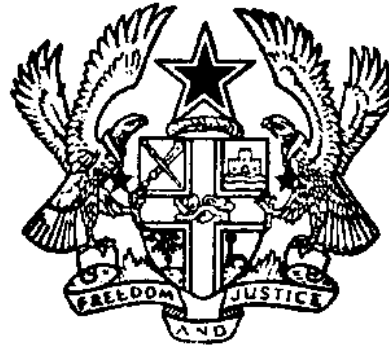


Ministry of Education



Republic of Ghana

Report on Basic Statistics and Planning Parameters for **SENIOR HIGH SCHOOLS** in Ghana 2009/2010

EMIS
September, 2010



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The compilation of credible and reliable data for effective management and policy formulation is the main motivation in the effort of the Ministry of Education in the preparation of this school data. The Education Management Information System (EMIS) Project, which provided the capacity for the staff to achieve this, has come a long way to the point where capacity has been built at the decentralized level in data collection, entry and production. This data on Senior High Schools has emerged out of a bottom-up process.

Taking cognizance of the importance of data, the diligence exhibited by the Staff of the Statistics Unit of the SRIMPR Division of the Ministry in putting this document together, requires acclamation. Equally, the contributions of Regional and District Statistics Officers who supervised the fieldwork and the data entry at the District levels deserve compliments.

The technical assistance received from UNESCO Institute for Statistics (UIS), through the provision of an EMIS application software, which was customized to serve our specific needs and requirements in the production of the data is very much appreciated. The Ministry anticipates the strengthening of such co-operation and collaboration in the building of a strong EMIS that serves the needs of all stakeholders and shows the progress being made in the delivery of education in Ghana.

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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 HIGH SCHOOLS IN GHANA - 2009/2010

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 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. Twenty 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 high 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 High 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 (2008/2009) 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 High 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 WASCE results of the year 2009 has been provided in Section Four.

SECTION TWO

SUMMARY OF FINDINGS

2. SUMMARY OF FINDINGS

2.1 Number of Senior High Schools

The number of public Senior High Schools covered is **496**, representing 100% of the existing public schools as indicated in Table 2.1 below. The number of private Senior High Schools is **201**, constituting 85.51% of the known 207 existing. Thus, the total number of both public and private Senior High Schools covered is **697**, representing 99.0 of the known existing number of 704.

Table 2.1 Number of Senior High Schools by Type of Education, 2009/2010

TYPE OF EDUCATION	NUMBER OF SHS		
	No. Existing	Number Covered	
		2008/2009	2009/2010
Public	497	493	496
Private	207	177	201
Total	704	670	697

Regional distribution of Senior High 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 High Schools (124) while the Upper West Region has the lowest number (19). For all regions, there are more public Senior High Schools than private ones.

2.2 Enrolment in Senior High Schools

As shown in Table 2.2 below, enrolment in public Senior High Schools is **479,296** showing an increase of 8.6% over the 2008/2009 enrolment of 441,324. In the private sector, the enrolment is **58,036**, representing an increase of 18.2% when compared with the 2008/2009 figure of 49,010. The total enrolment in both the public and private Senior High Schools is **537,332**, showing an increase of 9.6% when related to the 2008/2009 enrolment of 490,334.

Table 2.2 Enrolment in Senior High Schools by Type of Education, 2009/2010

TYPE OF EDUCATION	ENROLMENT IN SHS		
	2008/2009	2009/2010	% Change
Public	441,324	479,296	8.6
Private	49,010	58,036	18.2
Total	490,334	537,332	9.6

Regional distribution of enrolment in Senior High 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 High Schools (125,249) while the Upper West Region has the lowest enrolment (11,638). For all regions, boys' enrolment exceeds girls' enrolment.

2.3 Gross Enrolment Ratio in Senior High Schools

As indicated in Table 2.3 below, the gross enrolment ratio at senior high school level for persons in age group 15-17 years is **36.1%** in 2009/2010, an increase of 6.5% from 33.9% in 2008/2009.

Table 2.3 Gross Enrolment Ratios (GER) in Senior High Schools, 2008/2009 - 2009/2010

TYPE OF STATISTICS	GER STATISTICS IN SHS		
	2008/2009	2009/2010	% Change
Pop. 15-17 years	1,448,401	1,487,512	2.7
SHS enrolment	490,334	537,332	9.6
GER	33.9	36.1	6.5

Regional distribution of gross enrolment ratio in Senior High 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 High Schools (56.0%) while the Greater Accra Region has the lowest figure (22.0%). It is noted in the table that, apart from the Eastern region, gross enrolment ratio for boys is higher than that of girls in all the regions.

2.4 Enrolment in Senior Secondary One (SH1)

As shown in Table 2.4 below, SH1 enrolment in public Senior High Schools is **179,752**, showing an increase of 14.7% as compared to 2008/2009 enrolment of **156,743**. Enrolment in private schools is **22,067**, showing an increase of **22.9%** as compared to 2008/2009 enrolment of 17,949. The SH1 enrolment in both the public and private Senior High Schools is 201,818, indicating an increase of 15.5% over the previous year.

Table 2.4 Enrolment in SH1 by Type of Education, 2008/2009 - 2009/2010

TYPE OF EDUCATION	ENROLMENT IN SH1		
	2008/2009	2009/2010	% Change
Public	156,743	179,752	14.7
Private	17,949	22,067	22.9
Total	174,692	201,819	15.5

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 (47,907) while the Upper West Region has the lowest figure (4,253). 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 High Schools

As indicated in Table 2.5 below, the gross admission ratio for persons aged 15 years is **41.8%** for boys and **36.8%** for girls. The gross admission ratio at senior High school level for children at age 15 years of both sexes rose from 35.0% in 2008/2009 to **39.4%** in 2009/2010 representing an increase of 12.6%.

Table 2.5 Gross Admission Ratios (GAR) in Senior Secondary One by Sex, 2008/2009 - 2009/2010

SEX	GAR STATISTICS IN SHS		
	2008/2009	2009/2010	% Change
Boys	37.6	41.8	11.2
Girls	32.3	36.8	13.9
Both Sexes	35.0	39.4	12.6

Regional distribution of gross admission ratio in Senior High 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 High Schools (58.5%) while the Greater Accra Region has the lowest figure (24.0%). 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 High Schools

The percentage share of girls' enrolment is **43.8%** in public Senior High Schools, and in private schools, the figure is **52.7%** in 2009/2010. The share of girls' enrolment in both public and private Senior High Schools is **44.7%** in 2009/2010, showing an increase of 0.9% when compared with the figure for 2008/2009.

Table 2.6 Share of Girls' Enrolment in Senior High Schools by Type of Education, 2008/2009 - 2009/2010

TYPE OF EDUCATION	% OF GIRLS ENROLMENT		
	2008/2009	2009/2010	% Change
Public	43.3	43.8	1.2
Private	53.5	52.7	-1.5
Total	44.3	44.7	0.9

Regional distribution of percentage of girls' enrolment in Senior High Schools in Table 3.6 (page 23), Map 3.6 and Chart 3.6 (page 24) shows that the Eastern Region exhibits the highest percentage of girls' enrolment (48.2%) while the Northern Region has the lowest figure (35.8%).

2.7 Number of Teachers in Senior High Schools

As shown in Table 2.7 below, the total number of teachers in public Senior High Schools is **22,697**, representing an increase of 14.3% over the 2008/2009 figure of 19,851. The total number of teachers in private Senior High Schools is **3,155**, representing an increase of 18.2% when compared with the 2008/2009 figure of 2,670. The total number of teachers in both public and private Senior High Schools is **25,852**, representing an increase of 14.8% when compared with the 2008/2009 figure of 22,521.

Table 2.7 Number of Teachers in Senior High Schools by Type of Education, 2008/2009 - 2009/2010

TYPE OF EDUCATION	NUMBER OF TEACHERS		
	2008/2009	2009/2010	% Change
Public	19,851	22,697	14.3
Private	2,670	3,155	18.2
Total	22,521	25,852	14.8

Regional distribution of number of teachers in Senior High 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 (4,848) while the Upper West Region has the smallest figure (565).

2.8 Percentage of Trained Teachers in Senior High Schools

As presented in Table 2.8 below, the percentage of trained teachers in public Senior High Schools is **85.9%**, a decrease of 0.9% over the 2008/2009 figure of 86.8%. In private Senior High Schools there was a drop of 1.8 (56.0) when compared with 2009/2010. In both public and private Senior High Schools, the percentage of trained teachers is 82.2%, a decrease of 1.1% over the previous year's figure.

Table 2.8 Percentage of Trained Teachers in Senior High Schools by Type of Education, 2008/2009 - 2009/2010

TYPE OF EDUCATION	% TRAINED TEACHERS		
	2008/2009	2009/2010	% Change
Public	86.8	85.9	-0.9
Private	57.8	56.0	-1.8
Total	83.3	82.2	-1.1

Regional distribution of percentage of trained teachers in Senior High 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 (88.6) while the Northern Region has the lowest figure (73.1).

2.9 Student/Teacher Ratio in Senior High Schools

As shown in Table 2.9 below, the student/teacher ratio (i.e. the number of students per teacher) in public Senior High Schools is **21.1**, showing a decrease of 5.0% when compared to the 2008/2009 figure of 22.2. In private schools, the student/teacher ratio maintained the figure of **18.4** just as it was in 2008/2009. In both public and private Senior High Schools, the student/teacher ratio is **20.8**, showing a decrease of 4.6% in relation to the ratio for 2008/2009.

Table 2.9 Student-Teacher Ratio in Senior High Schools by Type of Education, 2008/2009 - 2009/2010

TYPE OF EDUCATION	STUDENT/TEACHER RATIO		
	2008/2009	2009/2010	% Change
Public	22.2	21.1	-5.0
Private	18.4	18.4	-
Total	21.8	20.8	-4.6

Regional distribution of student/teacher ratio in Senior High 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 (25.0) while the Upper East Region has the lowest figure (15.0).

2.10 Number of Classrooms in Senior High Schools

As shown in Table 2.10 below, the number of classrooms in public Senior High Schools is **10,455**, representing an increase of 1.3% over the previous year's figure. In private Senior High Schools the figure is **2,182**, showing an increase of 11.6% over the 2008/2009 figure. The number of classrooms in both public and private Senior High Schools is **12,281**, representing an overall increase of 2.9% over the 2008/2009 figure.

Table 2.10 Number of classrooms in Senior High Schools by Type of Education, 2008/2009 - 2009/2010

TYPE OF EDUCATION	NUMBER OF CLASSROOMS		
	2008/2009	2009/2010	% Change
Public	10,325	10,455	1.3
Private	1,956	2,182	11.6
Total	12,281	12,637	2.9

Regional distribution of number of classrooms in Senior High Schools in Table 3.10 (page 31), Map 3.10 and Chart 3.10 (page 32) shows that the Ashanti Region has the highest number of classrooms (2,627) in consonance with its large number of schools. The Upper West Region has lowest number of classrooms (302).

2.11 Student/Classroom Ratio in Senior High Schools

As shown in Table 2.11 below, the student/classroom ratio in public Senior High Schools rose from 42.7 in 2008/2009 to **45.8** in 2009/2010 representing an increase of 7.3%. In private Senior High Schools, the student/classroom ratio gained an increase of 6.0% over 2008/2009 figure. The ratio in both public and private Senior High Schools is **42.5**, showing an increase of 6.5% over the previous year's ratio of 39.9.

Table 2.11 Students/Classroom Ratio in Senior High Schools by Type of Education, 2008/2009 - 2009/2010

TYPE OF EDUCATION	PUPIL/CLASSROOM RATIO		
	2008/2009	2009/2010	% Change
Public	42.7	45.8	7.3
Private	25.1	26.6	6.0
Total	39.9	42.5	6.5

Regional distribution of pupil/classroom ratios in Senior High Schools in Table 3.11 (page 33), Map 3.11 and Chart 3.11 (page 32) show that the Northern Region has the highest ratio (43.9) while the Volta Region has the lowest figure (32.3).

2.12 Percentage of Permanent Classrooms in Senior High 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 High Schools is **92.0%**, showing a decrease of 0.4% in relation to the previous year's figure. In private Senior High Schools, the percentage of permanent classrooms remained the same, **92.3%** when compared with the previous year's figure. The percentage of permanent classrooms in both public and private Senior High Schools is **92.0%**, showing a decrease of 0.4% in relation to the previous year's figure.

Table 2.12 Percentage of Permanent Classrooms in Senior High Schools by Type of Education, 2008/2009 - 2009/2010

TYPE OF EDUCATION	PERCENTAGE OF PERMANENT CLASSROOMS IN SHS		
	2008/2009	2009/2010	% Change
Public	92.4	92.0	-0.4
Private	92.3	92.3	-
Total	92.4	92.0	-0.4

Regional distribution of percentage of permanent classrooms in Senior High Schools in Table 3.12 (page 35), Map 3.12 and Chart 3.12 (page 36) shows that the Greater Accra Region exhibits the highest percentage of permanent classrooms (93.9%) while the Central Region has the lowest percentage (90.0%).

2.13 Condition of Permanent Classrooms in Senior High Schools

Regarding classrooms, Table 2.13 below indicates that there are **12,637** permanent classrooms in the schools, and this represents an increase of 2.9% over the 2008/2009 figure of 12,281. Out of the 12,637 permanent classrooms, **1,755** classrooms need major repairs, and this constitutes an increase of 9.4% compared to the previous year's figure of 1,605. Again, of the total number of permanent classrooms, **3,191** of them need minor repairs, and this represents an increase of 0.4% over the previous year's figure 3,179.

Table 2.13 Condition of Permanent Classrooms in Senior High Schools, 2008/2009 - 2009/2010

YEAR	CONDITION OF CLASSROOMS IN SHS		
	Total	Need Major Repairs	Need Minor Repairs
2008/2009	12,281	1,605	3,179
2009/2010	12,637	1,755	3,191
% Change	2.9	9.4	0.4

Regional distribution of condition of permanent classrooms in Senior High Schools in Table 3.13 (page 37), Map 3.13 and Chart 3.13 (page 38) shows that the Ashanti Region has the highest number of classrooms needing major repairs (352) while the Upper West Region has the lowest number (32).

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

As indicated in Table 2.14 below, the percentage of permanent classrooms in Senior High Schools needing major repairs is **15.1%**, representing an increase of 1.0% when related to the 2008/2009 figure of 14.1%. The percentage of permanent classrooms in Senior High Schools needing minor repairs is **27.4%**, showing a decrease of 0.6% over the previous year's figure of 28.0%.

Table 2.14 Condition of Permanent Classrooms (in percentages) in Senior High Schools, 2008/2009 - 2009/2010

YEAR	CONDITION OF CLASSROOMS IN SHS		
	In Good Condition	Need Major Repairs	Need Minor Repairs
2008/2009	57.8	14.1	28.0
2009/2010	57.5	15.1	27.4
% Change	-0.3	1.0	-0.6

Regional distribution of condition of permanent classrooms in Senior High Schools in Table 3.14 (page 37), Map 3.14 and Chart 3.14 (page 40) shows that the Northern Region indicates that its classrooms are in the worst state of disrepair with 20.9% of permanent classrooms needing major repairs while the Upper West Region has the lowest figure (9.0%).

2.15 Number of Seating Places Per Student in Senior High Schools

As shown in Table 2.15 the number of seating places per student in public Senior High Schools is **0.82**(for every 100 students there are 82seating places). The figure has remained unchanged when compared with that of 2008/2009. The number of seating places per student in private senior secondary is **1.02**, showing an increase of 10.9% in relation to the previous year's figure of 0.92. The number of seating places in both public and private Senior High Schools is **0.84**, indicating an overall increase of 1.2% when compared with the previous year's figure of 0.83.

Table 2.15 Number of Seating Places Per student in Senior High Schools by Type of Education, 2008/2009 - 2009/2010

TYPE OF EDUCATION	NO. OF SEATING PLACES PER STUDENT		
	2008/2009	2009/2010	% Change
Public	0.82	0.82	-
Private	0.92	1.02	10.9
Total	0.83	0.84	1.2

Regional distribution of number of seating places per student in Senior High Schools in Table 3.15 (page 41), Map 3.15 and Chart 3.15 (page 42) shows that the Central Region has the highest number of seating places per student (0.95) in its Senior High Schools while the Upper West Region has the lowest figure (0.55) i.e. only 55 students out of every 100 students have seats.

2.16 Number of Writing Places Per Student in Senior High Schools

As shown in Table 2.16 the number of writing places per student in public Senior High Schools is **0.73** (for every 100 students there are 73 writing places), showing a decrease of 11.0% over the 2008/2009 figure of 0.82. The number of writing places per student in private senior secondary is **0.93**, representing an increase of 1.1% over the previous year's figure of 0.92. The number of writing places in both public and private Senior High Schools is **0.75**, indicating an overall decrease of 9.6%, over the previous year's figure of 0.83.

Table 2.16 Number of Writing Places Per Student in Senior High Schools by Type of Education, 2008/2009 - 2009/2010

TYPE OF EDUCATION	NO. OF WRITING PLACES PER STUDENT		
	2008/2009	2009/2010	% Change
Public	0.82	0.73	-11.0
Private	0.92	0.93	1.1
Total	0.83	0.75	-9.6

Regional distribution of Senior High Schools with available writing places per student in Table 3.16 (page 43), 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 High Schools (0.96) while the Upper West Region has the lowest figure (0.31).

2.17 Number of English Textbooks Per Student in Senior High Schools

As shown in Table 2.17 below, the number of English textbooks per student in public Senior High Schools is **0.94**, (indicating that for every 100 students there are 94 English textbooks). The current figure shows a decrease of 8.7% when related to the previous year's figure. The availability of English textbooks is less in private schools (**0.44**), with only 44 books available for every 100 students showing a decrease of 6.4% when compared with the previous year's figure. The number of English textbooks per student in both public and private Senior High Schools is **0.89**, showing a decrease of 9.2% when related to the previous year's figure of 0.98.

Table 2.17 Number of English Textbooks Per Student in Senior High Schools by Type of Education, 2008/2009 - 2009/2010

TYPE OF EDUCATION	NO. OF ENGLISH TEXTBOOKS PER STUDENT		
	2008/2009	2009/2010	% Change
Public	1.03	0.94	-8.7
Private	0.47	0.44	-6.4
Total	0.98	0.89	-9.2

Regional distribution of the number of English textbooks per student in Senior High Schools in Table 3.17 (page 45), Map 3.17 and Chart 3.17 (page 46) shows that the Volta Region has the highest number of English textbooks available per

student in Senior High Schools (1.07) while the Upper East Region has the lowest ratio (0.68). That is, for every 100 students in Upper East Region only 68 can obtain their own English textbooks.

2.18 Number of Maths Textbooks Per Student in Senior High Schools

As shown in Table 2.18 below, the number of Maths textbooks per student in public Senior High Schools is **0.93**, (indicating that for every 100 students there are 93 number of Maths textbooks). The availability of Maths textbooks is less in private schools (**0.43**), showing a decrease of 4.4% when compared with the previous year's figure of 0.45. The number of Maths textbooks per student in both public and private Senior High Schools is **0.88**, representing a decrease of 4.4% when related to the previous year's figure of 0.92.

Table 2.18 Number of Maths Textbooks Per Student in Senior High Schools by Type of Education, 2008/2009 - 2009/2010

TYPE OF EDUCATION	NO. OF MATHS TEXTBOOKS PER STUDENT		
	2008/2009	2009/2010	% Change
Public	0.97	0.93	-4.1
Private	0.45	0.43	-4.4
Total	0.92	0.88	-4.4

Regional distribution of the number of Maths textbooks per student in Senior High Schools in Table 3.18 (page 47), Map

3.18 and Chart 3.18 (page 48) shows that the Volta Region has the highest number of Maths textbooks per student available in Senior High Schools (1.06) while the Upper West has the lowest ratio (0.69), i.e. only 69 out of every 100 students have their own Maths textbooks.

2.19 Number of Science Textbooks Per Student in Senior High Schools

As shown in Table 2.19, the number of Science textbooks per student in public Senior High Schools is **0.72**, (indicating that for every 100 students there are 72 Science textbooks). The figure shows an increase of 12.5% over the previous year's figure of 0.64. The availability of Science textbooks is less in private schools (**0.37**), showing an increase of 8.8% when related to the previous year's figure of 0.34. The number of Science textbooks per student in both the public and private Senior High Schools is **0.69**, representing an increase of 13.1% over the previous year's figure of 0.61.

Table 2.19 Number of Science Textbooks Per Student in Senior High Schools by Type of Education, 2008/2009 - 2009/2010

TYPE OF EDUCATION	NO. OF SCIENCE TEXTBOOKS PER STUDENT		
	2008/2009	2009/2010	% Change
Public	0.64	0.72	12.5
Private	0.34	0.37	8.8
Total	0.61	0.69	13.1

Regional distribution of number of Science textbooks per student in Senior High Schools in Table 3.19 (page 49), Map 3.19 and Chart 3.19 (page 50) shows that the Central Region has the highest number of Science textbooks per student in Senior High Schools (0.81) while the Northern Region has the lowest ratio (0.44).

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

As shown in Table 2.20 below, the number of Social Studies textbooks per student in public Senior High Schools is **0.57**, (indicating that for every 100 students there are 57 Social Studies textbooks). The figure shows an increase of 26.7% when related to the previous year's figure. However, the availability of Social Studies textbooks is less in private schools (**0.40**), representing an increase of 14.3% over the previous year's figure of 0.35. The number of Social Studies textbooks per student in both the public and private Senior High Schools is **0.55**, showing an increase of 25.0% when related to the previous year's figure of 0.44.

Table 2.20 Number of Social Studies Textbooks Per Student in Senior High Schools by Type of Education, 2008/2009 - 2009/2010

TYPE OF EDUCATION	NO. OF SOCIAL STUDIES TEXTBOOKS PER STUDENT		
	2008/2009	2009/2010	% Change
Public	0.45	0.57	26.7
Private	0.35	0.40	14.3
Total	0.44	0.55	25.0

Regional distribution of number of Social Studies textbooks per student in Senior High Schools in Table 3.20 (page 51), Map 3.20 and Chart 3.20 (page 52) shows that the Greater Accra Region has the highest number of Social Studies textbooks per student in its Senior High Schools (0.70) while the Northern Region has the lowest ratio (0.30).