

Ministry of Education



Republic of Ghana



Report on Basic Statistics and Planning Parameters for **SENIOR HIGH SCHOOLS** in Ghana 2013/2014

EMIS
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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 Basic Education has emerged out of a bottom-up process.

Taking cognizance of the importance of data, the diligence exhibited by the Staff of the Statistics, Research, Information Management and Public Relations (SRIMPR) Division of the Ministry in putting this document together, requires acclamation. The Drivers of the Ministry are also commended for their hard work throughout the period of the fieldwork.

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**DIVINE AYIDZOE
DIRECTOR, SRIMPR**

TABLE OF CONTENT

	Page		Page
ACKNOWLEDGEMENT	1	2.14 Condition of Permanent Classrooms (in percentages) in Senior High Schools	8
SECTION 1: INTRODUCTION	1	2.15 Number of Seating Places per Student in Senior High Schools	8
SECTION 2: SUMMARY OF FINDINGS	2	2.16 Number of Writing Places per Student in Senior High Schools	9
2.1 Number of Senior High Schools	2	2.17 Number of English Textbooks per Student in Senior High Schools	9
2.2 Enrolment in Senior High Schools	2	2.18 Number of Maths Textbooks per Student in Senior High Schools	10
2.3 Gross Enrolment Ratio in Senior High Schools	3	2.19 Number of Science Textbooks per Student in Senior High Schools	10
2.4 Enrolment in SHS1	3	2.20 Number of Social Studies Textbooks per Student in Senior High Schools	11
2.5 Gross Admission Ratio in Senior High Schools	4	SECTION 3: SUMMARY TABLES, MAPS AND CHARTS FOR SENIOR HIGH SCHOOLS	13
2.6 Share of Girls Enrolment in Senior High Schools	4	SECTION 4: DETAILED STATISTICS AT NATIONAL AND REGIONAL LEVELS	51
2.7 Number of Teachers in Senior High Schools	5		
2.8 Percentage of Trained Teachers in Senior High Schools	5		
2.9 Student/Teacher Ratios in Senior High Schools	6		
2.10 Number of Classrooms in Senior High Schools	6		
2.11 Pupil/Classroom Ratio in Senior High Schools	6		
2.12 Percentage of Permanent Classrooms in Senior High Schools	7		
2.13 Condition of Permanent Classrooms (in absolute terms) in Senior High Schools	7		

LIST OF TABLES

		Page			
Table 2.1	Number of Senior High Schools by type of education, 2013/2014	2	Table 2.14	Condition of permanent classrooms (in percentages) in Senior High Schools by type of education, 2013/2014	8
Table 2.2	Enrolment in Senior High Schools by type of education, 2013/2014	2	Table 2.15	Number of seating places in Senior High Schools by type of education, 2013/2014	8
Table 2.3	Gross Enrolment Ratio (GER) in Senior High Schools by sex, 2013/2014	3	Table 2.16	Number of writing places in Senior High Schools by type of education and region, 2013/2014	9
Table 2.4	SHS1 enrolment by type of education, 2013/2014	3	Table 2.17	Number of English textbooks per student in Senior High Schools by type of education, 2013/2014	9
Table 2.5	Gross Admission Ratio (GAR) of Senior High Schools, 2013/2014	4	Table 2.18	Number of Maths textbooks per student in Senior High Schools by type of education, 2013/2014	10
Table 2.6	Percentage of share of girls enrolment in Senior High Schools by type of education, 2013/2014	4	Table 2.19	Number of Science textbooks per student in Senior High Schools by type of education, 2013/2014	10
Table 2.7	Number of teachers in Senior High Schools by type of education, 2013/2014	5	Table 2.20	Number of Social Studies textbooks per student in Senior High Schools by type of education, 2013/2014	11
Table 2.8	Percentage of trained teachers in Senior High Schools by type of education, 2013/2014	5	Table 3.1	Number of Senior High Schools by type of education and region, 2013/2014	13
Table 2.9	Student/Teacher Ratio in Senior High Schools by type of education, 2013/2014	6	Table 3.2	Enrolment in Senior High Schools by type of education, region and sex, 2013/2014	15
Table 2.10	Number of classrooms in Senior High Schools by type of education, 2013/2014	6	Table 3.3	Gross Enrolment Ratio (GER) in Senior High Schools by region and sex, 2013/2014	17
Table 2.11	Pupil/Classroom Ratio in Senior High Schools by type of education, 2013/2014	6	Table 3.4	Enrolment in SHS1 by type of education, region and sex, 2013/2014	19
Table 2.12	Percentage of permanent classrooms in Senior High Schools by type of education, 2013/2014	7	Table 3.5	Gross Admission Ratio (GAR) in Senior High Schools by region and sex, 2013/2014	21
Table 2.13	Condition of permanent classrooms (in absolute terms) in Senior High Schools by type of education, 2013/2014	7	Table 3.6	Percentage of girls enrolment in Senior High Schools by region and type of education, 2013/2014	23

Table 3.7	Number of teachers in Senior High Schools by type of education and region, 2013/2014	25
Table 3.8	Percentage of trained teachers in Senior High Schools by type of education, and region, 2013/2014	27
Table 3.9	Student/Teacher Ratio in Senior High Schools by type of education and region, 2013/2014	29
Table 3.10	Number of classrooms in Senior High Schools by type of education and region, 2013/2014	31
Table 3.11	Pupil Classroom Ratio in Senior High Schools by type of Education and Region, 2013/2014	33
Table 3.12	Percentage of permanent classrooms in Senior High Schools by type of education and region, 2013/2014	35
Table 3.13	Condition of permanent classrooms (in absolute terms) in Senior High Schools by type of education and region, 2013/2014	37
Table 3.14	Condition of permanent classrooms (in percentages) in Senior High Schools by type of education, 2013/2014	39
Table 3.15	Number of seating places in Senior High Schools by type of education, 2013/2014	41
Table 3.16	Number of writing places in Senior High Schools by type of education and region, 2013/2014	43
Table 3.17	Number of English textbooks per student in Senior High Schools by type of education and region, 2013/2014	45
Table 3.18	Number of Maths textbooks per student in Senior High Schools by type of education and region, 2013/2014	47
Table 3.19	Number of Science textbooks per student in Senior High Schools by type of education and region, 2013/2014	49

Table 3.20	Number of Social Studies textbooks per student in Senior High Schools by type of education and region, 2013/2014	51
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LIST OF MAPS

	Page		Page
Map 3.1a:	14	Map 3.7b:	26
Map 3.1b:	14	Map 3.8a:	28
Map 3.2a:	16	Map 3.8b:	28
Map 3.2b:	16	Map 3.9a:	30
Map 3.3a:	18	Map 3.9b:	30
Map 3.3b:	18	Map 3.10a:	32
Map 3.4a:	20	Map 3.10b:	32
Map 3.4b:	20	Map 3.11a:	34
Map 3.5a:	22	Map 3.11b:	34
Map 3.5b:	22	Map 3.12a:	36
Map 3.6a:	24	Map 3.12b:	36
Map 3.6b:	24	Map 3.13a:	38
Map 3.7a:	26		

Map 3.13b	Condition of permanent classrooms in private Senior High Schools by type of education and region, 2013/2014	38	Map 3.20a	Social Studies textbook per student in public Senior High Schools by region, 2013/2014	52
Map 3.14 a	Condition of permanent classrooms (in percentages) in public Senior High Schools by type of education and region, 2013/2014	40	Map 3.20b	Social Studies textbook per student in private Senior High Schools by region, 2013/2014	52
Map 3.14b	Condition of permanent classrooms (in percentages) in private Senior High Schools by type of education and region, 2013/2014	40			
Map 3.15a	Number of seating places in public Senior High Schools by type of education and region, 2013/2014	42			
Map 3.15b	Number of seating places in private Senior High Schools by type of education and region, 2013/2014	42			
Map 3.16a	Number of writing places in public Senior High Schools by type of education and region, 2013/2014	44			
Map 3.16b	Number of writing places in private Senior High Schools by type of education and region, 2013/2014	44			
Map 3.17a	English textbook per student in public Senior High Schools by region, 2013/2014	46			
Map 3.17b	English textbook per student in private Senior High Schools by region, 2013/2014	46			
Map 3.18a	Mathematics textbook per student in public Senior High Schools by region, 2013/2014	48			
Map 3.18b	Mathematics textbook per student in private Senior High Schools by region, 2013/2014	48			
Map 3.19a	Science textbook per student in public Senior High Schools by region, 2013/2014	50			
Map 3.19b	Science textbook per student in private Senior High Schools by region, 2013/2014	50			

LIST OF CHARTS

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

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 - 2013/2014

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. Twenty fifth basic school censuses have so far been conducted since 1988 and the reports on them are available in the Ministry. This is the eighth 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 (2012/2013) results with those of the current census. An effort has also been made to analyse the data by type of education, region and sex.

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 2013 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 **556**, representing 100% of the existing public schools as indicated in Table 2.1 below. The number of private Senior High Schools is **284**, constituting 96.9% of the known 293 existing. Thus, the total number of both public and private Senior High Schools covered is **840**, representing 98.9% of the known existing number of 849.

TYPE OF EDUCATION	NUMBER OF SHS		
	2012/2013	2013/2014	% Change
Public	535	556	3.9
Private	293	284	-3.1
Total	828	840	1.4

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 (135) while the Upper West Region has the lowest number (27). With the exception of Greater Accra region, all the other regions have 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 **684,388** showing a decrease of **11.2%** over the 2012/2013 enrolment of 770,925. In the private sector, the enrolment is **66,318**, representing a decrease of 7.5% when compared with the 2012/2013 figure of 71,662. The total enrolment in both the public and private Senior High Schools is **750,706**, showing a decrease of 10.2% in relation to the 2012/2013 enrolment of 842,587.

TYPE OF EDUCATION	ENROLMENT IN SHS		
	2012/2013	2013/2014	% Change
Public	770,925	684,388	-11.2
Private	71,662	66,318	-7.5
Total	842,587	750,706	-10.2

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 (162,961) while the Upper West Region has the lowest enrolment (22,037). 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 **43.9%** in 2013/2014, an increase of 19.3% from 36.8% in 2012/2013.

SEX	GER IN SHS		
	2012/2013	2013/2014	% Change
Pop. 15-17years	2,291,267	1,711,077	-25.3
SHS enrolment	842,587	750,706	-10.9
GER	36.8	43.9	19.3

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 Eastern Region exhibits the highest gross enrolment ratio in Senior High Schools (59.9%) while the Greater Accra Region has the lowest figure (30.8%). It is noted in the table that, apart from the Eastern region, gross enrolment ratio for boys is higher than that of girls in most of the regions. Gross enrolment ratio for both sexes in the Upper East region stood at 44.4

2.4 Enrolment in Senior High School One (SH1)

As shown in Table 2.4 below, SH1 enrolment in public Senior High Schools is **249,815**, showing an increase of 17.0% as compared to 2012/2013 enrolment of **213,507**. Enrolment in private schools is **16,398**, showing an increase of **7.3%** as compared to 2012/2013 enrolment of 15,288. The SH1 enrolment in both the public and private Senior High Schools is 266,213, indicating an increase of 16.4% over the previous year.

TYPE OF EDUCATION	ENROLMENT IN SH1		
	2012/2013	2013/2014	% Change
Public	213,507	249,815	17.0
Private	15,288	16,398	7.3
Total	228,795	266,213	16.4

Regional distribution of SH1 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 SH1 (56,096) while the Upper West Region has the lowest figure (9,567). It is also observed in the table that apart from Western region, 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 **47.5%** for boys and **43.8%** for girls. The gross admission ratio at senior High school level for children at age 15 years of both sexes increased from 35.9 in 2012/2013 to **45.7** in 2013/2014 representing an increase of 27.3%

SEX	GAR STATISTICS IN SHS		
	2011/2012	2012/2013	% Change
Boys	37.5	47.5	26.6
Girls	34.2	43.8	28.1
GAR	35.9	45.7	27.3

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 Eastern Region exhibits the highest gross admission ratio in Senior High Schools (62.2%) while the Greater Accra Region has the lowest figure (32.2%). With the exception of the Eastern and Upper East regions, 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 **46.6%** in public Senior High Schools, and in private schools, the figure is **50.2%** in 2013/2014. The share of girls' enrolment in both public and private Senior High Schools is **46.9%** in 2012/2013, showing an increase of 2.2% over 2012/2013 figure of 45.9%.

TYPE OF EDUCATION	% OF GIRLS ENROLMENT		
	2012/2013	2013/2014	% Change
Public	45.4	46.6	2.5
Private	50.7	50.2	-0.8
Total	45.9	46.9	2.2

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 Western Region exhibits the highest percentage of girls' enrolment (50.7%) while the Northern Region has the lowest figure (39.5%).

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 **34,337** representing an increase of 4.4% over the 2012/2013 figure of 32,884. The total number of teachers in private Senior High Schools is **4,299**, representing a drop of 0.8% when compared with the 2012/2013 figure of 4,334. The total number of teachers in both public and private Senior High Schools is **38,636**, representing an increase of 3.8% over 2012/2013 figure of 37,218

TYPE OF EDUCATION	NUMBER OF TEACHERS		
	2012/2013	2013/2014	% Change
Public	32,884	34,337	4.4
Private	4,334	4,299	-0.8
Total	37,218	38,636	3.8

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 (8,364) while the Upper West Region has the smallest figure (1039).

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 **86.7%**, representing a decrease of 0.3% in relation to 2012/2013 figure of 86.9%. In private Senior High Schools, the percentage of trained teachers is **51.5%** showing a decrease of 6.4% over the 2012/2013 figure of 55.0%. In both public and private Senior High Schools, the percentage of trained teachers is **82.8%**, representing an overall decrease of 0.5% over the previous year's figure.

TYPE OF EDUCATION	% TRAINED TEACHERS		
	2012/2013	2013/2014	% Change
Public	86.9	86.7	-0.3
Private	55.0	51.5	-6.4
Total	83.2	82.8	-0.5

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 Central Region exhibits the highest percentage of trained teachers (88.4) while the Upper East Region has the lowest figure (71.1).

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 **19.9**, showing a decrease of 15.0% over the 2012/2013 figure of 23.4. In private schools, the student/teacher ratio dropped from 16.5 to **15.4** when compared to the previous year 2012/2013. In both public and private Senior High Schools, the student/teacher ratio is **19.4**, showing a decrease of 14.2% in relation to the ratio for 2012/2013.

TYPE OF EDUCATION	STUDENT/TEACHER RATIO		
	2012/2013	2013/2014	% Change
Public	23.4	19.9	-15.0
Private	16.5	15.4	-6.7
Total	22.6	19.4	-14.2

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 Northern Region exhibits the highest student/teacher ratio (26) while the Volta Region has the lowest figure (17).

2.10 Number of Permanent Classrooms in Senior High Schools

As shown in Table 2.10 below, the number of permanent classrooms in public Senior High Schools is **14,542**, representing an increase of 5.6% over the previous year's figure. In private Senior High Schools the figure is **2,981**, showing an increase of 4.7% over the 2012/2013 figure. The number of permanent classrooms in both public and private Senior High Schools is **17,523**, representing an overall increase of 5.5% over the 2012/2013 figure.

TYPE OF EDUCATION	NUMBER OF CLASSROOMS		
	2012/2013	2013/2014	% Change
Public	13,768	14,542	5.6
Private	2,846	2,981	4.7
Total	16,614	17,523	5.5

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 permanent classrooms (3,721) in consonance with its large number of schools. The Upper West Region has lowest number of classrooms (462).

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 reduced from 50.9 in 2012/2013 to **42.8** in 2013/2014 representing a drop of 15.8%. In private Senior High Schools, the student/classroom ratio decreased from 23.1 in 2012/2013 to 20.8 in 2013/2014 at a change of -10.1%. The ratio in both public and private Senior High Schools is **39.3**, showing a drop of **15.2%** over the previous year's ratio of 46.2

Table 2.11 Pupil/Classroom Ratio in Senior High Schools by type of education, 2012/2013 - 2013/2014			
TYPE OF EDUCATION	PUPIL/CLASSROOM RATIO		
	2012/2013	2013/2014	% Change
Public	50.9	42.8	-15.8
Private	23.1	20.8	-10.1
Total	46.2	39.2	-15.2

Regional distribution of student/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 (50.4) while the Central Region has the lowest figure (33.6).

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 **91.0%**, showing a reduction of 0.1% in relation to the previous year's figure. In private Senior High Schools, the percentage of permanent classrooms increased to **93.5%** when compared with the previous year's figure. The percentage of permanent classrooms in both public and private Senior High Schools is **91.4%**, showing an increase 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, 2012/2013 - 2013/2014			
TYPE OF EDUCATION	PERCENTAGE OF PERMANENT CLASSROOMS IN SHS		
	2012/2013	2013/2014	% Change
Public	90.9	91.0	-0.1
Private	91.9	93.5	1.8
Total	91.1	91.4	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 Ashanti Region exhibits the highest percentage of permanent classrooms (94.7%) while the Central Region has the lowest percentage (88.1%).

2.13 Condition of Permanent Classrooms in Senior High Schools

Regarding classrooms, Table 2.13 below indicates that there are **17,400** permanent classrooms in the schools, and this represents an increase of 4.7% over the 2012/2013 figure of 16,614. Out of the 17,523 permanent classrooms, **2,114** classrooms need major repairs, and this constitutes an increase of 4.9% when compared to the previous year's figure of 2,015. Again, of the total number of permanent classrooms, **4,053** of them need minor repairs, and this represents an increase of 12.5% over the previous year's figure of 3,603.

CONDITION OF CLASSROOMS IN SHS	NUMBER OF PERMANENT CLASSROOMS		
	2012/2013	2013/2014	% Change
Need Major Repairs	2,015	2,114	4.9
Need Minor Repairs	3,603	4,053	12.5
Total	16,614	17,523	5.5

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 (413) while the Upper West Region has the lowest number (58).

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 **12.1%**, representing a slight drop of 0.5% when related to the 2012/2013 figure. The percentage of permanent classrooms in Senior High Schools needing minor repairs is **23.3%**, showing an increase of 6.7% over the previous year's figure of 21.7%.

CONDITION OF CLASSROOMS IN SHS	CONDITION OF CLASSROOMS IN SHS		
	2012/2013	2013/2014	% Change
In Good Condition	66.2	64.8	-2.1
Need Major Repairs	12.1	12.1	-0.5
Need Minor Repairs	21.7	23.1	6.7

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 Volta Region indicates that its classrooms are in the worst state of disrepair with 18.3% of permanent classrooms needing major repairs while the Greater Accra Region has the lowest figure (8.3%).

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 82 seating places). The figure represents a decrease of 5.7% when compared with that of 2012/2013. The number of seating places per student in private senior high is **1.21**, showing an increase of 4.2% in relation to the previous year's figure of 1.16. The number of seating places in both public and private Senior High Schools is **0.85**, indicating a reduction of 4.4% when compared with the previous year's figure of 0.89.

Table 2.15 Number of seating places per student in Senior High Schools by type of education, 2012/2013 - 2013/2014			
TYPE OF EDUCATION	NO. OF SEATING PLACES PER STUDENT		
	2012/2013	2013/2014	% Change
Public	0.86	0.82	-5.7
Private	1.16	1.21	4.2
Total	0.89	0.85	-4.4

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 Western Region has the highest number of seating places per student (1.02) in its Senior High Schools while the Upper East Region has the lowest figure (0.66) i.e. only 66 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 **0.82** (for every 100 students there are 82 writing places), showing a drop of 5.7% when compared with the 2012/2013 figure of 0.86. The number of writing places per student in private senior secondary is **1.18**, representing a drop of 0.6% when compared with the previous year's figure of 1.19. The number of writing places in both public and private Senior High Schools is **0.85**, indicating a total drop of 0.5%, in relation to the previous year's figure of 0.89.

Table 2.16 Number of writing places per student in Senior High Schools by type of education, 2012/2013 - 2013/2014			
TYPE OF EDUCATION	NO. OF WRITING PLACES PER STUDENT		
	2012/2013	2013/2014	% Change
Public	0.86	0.82	-5.7
Private	1.19	1.18	-0.6
Total	0.89	0.85	-5.0

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 Western Region has the highest number of available writing places per students in its Senior High Schools (1.02) while the Upper East Region has the lowest figure (0.65).

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 **0.60**, (indicating that for every 100 students there are 60 English textbooks). The current figure shows a decrease of 8.0% when related to the previous year's figure. The availability of English textbooks is less in private schools (**0.51**), with only 51 books available for every 100 students showing a decrease of 11.5% when compared with the previous year's figure. The number of English textbooks per student in both public and private Senior High Schools is **0.59**, showing a decrease of 8.3% in relation to the previous year's figure of 0.65.

TYPE OF EDUCATION	NO. OF ENGLISH TEXTBOOKS PER STUDENT		
	2012/2013	2013/2014	% Change
Public	0.66	0.60	-8.0
Private	0.57	0.51	-11.5
Total	0.65	0.59	-8.3

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 Central and Western Regions have the highest number of English textbooks available per student in Senior High Schools (0.73) while the Upper East Region has the lowest ratio (0.38). That is for every 100 students in Upper East Region only 38 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 **0.61**, (indicating that for every 100 students there are 61 number of Maths textbooks). The availability of Maths textbooks is more in private schools (**1.18**), but showing a drop of 0.6% when compared with the previous year's figure of 1.19. The number of Maths textbooks per student in both public and private Senior High Schools is **0.85**, representing a drop of 5.0% when related to the previous year's figure of 0.89.

TYPE OF EDUCATION	NO. OF MATHS TEXTBOOKS PER STUDENT		
	2012/2013	2013/2014	% Change
Public	0.67	0.61	-8.8
Private	1.19	1.18	-0.6
Total	0.89	0.85	-5.0

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 Central Region has the highest number of Maths textbooks per student available in Senior High Schools (0.73) while the Upper East Region has the lowest ratio (0.40), i.e. only 40 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 **0.56**, (indicating that for every 100 students there are 56 Science textbooks). The figure shows a decrease of 12.1% when compared to the previous year's figure of 0.63. The availability of Science textbooks is less in private schools (**0.45**), showing a decrease of 11.5% when related to the previous year's figure of 0.50. The number of Science textbooks per student in both the public and private Senior High Schools is **0.55**, representing a decrease of 12.1% over the previous year's figure of 0.62.

TYPE OF EDUCATION	NO. OF SCIENCE TEXTBOOKS PER STUDENT		
	2012/2013	2013/2014	% Change
Public	0.63	0.56	-12.1
Private	0.50	0.45	-11.5
Total	0.62	0.55	- 12.1

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 (0.72) while the Upper East Region has the lowest ratio (0.28).

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 **0.50**, (indicating that for every 100 students there are 50 Social Studies textbooks). The figure shows a decrease of 28.4% when related to the previous year's figure. However, the availability of Social Studies textbooks is less in private schools (**0.40**), representing a decrease of 16.7% compared to the previous year's figure of 0.47. The number of Social Studies textbooks per student in both the public and private Senior High Schools is **0.49**, showing a decrease of 27.7% when related to the previous year's figure of 0.68.

TYPE OF EDUCATION	NO. OF SOCIAL STUDIES TEXTBOOKS PER STUDENT		
	2012/2013	2013/2014	% Change
Public	0.70	0.50	-28.4
Private	0.47	0.40	-16.7
Total	0.68	0.49	-27.7

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 Central Region has the highest number of Social Studies textbooks per student in its Senior High Schools (0.62) while the Upper East Region has the lowest ratio (0.26).