

# Ministry of Education, Science and Sports



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



## Report on Basic Statistics and Planning Parameters for **TECHNICAL AND VOCATIONAL EDUCATION** in Ghana 2006/2007

EMIS Project  
March, 2007

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**ATO ESSUMAN  
CHIEF DIRECTOR**

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# **SECTION ONE**

## **INTRODUCTION**

# **REPORT ON BASIC STATISTICS AND PLANNING PARAMETERS FOR TECHNICAL AND VOCATIONAL INSTITUTIONS 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).

This report covers the nineteenth census of the pre-tertiary level institutions involved in Technical and Vocational Education and Training (TVET). Its purpose is to provide basic data and planning parameters on enrolment, teaching staff, facilities and programmes offered. Previous year's census in this area focused on the limited number of TVET Institutions under the management of the Ghana Education Service. With the

collaboration of the National Coordinating Committee for Technical and Vocational Education and Training (NACVET), the Ministry in 2005 supported the appointment of a NACVET EMIS Coordinator, to assist in the development of a sector-wide TVET information system. This year's census is therefore, the second attempt to extend the census to TVET institutions in other Ministries and the private sector.

The key government ministries participating in the TVET sector other than the Ministry of Education, Science and Sports /Ghana Education Service (MOESS/GES) includes the Ministries of Manpower, Youth and Employment, Local Government and Rural Development, Agriculture, Roads and Transport, Trade and Industry and other private TVET institutions have been identified and most of them captured by NACVET<sup>1</sup>.

Out of the 600 copies of TVET census questionnaires that were distributed country-wide, only 258 were returned. There were many reasons that accounted for this. For example, some of the private institutions identified by NACVET earlier on have phased out completely, and others too have been converted into different institutions. For instance, two private institutions have been absorbed by the GES. Other reasons are that, training organised for the TVET representatives were not extended to the heads of TVET institutions. TVET representatives did not write to all their institutions under them,

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<sup>1</sup> Information on Technical & Vocational Institutes in Ghana, NACVET, June 2005, Bestas Press, Accra.

making most of the institutions not understand the aim of the exercise.

These have caused distortions in the analysis presented here. It is therefore advised that caution is taken when viewing this report as a benchmark. In some instances, the data reported covers the full TVET database but where data is incomplete, subsets of data are used. For example, enrolment statistics are reported from only 258 TVET institutions, whereas the full dataset has 440 institutions. It is hoped that with the passing of the COVET Bill into Law and the setting up of the Board, subsequent censuses will be more collaborative and comprehensive across the sector. These concerns however, will need to be addressed to enhance a better coverage of the census on TVET institutions in future.

Section One gives an introduction to the report highlighting briefly on the EMIS Project.

Section Two gives a brief summary of the analysis of the data. Where possible the analysis covers the dimensions of gender, status (public or private), regional and national.

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

Section Four gives detail information on enrolment, teachers and facilities at national and regional levels.

# **SECTION TWO**

## **SUMMARY OF FINDINGS**

## 2. SUMMARY OF FINDINGS

### 2.1 Number of TVET Institutions

The number of public TVET Institutions covered is **129**, representing 68.6% of the known existing number of 188 as indicated in Table 2.1a below. The number of private TVET Institutions is **129** constituting 51.1% of the known 252 existing institutions. Thus, the total number of both public and private TVET Institutions covered is **258** representing 58.6% of the known existing number of 440. The best coverage of TVET institutions is that of the GES Technical Institutes (100.0%).

**Table 2.1a Number of TVET Institutions by type of education, 2005/2006 - 2006/2007**

TYPE OF EDUCATION	NUMBER OF TVET INSTITUTIONS		
	No. Existing	2005/2006	2006/2007
Public	188	42	129
Private	252	86	129
Total	440	128	258

The split of public TVET institutions across the different government ministries is presented in Table 2.1b below. The census coverage was highest among the GES Technical Institutes (100.0%) and Community Development Institutes (95.8%).

**Table 2.1b Detailed information on Type of TVET Institutions, 2006/2007**

TYPE OF TVET INSTITUTION	Total Known TVET Institutions	2006/07 Census TVET Institutional Coverage	% Coverage
GES Technical Institutes	24	24	100.0
NVTI Centres	38	28	73.7
Integrated Community Centres for Employable Skills (ICES)	61	31	50.8
Social Welfare Centres	15	11	73.3
Leadership Training Institutes	9	7	77.7
Opportunities Industrialisation Centre (OIC)	3	1	33.3
Community Development Centres	24	22	95.8
Agriculture Training Institutes	3	1	33.3
Roads & Transport Training Centre	1	0	0.0
Gratis Foundation	9	4	44.4
<b>TOTAL PUBLIC TVET Institutions</b>	<b>188</b>	<b>129</b>	<b>68.6</b>
<b>TOTAL PRIVATE TVET Institutions</b>	<b>252</b>	<b>129</b>	<b>51.1</b>
<b>TOTAL</b>	<b>440</b>	<b>258</b>	<b>58.6</b>

Regional distribution of TVET Institutions in Table 3.1a (page 13), Map 3.1a and Chart 3.1a (page 14) shows that the Ashanti Region exhibits the highest number of TVET Institutions (40), while the Greater Accra Region has the

lowest number (11). The poor representation of the Greater Accra Region is likely to be a result of poor census coverage. The following regions, Brong Ahafo, Eastern and Northern, have recorded higher numbers of private institutions than public this year. Ashanti recorded the same number for both private and public, while the rest of the regions continue to have higher public than private TVET institutions nationally.

As illustrated in Table 3.1b, the majority of TVET institutions are co-educational with a surprisingly high number of them with only female students, particularly in the private sector. Table 3.1c indicates that the majority of TVET institutions offer either boarding or hostel facilities for their students, particularly among the private institutions.

## **2.2 Enrolment by Type of Education**

As shown in Table 2.2 below, total enrolment in TVET institutions is **68,892**, showing an increase of 118.9% over the 2005/2006 enrolment of 31,466. Enrolment of public students is **47,935**, representing an increase of 160.0% when compared with the 2005/2006 figure of 18,438. Enrolment of private students is **20,957**, representing an increase of 60.9% when compared with the 2005/2006 figure of 13,028.

**Table 2.2 Enrolment in TVET Institutions by type of education, 2005/2006 - 2006/2007**

TYPE OF EDUCATION	ENROLMENT IN TVET		
	2005/2006	2006/2007	% Change
<b>Public</b>	18,438	47,935	160.0%
<b>Private</b>	13,028	20,957	60.9%
<b>Total</b>	31,466	68,892	118.9%

Regional distribution of enrolment in TVET Institutions in Table 3.2 (page 19), Map 3.2 and Chart 3.2 (page 20) shows that the Central Region exhibits the highest enrolment in TVET Institutions (12,179) while the Upper West Region has the lowest enrolment of 3,269.

## **2.3 Type of Enrolment in TVET Institutions**

As shown in Table 2.3 below, enrolment of full-time students is **61,403** representing an increase of 122.4% when compared with the 2005/2006 figure of 27,604. Enrolment of part-time students is **7,489** representing an increase of 93.9% when compared with the 2005/2006 figure of 3,862.

**Table 2.3 Type of Enrolment in TVET Institutions , 2005/2006 - 2006/2007**

TYPE OF EDUCATION	ENROLMENT IN TVET		
	2005/2006	2006/2007	% Change
Full-time	27,604	61,403	122.4
Part-time	3,862	7,489	93.9
<b>Total</b>	<b>31,466</b>	<b>68,892</b>	<b>118.9</b>

Regional distribution of TVET enrolment by type in Table 3.3 (page 21), Map 3.3 and Chart 3.3 (page 22), illustrates that the majority of part-time TVET students are enrolled in the Ashanti Region (2,068), a significant number of them being females. The region with high part-time enrolment is Upper East (1,151).

#### **2.4 Enrolment by Level of Programme in TVET Institutions**

As shown in Table 2.4 below, a total of **57,002** students representing 82.7% of the total enrolment in TVET Institutions were enrolled in Intermediate programmes. This is an increase of 126.6% on the previous census figure of 25,211. A total of **4,370** students, constituting 22.5% increase over the previous year figure were enrolled in Advanced courses. A number of **7,520** students, representing 179.7% over the previous year figure were enrolled in Technicians

programmes. The total enrolment in both the public and private TVET Institutions is **68,892** for both full-time and part-time enrolment.

**Table 2.4 Enrolment in TVET Institutions by level of education, 2005/2006 - 2006/2007**

TYPE OF EDUCATION	ENROLMENT IN TVET		
	2005/2006	2006/2007	% Change
Intermediate	25,211	57,002	126.1
Advanced	3,566	4,370	22.5
Technicians	2,689	7,520	179.7
<b>Total</b>	<b>31,466</b>	<b>68,892</b>	<b>118.9</b>

Table 3.4b (page 25) indicates that most TVET institutions conduct the NVTI Exams for their students. In comparison, 178 institutions conduct the NVTI exams, while 57 of them conduct the GES exams and 20 take WAEC exams.

#### **2.5 Number of Teachers in TVET Institutions**

As shown in Table 2.5 below, the total number of teachers in TVET Institutions is **3,354**, showing a marked increase of 94.7% over the 2005/2006 numbers of 1,723. This is partly explained by the high census coverage of TVET Institutions this year. A total number of **2,281** teachers were recorded in the public institutions, representing an increase of 128.5% when compared with the 2005/2006 figure of 1,001.

The number of private teachers increased from 722 in 2005/2006 to **1,073**. This represents an increase of 48.6% when compared with the 2005/2006 figure.

**Table 2.5 Number of teachers in TVET Institutions by type, 2005/2006 - 2006/2007**

TYPE OF EDUCATION	NUMBER OF TEACHERS		
	2005/2006	2006/2007	% Change
<b>Public</b>	1,001	2,287	128.5
<b>Private</b>	722	1,073	48.6
<b>Total</b>	1,723	3,354	94.7

Regional distribution of number of teachers in TVET Institutions in Table 3.5 (page 27), Map 3.5 and Chart 3.5 (page 28) shows that the Ashanti Region exhibits the largest number of teachers (532) while the Upper West Region has the smallest figure (171).

## **2.6 Percentage of Trained Teachers in TVET Institutions**

As presented in Table 2.6a below, the percentage of trained teachers in TVET institutions is **52.4%**, indicating an increase of 58.8% of qualified teachers when compared with the 2005/2006 figure of 33.0%. The minimum qualification a trained teacher requires is a Teacher's Certificate A. In the public sector, teachers are usually more qualified than those in the private sector. The percentage of qualified teachers in the public sector increased by 49.5% from 38.0% in 2005/2006 to **56.8%**

in 2006/2007. In the private sector, the percentage of trained teachers, also increased by 64.5% from 26.2% in 2005/2006 to 43.1% in 2006/2007.

**Table 2.6a Percentage of trained teachers in TVET Institutions by type of education, 2005/2006 - 2006/2007**

TYPE OF EDUCATION	% OF TRAINED TEACHERS		
	2005/2006	2006/2007	% Change
<b>Public</b>	38.0	56.8	49.5
<b>Private</b>	26.2	43.1	64.5
<b>Total</b>	33.0	52.4	58.8

Regional distribution of percentage of trained teachers in TVET Institutions in Table 3.6a (page 29), Map 3.6a&b and Chart 3.6a (page 30) shows that the Greater Accra Region exhibits the highest percentage of trained teachers in public TVET Institutions (71.6%) while the Brong Ahafo Region has the lowest figure (40.1%).

As shown in Table 2.6b below, the percentage of TVET specialist teachers in public TVET Institutions is **84.0%**, and in private TVET Institutions the figure is **83.0%**. In both public and private TVET institutions, the percentage of trained teachers is **84.0%**. A trained TVET specialist teacher is considered to have obtained the minimum technical qualification of a Technician II Certificate or above.



**Table 2.6b Percentage of teachers with minimum TVET specialisations in TVET Institutions by status 2005/2006 - 2006/2007**

TYPE OF EDUCATION	% OF TVET TRAINED TEACHERS		
	2005/2006	2006/2007	% Change
<b>Public</b>	51.4	84.0	63.4
<b>Private</b>	47.0	83.0	76.6
<b>Total</b>	49.6	84.0	69.4

Regionally, Greater Accra region TVET teachers are the most specialised in TVET qualifications (92.0%) and the Northern region TVET teachers are the least qualified (68.0%) as shown in Table 3.6b (page 31), Map 3.6c&d and Chart 3.6b (page32).

## **2.7 Gender Profile of Teachers in TVET Institutions**

As shown in Table 2.7 below, the percentage of female TVET teachers is **47.6%**, showing a decrease of 33.9% when compared with the previous year's figure of 72.0%. The percentage of male teachers is **54.7%**, representing an increase of 95.4% over the previous year's figure of 28.0%.

**Table 2.7 Gender Profile of teachers in TVET institutions 2005/2006 - 2006/2007**

GENDER	% OF TRAINED TEACHERS		
	2005/2006	2006/2007	% Change
<b>Male (%)</b>	28.0	54.7	95.4
<b>Female (%)</b>	72.0	47.6	-33.9
<b>Total (%)</b>	100.0	100.0	0.0
<b>Total (No.)</b>	1,723	3,354	94.7

Regional distribution of teachers in TVET institutions in Table 3.7 (page 33), Map 3.7a&b and Chart 3.7 (page 34) indicates that the highest percentage of teachers (91.8%) are found in the Greater Accra Region. The Northern Region has the lowest percentage (68.3%) of trained teachers. For almost all regions, percentage of male trained teachers exceeds that of female with the exception of the Eastern and Northern Regions

## **2.8 INSET Profile of Teachers in Public TVET Institutions**

As shown in Table 2.8a below, the percentage of teachers in public TVET institutions that received in-service training in the past academic year ranged from hardly ever (**46.5%**) to twice a term (**3.9%**). There is also an indication from the table that as many as 79.1% did not respond to this question.

**Table 2.8a INSET profile of teachers in public TVET institutions, 2005/2006 - 2006/2007**

FREQUENCY	INSERVICE TRAINING		
	2005/2006	2006/2007	% Change
% Hardly Ever	50.0	46.5	-7.0
% Once a Year	28.6	23.3	-18.5
% Once a Term	4.8	5.4	12.5
% Twice a Term	4.8	3.9	-18.8
% No Response	10.5	79.1	653.3

Regional distribution of teachers in public TVET institutions in Table 3.8 (page 35), Map 3.8a&b and Chart 3.8 (page 36) indicates that the Ashanti Region has the highest percentage (20.0%) of teachers who participated in in-service training at least once a term. This is followed by the Brong Ahafo Region (11.1%). It is noted that, teachers in public TVET institutions in the Western Region hardly ever received in-service training.

As shown in Table 2.8b below, the percentage of teachers in private TVET institutions that received in-service training in the past academic year ranged from **22.5%** once a year, **12.4%** once a term to **5.4%** twice a term.

**Table 2.8b INSET profile of teachers in private TVET institutions, 2005/2006 - 2006/2007**

FREQUENCY	INSERVICE TRAINING		
	2005/2006	2006/2007	% Change
% Hardly Ever	34.9	43.4	24.4
% Once a Year	37.2	22.5	-39.5
% Once a Term	12.8	12.4	-3.1
% Twice a Term	4.7	5.4	14.9
% No Response	10.5	16.3	55.2

Regional distribution of teachers in private TVET institutions in Table 3.8 (page 35), and Map 3.8 and Chart 3.8 (page 36) indicates that 26.1% of teachers in the Eastern Region participated in in-service training at least once a term. This was the highest frequency across the regions among private institutions. Some 75.0% of teachers in private TVET Institutions in Upper East Region reported that they hardly ever received in-service training in the past year.

## **2.9 HIV/AIDS Support in TVET Institutions**

As shown in Table 2.9 below, 55.6% of TVET Institutions received HIV/AIDS in-service training in the past academic year. This is an increase of 9.0% over the previous year figure of 51.0%. It is also observed that 44.4% of TVET institutions have integrated HIV/AIDS into aspects of their curriculum.

**Table 2.9 HIV/AIDS Support in TVET Institutions 2005/2006 - 2006/2007**

LEVEL OF INTERVENTION	% OF TVET TRAINED TEACHERS		
	2005/2006	2006/2007	% Change
% Received HIV/AIDS INSET	51.0	55.6	9.0
% Integrated HIV/AIDS into aspects of the curriculum	47.0	44.4	-5.5
No. of Institutions Reporting	50.0	194	288.0

Regional distribution of TVET institutions in Table 3.9 (page 37), Map 3.9 and Chart 3.9 (page 38) indicates that both the public and private TVET institutions in the Western Region received the highest number of HIV/AIDS support (76.2%) within the year. TVET institutions in the Upper East region however, reported the least support with regards to HIV/AIDS interventions (22.2%).

## **2.10 Infrastructure of TVET Institutions**

As shown in Table 2.10 below, a number of 204 TVET institutions representing 79.0% of all TVET institutions (258) have drinking water available on site. Out of the 258 TVET institutions covered, 222 of them constituting 86.0% have been wired for electricity. 205 TVET institutions representing 79.5% of the total 258 TVET institutions have functional electricity.

**Table 2.10 Infrastructure in TVET Institutions 2005/2006 - 2006/2007**

TYPE OF INFRASTRUCTURE	INFRASTRUCTURE IN TVET INST.		
	2005/2006	2006/2007	% Change
% Drinking water available	82.5	79.0	-4.2
% Wired for electricity	95.0	86.0	-9.5
% With Functional Electricity	89.2	79.5	-10.9

Regional distribution of TVET institutions in Table 3.10 (page 39), Map 3.10a&b and Chart 3.10 (page 40) indicates that most of the TVET institutions, both public and private, in the regions have drinking water available on site. It is noted that, the Eastern has the highest percentage (15.0%) of functional electricity.

## **2.11 Number of Classrooms in TVET Institutions**

As shown in Table 2.11 below, the number of classrooms in public TVET Institutions is **1,249**, an increase of 193.9% on the previous year's figures. In private TVET Institutions the figure is **1,172**, an increase of 222.0% over the 2005/2006 figures. The number of classrooms in both public and private TVET Institutions is **2,421**, representing an overall increase of 206.8%.

**Table 2.11 Classrooms in TVET Institutions 2005/2006 - 2006/2007**

TYPE OF EDUCATION	NUMBER OF CLASSROOMS		
	2005/2006	2006/2007	% Change
<b>Public</b>	425	1,249	193.9
<b>Private</b>	364	1,172	222.0
<b>Total</b>	789	2,421	206.8

Regional distribution of number of classrooms in TVET Institutions in Table 3.11a (page 41), Map 3.11a&b and Chart 3.11 (page 42) shows that the Volta Region has the least percentage of temporary classrooms (5.0%) while the Western Region exhibits the highest percentage (21.0%).

## **2.12 Condition of Classrooms in TVET Institutions**

As indicated in Table 2.12 below, of the total classrooms (1,249) in public TVET institutions, **18.0%** needs major repairs compared to 31.0% in the previous year. In the private sector, **37.0%** of classrooms available need major repairs. Major repair includes structural damage to the roof, walls or floors of the classroom.

**Table 2.12 Percentage of Classrooms in TVET Institutions Needing Major Repairs, 2005/2006 - 2006/2007**

TYPE OF EDUCATION	% OF CLASSROOMS NEEDING MAJOR REPAIRS		
	2005/2006	2006/2007	% Change
<b>Public</b>	31.0	18.0	-41.9
<b>Private</b>	29.0	37.0	27.6
<b>Total</b>	30.0	55.0	83.3

Regional distribution of condition of classrooms in TVET Institutions in Table 3.12a (page 45), Map 3.12a&b and Chart 3.12 (page 46) shows that Upper East Region exhibits the highest number of classrooms in public TVET institutions needing major repairs (38.0%), while the Central Region has the least percentage (11.0%). The Eastern Region has the highest percentage of classrooms (48.0%) needing minor repairs, while the Western Region has the least figure (9.0%).

## **2.13 Facilities in TVET Institutions**

As shown in Table 2.13 below, the percentage of TVET Institutions with workshops is **48.1%** representing a decrease of 7.5% when compared with the 2005/2006 figure of 52.0%. It is also observed that, **6.6%** of TVET Institutions have science laboratories and **19.8%** have computer laboratories.

**Table 2. 13 Percentage of TVET Institutions by type of facility  
2005/2006 - 2006/2007**

TYPE OF FACILITY	% OF TVET INSTITUTIONS WITH		
	2005/2006	2006/2007	% Change
Workshop	52.0	48.1	-7.5
Science Laboratory	43.0	6.6	-84.7
Computer Laboratory	27.0	19.8	-26.7

Regional distribution of the percentage of TVET Institutions' profile on facilities in Table 3.13a (page 47), Map 3.13a&b and Chart 3.13 (page 48) shows that the Brong Ahafo Region has the highest percentage of TVET institutions with workshop (63.0%), while the Upper West Region has the lowest figure (31.3%).