages) in Senior Secondary Schools by type of Education, 2005/2006 -2006/2007

YEAR	CONDITION OF CLASSROOMS IN SSS		
	In Good Condition	Need Major Repairs	Need Minor Repairs
2005/2006	42.6	35.0	23.0
2006/2007	53.2	17.2	29.5
% Change	10.6	-17.8	6.5

Regional distribution of condition of permanent classrooms in senior secondary schools in Table 3.14 (page 37), Map 3.14 and Chart 3.14 (page 40) shows that the Volta Region indicates that its classrooms are in the worst state of disrepair with 28.5% of permanent classrooms needing major repairs while the Greater Accra Region has the lowest figure (11.1%).

2.15 Number of Seating Places Per Student in Senior Secondary Schools

As shown in Table 2.15 the number of seating places per student in public senior secondary schools is **0.80** (for every 100 students there are 80 seating places), representing an increase of 4.3% over the 2005/2006 figure of 0.77. The number of seating places per student in private senior secondary is **1.09**, showing an increase of 19.9% over the previous year's figure of 0.91. The number of seating places in both public and private senior secondary schools is **0.83**, indicating an overall increase of 6.4% over the previous year's figure of 0.78.

Table 2.15 Number of Seating Places Per student in Senior Secondary Schools by Type of Education, 2005/2006 - 2006/2007

TYPE OF EDUCATION	NO. OF SEATING PLACES PER STUDENT		
	2005/2006	2006/2007	% Change
Public	0.77	0.80	4.3
Private	0.91	1.09	19.9
Total	0.78	0.83	6.4

Regional distribution of number of seating places per student in senior secondary schools in Table 3.15 (page 39), Map 3.15 and Chart 3.15 (page 42) shows that the Central Region is closest to providing seating places for each student in its senior secondary schools (0.97) while the Brong Ahafo Region has the lowest figure number of available seating for its senior secondary students (0.70) i.e. only 70 students out of every 100 students have seats.

2.16 Number of Writing Places Per Student in Senior Secondary Schools

As shown in Table 2.16 the number of writing places per student in public senior secondary schools is **0.66** (for every 100 students there 66 writing places), showing an increase of 8.5% over the 2005/2006 figure of 0.61. The number of writing places per student in private senior secondary is **0.85**, representing an increase of 1.2% over the previous year's figure of 0.84. The number of writing places in both public and private senior secondary schools is **0.68**, indicating an overall increase of 7.8%, over the previous year's figure of 0.63.

Table 2.16 Number of Writing Places Per Student in Senior Secondary Schools by Type of Education, 2005/2006 - 2006/2007

TYPE OF EDUCATION	NO. OF WRITING PLACES PER STUDENT		
	2005/2006	2006/2007	% Change
Public	0.61	0.66	8.5
Private	0.84	0.85	1.2
Total	0.63	0.68	7.8

The regional distribution of senior secondary schools with available writing places per student in Table 3.16 (page 41), Map 3.16 and Chart 3.16 (page 44) shows that the Upper East Region has the highest number of available writing places per students in its senior secondary schools (0.81) while the Upper West Region has the lowest figure (0.46).

2.17 Number of English Textbooks Per Student in Senior Secondary Schools

As shown in Table 2.17 below, the number of English textbooks per student in public senior secondary schools is **1.05**, (indicating that for every 100 students there are 105 numbers of English textbooks). The current figure shows a decrease of 7.1% when related to the previous year's figure. The availability of English textbooks is less in private schools (**0.53**), with only 53 books available for every 100 students showing an increase of 12.8% on the previous year's figure. The number of English textbooks per student in both public and private senior secondary schools is **1.00**, showing a slight decrease in the availability of English textbooks for senior secondary students in the country when related to the previous year's figure.

Table 2.17 Number of English Textbooks Per Student in Senior Secondary Schools by type of Education, 2005/2006 - 2006/2007

TYPE OF EDUCATION	NO. OF ENGLISH TEXTBOOKS PER STUDENT		
	2005/2006	2006/2007	% Change
Public	1.13	1.05	-7.1
Private	0.47	0.53	12.8
Total	1.08	1.00	-7.4

Regional distribution of the number of English textbooks per student in senior secondary schools in Table 3.17 (page 43), Map 3.17 and Chart 3.17 (page 46) shows that the Central Region has the highest number of English textbooks available

per student in senior secondary schools (1.26) while the Upper West Region has the lowest ratio (0.78). That is, for every 100 students in Upper West Region only 78 can obtain their own English textbooks.

2.18 Number of Maths Textbooks Per Student in Senior Secondary Schools

As shown in Table 2.18 below, the number of Maths textbooks per student in public senior secondary schools is **1.08**, (indicating that for every 100 students there are 108 number of Maths textbooks). This figure shows a decrease of 8.3% when related to the previous year's figure. The availability of Maths textbooks is less in private schools (**0.50**), with only 50 books available for every 100 students. This is an increase of 13.5% over the previous year's figure. The number of Maths textbooks per student in both public and private senior secondary schools is **1.03**, a decrease of 8.2% in the availability of Maths textbooks for senior secondary students in the country when compared to the previous year's figure.

Table 2.18 Number of Maths Textbooks Per Student in Senior Secondary Schools by Type of Education, 2005/2006 - 2006/2007

TYPE OF EDUCATION	NO. OF MATHS TEXTBOOKS PER STUDENT		
	2005/2006	2006/2007	% Change
Public	1.18	1.08	-8.3
Private	0.44	0.50	13.5
Total	1.12	1.03	-8.2

Regional distribution of the number of Maths textbooks per student in senior secondary schools in Table 3.18 (page 45), Map 3.18 and Chart 3.18 (page 48) shows that the Brong Ahafo Region has the highest number of Maths textbooks per student available in senior secondary schools (1.24) while the Upper West has the lowest ratio (0.78), i.e. for every 100 students only 78 have their own Maths textbook.

2.19 Number of Science Textbooks Per Student in Senior Secondary Schools

As shown in Table 2.19, the number of Science textbooks per student in public senior secondary schools **0.61**, (indicating that for every 100 students there are 61 Science textbooks). The figure shows a decrease of 3.3% when related to the previous year's figure. The availability of Science textbooks is less in private schools (**0.28**), with only 28 books available for every 100 students showing an increase of 7.1% over the previous year's figure. The number of Science textbooks per student in both the public and private senior secondary schools is **0.58**, showing a decrease in the availability of Science textbooks for senior secondary students in the country when compare to the previous year's figure.

Table 2.19 Number of Science Textbooks Per Student in Senior Secondary Schools by Type of Education, 2005/2006 - 2006/2007

TYPE OF EDUCATION	NO. OF SCIENCE TEXTBOOKS PER STUDENT		
	2005/2006	2006/2007	% Change
Public	0.63	0.61	-3.3
Private	0.22	0.28	7.1
Total	0.60	0.58	-3.4

Regional distribution of number of Science textbooks per student in senior secondary schools in Table 3.19 (page 47), Map 3.19 and Chart 3.19 (page 50) shows that the Greater Accra Region has the highest number of Science textbooks per student in senior secondary schools (0.73) while the Brong Ahafo Region has the lowest ratio (0.49).

2.20 Number of Social Studies Textbooks Per Student in Senior Secondary Schools

As shown in Table 2.20 below, the number of Social Studies textbooks per student in public senior secondary schools is **0.48**, (indicating that for every 100 students there are 48 Social Studies textbooks). The figure shows a decrease of 6.3% when related to the previous year's figure. The availability of Social Studies textbooks is less in private schools (**0.31**), with only 31 books available for every 100 students. This is an increase of 29.0% on the previous year's figure. The number of Social Studies textbooks per student in both the public and private senior secondary schools is **0.46**, showing an overall decrease of 6.5% in the availability of Social Studies textbooks for senior secondary students in the country when compared to the previous year's figure of 0.49.

Greater Accra Region has the highest number of Social Studies textbooks per student in its senior secondary schools (0.62) while the Western Region has the lowest ratio (0.36).

Table 2.20 Number of Social Studies Textbooks per Student in Senior Secondary Schools by type of Education, 2005/2006 - 2006/2007

TYPE OF EDUCATION	NO. OF SOCIAL STUDIES TEXTBOOKS PER STUDENT		
	2005/2006	2006/2007	% Change
Public	0.51	0.48	-6.3
Private	0.22	0.31	29.0
Total	0.49	0.46	-6.5

Regional distribution of number of Social Studies textbooks per student in senior secondary schools in Table 3.20 (page 49), Map 3.20 and Chart 3.20 (page 52) shows that the