

Ministry of Education, Science and Sports



Republic of Ghana



Report on Basic Statistics and Planning Parameters for **TECHNICAL AND VOCATIONAL EDUCATION** in Ghana 2007/2008

EMIS Project
March, 2008

ACKNOWLEDGEMENT

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, Science and Sports 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 in ensuring the expansion of the database to include information on Technical and Vocational Education and Training.

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.

The Ministry is also grateful to all Regional Directors of Education, District Directors of Education, District Monitoring Assistants, Circuit Supervisors and Heads of Senior Secondary Schools who contributed in diverse ways to the success of this exercise.

Last but not the least, I wish to acknowledge the financial assistance of the World Bank to the EMIS Project.

**ATO ESSUMAN
CHIEF DIRECTOR**

TABLE OF CONTENT

	Page		
ACKNOWLEDGEMENT	i	SECTION 3: SUMMARY TABLES, MAPS AND CHARTS FOR SENIOR SECONDARY SCHOOLS	13
SECTION 1: INTRODUCTION	1	SECTION 4: DETAILED STATISTICS AT NATIONAL AND REGIONAL LEVELS	51
SECTION 2: SUMMARY OF FINDINGS	2		
2.1 Number of TVET Institutions	3		
2.2 Enrolment by Type of Education	4		
2.3 Type of Enrolment in TVET Institutions	4		
2.4 Enrolment by Level of Programmes in TVET Institutions ...	5		
2.5 Number of Teachers in TVET Institutions	5		
2.6 Percentage of Professionally Trained Teachers in TVET Institutions	6		
2.7 Gender Profile of Teachers in TVET Institutions	7		
2.8 INSET Profile of Teachers in Public TVET Institutions	7		
2.9 HIV/AIDS Support in TVET Institutions	8		
2.10 Infrastructure of TVET Institutions	9		
2.11 Number of Classrooms in TVET Institutions	9		
2.12 Condition of Classrooms in TVET Institutions	10		
2.13 TVET Facilities in TVET Institutions	10		
2.14 Condition of Equipment in TVET Institutions	11		

LIST OF TABLES

	Page				
Table 2.1a	Number of TVET Institutions by type of education, 2007/2008	3	Table 2.12	Condition of permanent classrooms (in percentage) in TVET Institutions by type of education, 2007/2008	10
Table 2.1b	Detailed information on Type of TVET Institutions, 2007/2008	3	Table 2.13	Percentage of TVET Institutions by type of facility, 2007/2008	10
Table 2.2	Enrolment in TVET Institutions by type of education, 2007/2008	4	Table 2.14	Average Condition of Equipment (in percentages) in TVET programme by type of education, 2007/2008	11
Table 2.3	Type of Enrolment in TVET Institutions, 2007/2008	4	Table 3.1a	Number of Technical and Vocational Institutions reporting by Registering Authority, status and region, 2007/2008	13
Table 2.4	Enrolment by level in TVET Institutions, 2007/2008	5	Table 3.1b	Gender Profile of Technical and Vocational Institutions by region, 2007/2008	15
Table 2.5	Number of teachers in TVET Institutions by type of education, 2007/2008	5	Table 3.1c	Distribution of Technical and Vocational Institutions by type and region, 2007/2008	17
Table 2.6a	Percentage of trained teachers in TVET Institutions by type of education, 2007/2008	6	Table 3.2	Enrolment in technical and vocational institutions, by type of education and region, 2007/2008	19
Table 2.6b	Percentage of teachers with minimum TVET specialisations in TVET Institutions by type of education, 2007/2008	6	Table 3.3	Enrolment in technical and vocational institutions, by type of education, type of enrolment and region, 2007/2008	21
Table 2.7	Gender profile of teachers in TVET institutions, 2007/2008	7	Table 3.4a	Enrolment in Technical and Vocational Institutions by type of education, level of enrolment, region and sex, 2007/2008	23
Table 2.8a	INSET profile of teachers in public TVET institutions, 2007/2008	7	Table 3.4b	Full-time enrolment in Technical and Vocational Institutions, by programme and region, 2007/2008	25
Table 2.8b	INSET profile of teachers in private TVET institutions, 2007/2008	8	Table 3.5	Number of teachers in Technical and Vocational Institutions by region, 2007/2008	27
Table 2.9	HIV/AIDS Support in TVET Institutions, 2007/2008	8	Table 3.6a	Percentage of trained teachers in Technical and Vocational Institutions by region, 2007/2008	29
Table 2.10	Infrastructure in TVET Institutions, 2007/2008 ...	9			
Table 2.11	Classrooms in TVET Institutions, 2007/2008 ...	9			

Table 3.6b	Percentage of TVET specialist trained teachers in Technical and Vocational Institutions by region, 2007/2008	31
Table 3.7	Gender profile of teachers in Technical and Vocational Institutions by region, 2007/2008	33
Table 3.8	In-service training attended by teachers in Technical and Vocational Institutions by region, 2007/2008	35
Table 3.9	HIV/AIDS support in Technical and Vocational Institutions by region, 2007/2008	37
Table 3.10	Infrastructure Profile of Technical and Vocational Institutions by region, 2007/2008	39
Table 3.11a	Classrooms in Technical and Vocational Institutions by their type and region, 2007/2008 .	41
Table 3.11b	Classrooms in Technical and Vocational Institutions by type of wall, type of floors and region, 2007/2008	43
Table 3.12	Classrooms in Technical and Vocational Institutions by their condition and region, 2007/2008	45
Table 3.13a	Technical and Vocational Institutions (public and private) with facilities by region, 2007/2008	47
Table 3.13b	Technical and Vocational Institutions with facilities by type of education and region, 2007/2008	49

LIST OF MAPS

	Page				
Map 3.1a:	Number of public technical and vocational institutions by region, 2007/2008	14	Map 3.5a:	Number of teachers in public technical and vocational institutions by region, 2007/2008	28
Map 3.1b:	Number of private technical and vocational institutions by region, 2007/2008	14	Map 3.5b:	Number of teachers in private technical and vocational institutions by region, 2007/2008	28
Map 3.1c:	Public technical and vocational institutions that offer female education by region, 2007/2008 ...	16	Map 3.6a:	Percentage of trained teachers in public technical and vocational institutions by region, 2007/2008	30
Map 3.1d:	Private technical and vocational institutions that offer female education by region, 2007/2008 ...	16	Map 3.6b:	Percentage of trained teachers in private technical and vocational institutions by region, 2007/2008	30
Map 3.1e:	Public technical and vocational institutions with hostel facility by region, 2007/2008.....	18	Map 3.6c:	Percentage of TVET specialist trained teachers in public technical and vocational institutions by region, 2007/2008	32
Map 3.1f:	Private technical and vocational institutions with hostel facility by region, 2007/2008	18	Map 3.6d:	Percentage of TVET specialist trained teachers in private technical and vocational institutions by region, 2007/2008	32
Map 3.2a:	Enrolment in public technical and vocational institutions by region, 2007/2008	20	Map 3.7a:	Percentage of male trained teachers in technical and vocational institutions by region, 2007/2008	34
Map 3.2b:	Enrolment in private technical and vocational institutions by region, 2007/2008	20	Map 3.7b:	Percentage of female trained teachers in technical and vocational institutions by region, 2007/2008	34
Map 3.3a:	Enrolment for full-time courses in public technical and vocational institutions by region, 2007/2008	22	Map 3.8a:	Percentage distribution of public technical and vocational institutions in which teachers had in-service training once a year by region, 2007/2008	36
Map 3.3b:	Enrolment for full-time courses in private technical and vocational institutions by region, 2007/2008	22	Map 3.8b:	Percentage distribution of private technical and vocational institutions in which teachers had in-service training once a year by region, 2007/2008	36
Map 3.4a:	Enrolment for intermediate courses in public technical and vocational institutions by region, 2007/2008	24	Map 3.9a:	Percentage distribution of public technical and vocational institutions that had in-service training in HIV/AIDS by region, 2007/2008	38
Map 3.4b:	Enrolment for intermediate courses in private technical and vocational institutions by region, 2007/2008	24			

Map 3.9b:	Percentage distribution of private technical and vocational institutions that had in-service training in HIV/AIDS by region, 2007/2008	38
Map 3.10a:	Percentage distribution of technical and vocational institutions with drinking water available by region, 2007/2008	40
Map 3.10b:	Percentage distribution of technical and vocational institutions with electric power available by region, 2007/2008	40
Map 3.11a:	Number of classrooms in public technical and vocational institutions by region, 2007/2008	42
Map 3.11b:	Number of classrooms in private technical and vocational institutions by region, 2007/2008	42
Map 3.11c:	Percentage of classrooms with walls made of mud, zinc or wood in technical and vocational institutions by region, 2007/2008	44
Map 3.11d:	Percentage of classrooms with floors made of earth or wood in technical and vocational institutions by region, 2007/2008	44
Map 3.12a:	Percentage of classrooms needing major repairs in public technical and vocational institutions by region, 2007/2008	46
Map 3.12b:	Percentage of classrooms needing major repairs in private technical and vocational institutions by region, 2007/2008	46
Map 3.13a:	Percentage of technical and vocational institutions with workshop by region, 2007/2008	48
Map 3.13b:	Percentage of technical and vocational institutions with laboratory by region, 2007/2008	48

Map 3.13c:	Percentage of public technical and vocational institutions with workshop by region, 2007/2008	50
Map 3.13d:	Percentage of private technical and vocational institutions with workshop by region, 2007/2008	50

LIST OF CHARTS

	Page				
Chart 3.1a	Number of technical and vocational institutes by type of education and region, 2007/2008	14	Chart 3.8	In-service training attended by teachers in technical and vocational institutions by type of education and region, 2007/2008	36
Chart 3.1b	Public technical and vocational institutes that offer female education by region, 2007/2008	16	Chart 3.9	HIV/AIDS support in technical and vocational institutions by type of education and region, 2007/2008	38
Chart 3.1c	Residential pattern in technical and vocational institutions, 2007/2008	18	Chart 3.10	Infrastructure profile of technical and vocational institutions by region, 2007/2008	40
Chart 3.2	Enrolment in technical and vocational institutions by type of education and region, 2007/2008	20	Chart 3.11a	Number of classrooms in technical and vocational institutions by type of education and region, 2007/2008	42
Chart 3.3	Enrolment for full-time courses in technical and vocational institutions by type of education and region, 2007/2008	22	Chart 3.11b	Classrooms in technical and vocational institutions by type of wall, type of floors and region, 2007/2008	44
Chart 3.4a	Enrolment of intermediate students in technical and vocational institutions by type of education and region, 2007/2008	24	Chart 3.12	Percentage of classrooms in technical and vocational institutions needing major repairs by type of education and region, 2007/2008	46
Chart 3.4b	Full-time enrolment in technical and vocational institutions by programme, 2007/2008	26	Chart 3.13a	Technical and vocational institutions (public and private) with facilities by region, 2007/2008	48
Chart 3.5	Number of teachers in technical and vocational institutions by type of education and region, 2007/2008	28	Chart 3.13b	Percentage of technical and vocational institutions with workshops by type of education and region, 2007/2008	50
Chart 3.6a	Percentage of trained teachers in technical and vocational institutions by type of education and region, 2007/2008	30			
Chart 3.6b	Percentage of TVET specialist trained teachers in technical and vocational institutions by type of education and region, 2007/2008	32			
Chart 3.7	Percentage of trained teachers in technical and vocational institutions by type of education and sex, 2007/2008	34			

SECTION ONE

INTRODUCTION

REPORT ON BASIC STATISTICS AND PLANNING PARAMETERS FOR TECHNICAL AND VOCATIONAL INSTITUTIONS IN GHANA - 2007/2008

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 launched to build on the already existing EMIS established in 1988 in the Ministry as part of the Education Reforms. Technical support was also provided by UNESCO Institute for Statistics (UIS) from 2005 to 2007.

This report covers the twentieth 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 the third attempt to improve coverage to all formal 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. These are presented in the report as public institutions, and some other private TVET institutions that have been identified and have been captured by NACVET¹.

Out of the 700 copies of TVET census questionnaires that were distributed country-wide, only **273** 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

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

extended to the Heads of TVET Institutions. The TVET representatives also did not write to all the institutions under them to explain what the exercise was about. Consequently, most of the Institutions under them did not understand the aim of the exercise and so did not have interest in it.

These and some other reasons have caused the distortions found 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 in this document covers the full TVET database but where data is incomplete, subsets of data are used. For example, enrolment statistics are reported from only 273 TVET institutions, whereas the full dataset has 629 institutions. It is hoped that with the passage of the COTVET Law and the setting up of the Secretariat and 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 is to facilitate visualisation of the concepts presented.

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

The percentage changes in most instances reflect increases in the census coverage rather than a growth in the TVET sector.

SECTION TWO

SUMMARY OF FINDINGS

SUMMARY OF FINDINGS

2.1 Number of TVET Institutions

The number of public TVET Institutions covered is **130** representing an increase of 0.8% over the 2006/2007 figure of 129 as indicated in Table 2.1a below. The number of private TVET Institutions covered is **143** constituting an increase of 10.9% over 2006/2007 figure of 129. Thus, the total number of both public and private TVET Institutions covered is **273** showing an increase of 5.8% over the previous year's figure of 258.

Table 2.1a Number of TVET Institutions by type of education, 2006/2007 - 2007/2008

TYPE OF EDUCATION	NUMBER OF TVET INSTITUTIONS		
	2006/2007	2007/2008	% Change
Public	129	130	0.8
Private	129	143	10.9
Total	258	273	5.8

The split of public TVET institutions covered across the different government ministries is presented in Table 2.1b below. The highest coverage was the ICCES (35), followed by GES Technical Institutes (25).

Table 2.1b Detailed information on Type of TVET Institutions covered, 2006/2007 - 2007/2008

TYPE OF TVET INSTITUTION	2006/2007 Coverage	2007/2008 Coverage	% Change
GES Technical Institutes	24	25	4.2
NVTI Centres	28	21	-25.0
Integrated Community Centres for Employable Skills (ICCES)	31	35	12.9
Social Welfare Centres	11	13	18.2
Leadership Training Institutes	7	9	28.6
Opportunities Industrialisation Centre (OIC)	1	1	-
Community Development Centres	22	22	-
Agriculture Training Institutes	1	1	-
Roads & Transport Training Centre	0	0	-
Gratis Foundation	4	4	-
TOTAL PUBLIC TVET Institutions	129	130	0.8
TOTAL PRIVATE TVET Institutions	129	143	10.9
TOTAL	258	273	5.8

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 (43), while the Greater Accra Region has the lowest number (12). The poor representation of the Greater Accra Region is likely to be a result of poor census coverage. The following regions, Brong Ahafo (29), Eastern (33) and Northern (26), have recorded higher numbers of private institutions than public this year. Ashanti recorded the highest in public institutions. Eastern recorded the highest institutions in the private sector.

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, the total enrolment in TVET institutions for 2007/2008 is **67,360** showing a decrease of 2.2% when compared with the 2006/2007 enrolment of 68,892. Enrolment in public institutions is **43,908**, representing a decrease of 8.4% when related to the previous year figure of 47,935. Enrolment of private students for 2007/2008 is **23,452** representing an increase of 11.9% when compared with the 2006/2007 figure of 20,957.

Table 2.2 Enrolment in TVET Institutions by type of education, 2006/2007 - 2007/2008

TYPE OF EDUCATION	ENROLMENT		
	2006/2007	2007/2008	% Change
Public	47,935	43,908	-8.4
Private	20,957	23,452	11.9
Total	68,892	67,360	-2.2

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 (11,330) while the Upper West Region has the lowest enrolment (3,001).

2.3 Type of Enrolment in TVET Institutions

As shown in Table 2.3 below, enrolment of full-time students is **60,898** representing a decrease of 0.8% when compared with the 2006/2007 figure of 61,403. Enrolment of part-time students is **6,462** representing a decrease of 13.7% when compared with the 2006/2007 figure of 7,489. Thus, the enrolment of both full-time and part-time students is **67,360**

representing a decrease of 2.2% when related to the 2006/2007 figure of 68,892.

Table 2.3 Type of Enrolment in TVET Institutions , 2006/2007 - 2007/2008

TYPE OF EDUCATION	ENROLMENT IN TVET		
	2006/2007	2007/2008	% Change
Full-time	61,403	60,898	-0.8
Part-time	7,489	6,462	-13.7
Total	68,892	67,360	-2.2

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 Central Region (11,330).

2.4 Enrolment by Level of Programme in TVET Institutions

As shown in Table 2.4 below, a total of **59,246** students were enrolled in Intermediate programmes, which represent an increase of 3.9% over the previous figure of 57,002. A total of **3,548** students were enrolled in advanced courses, and this constitutes a decrease of 18.8% in relation to the previous year figure of 4,370. A number of **4,219** students were enrolled at the technician level, and this represents a

decrease of 39.3% when compared with the previous year figure of 7,520.

Table 2.4 Enrolment in TVET Institutions by level of education, 2006/2007 - 2007/2008

TYPE OF EDUCATION	ENROLMENT IN TVET		
	2006/2007	2007/2008	% Change
Intermediate	57,002	59,246	3.9
Advanced	4,370	3,548	-18.8
Technicians	7,520	4,566	-39.3
Total	68,892	67,360	-2.2

Overall, Eastern Region recorded the highest figure of 5,575 students as compared to Western Region with a figure of 851 students.

2.5 Number of Teachers in TVET Institutions

As shown in Table 2.5 below, the total number of teachers in TVET Institutions is **3,555** showing an increase of 5.8% over the 2006/2007 figure of 3,360. A total number of **2,375** teachers were recorded in the public institutions, representing an increase of 3.8% over the 2006/2007 figure of 2,287. The number teachers in private institutions increased from 1,073 in 2006/2007 to **1,180** in 2007/2008 representing an increase of 10.0%.

Table 2.5 Number of teachers in TVET Institutions by type, 2006/2007 - 2007/2008

TYPE OF EDUCATION	NUMBER OF TEACHERS		
	2006/2007	2007/2008	% Change
Public	2,287	2,375	3.8
Private	1,073	1,180	10.0
Total	3,360	3,555	5.8

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 (540) while the Upper West Region has the smallest figure (178).

2.6 Percentage of Trained Teachers in TVET Institutions

As presented in Table 2.6a below, the percentage of trained teachers in public TVET institutions is **62.6%** representing an increase of 10.4% over the 2006/2007 figure of 56.7%. The percentage of trained teachers in private TVET institutions is **45.9%** constituting an increase of 6.5% over the previous year's figure of 43.1%. Thus, the percentage of trained teachers in

both public and private TVET institutions is **57.0%** representing an increase of 8.8% over the 2006/2007 figure of 52.4%.

Table 2.6a Percentage of trained teachers in TVET Institutions by type of education, 2006/2007 - 2007/2008

TYPE OF EDUCATION	% OF TRAINED TEACHERS		
	2006/2007	2007/2008	% Change.
Public	56.7	62.6	10.4
Private	43.1	45.9	6.5
Total	52.4	57.0	8.8

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 Greater Accra Region exhibits the highest percentage of trained teachers in public TVET Institutions (76.6%) while the Ashanti Region has the lowest figure (49.3%).

As shown in Table 2.6b below, the percentage of TVET specialist teachers in public TVET Institutions is **87.1%**, and in private TVET Institutions the figure is **84.8%**. In both public and private TVET institutions, the percentage of TVET specialist teachers is **86.4%**. 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 technical qualifications in TVET institutions by type of education, 2006/2007 - 2007/2008

TYPE OF EDUCATION	% OF TEACHERS WITH TECHNICAL QUALIFICATIONS		
	2006/2007	2007/2008	% Change
Public	84.0	87.1	10.4
Private	83.0	84.8	6.5
Total	84.0	86.4	8.8

Regionally, Greater Accra region Public TVET teachers are the most specialised in TVET qualifications (92%) and the Northern region Public TVET teachers are the least qualified (74%) as shown in Table 3.6b (page 31), Map 3.6c&d and Chart 3.6a (page32).

2.7 Gender Profile of Teachers in TVET Institutions

As shown in Table 2.7 below, the percentage of trained teachers among male TVET teachers is **88.5%**, showing an increase of 3.8% over the previous year's figure of 85.3%. The percentage of trained teachers among female TVET teachers is **83.4%**, constituting an increase of 4.5% over the previous year's figure of 79.8%. For both sexes, the percentage of

trained TVET teachers is **86.9%**, representing an increase of 3.9% over the previous year's figure of 83.6%.

Table 2.7 Gender Profile of teachers in TVET institutions 2006/2007 - 2007/2008

GENDER	% OF TRAINED TEACHERS		
	2006/2007	2007/2008	% Change
Male	85.3	88.5	3.8
Female	79.8	83.4	4.5
Total	83.6	86.9	3.9

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 (92.8%) are found in the Greater Accra Region. The Northern Region has the lowest percentage (77.1%) of trained teachers. For almost all regions, percentage of male trained teachers exceeds that of female with the exception of the Brong Ahafo and Eastern Regions

2.8 INSET Profile of Teachers in TVET Institutions

As shown in Table 2.8a below, majority of the public TVET institutions (**57.5%**) indicated that their teachers hardly ever had in-service training, and this represented an increase of 23.7%

over the previous year figure of 46.5%. It is also noted that **26.5%** of public TVET institutions indicated that their teachers received in-service training once a year in the past academic year. Just **5.3%** of the public TVET institutions indicated that they received in-service training twice a term for their teachers.

Table 2.8a INSET profile of teachers in public TVET institutions, 2006/2007 - 2007/2008

FREQUENCY	IN-SERVICE TRAINING		
	2006/2007	2007/2008	% Change
% Hardly Ever	46.5	57.5	23.7
% Once a Year	23.3	26.5	13.7
% Once a Term	5.4	10.6	96.3
% Twice a Term	3.9	5.3	35.9
% No Response	79.1	13.7	-82.7

Regional distribution of 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 (27.8%) of public TVET institutions with teachers who participated in in-service training at least once a term. This is followed by the Greater Accra Region (20.0%). 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, majority of the private TVET institutions (**50.4%**) indicated that their teachers hardly ever had in-service training, and this constituted an increase of 16.1% over the previous year figure of 43.4%. It is also noted that **33.6%** of private TVET institutions indicated that their teachers received in-service training once a year in the past academic year. Just **5.3%** of the private TVET institutions indicated that they had in-service training twice a term for their teachers.

Table 2.8b INSET profile of teachers in private TVET institutions, 2006/2007 - 2007/2008

FREQUENCY	IN-SERVICE TRAINING		
	2006/2007	2007/2008	% Change
% Hardly Ever	43.4	50.4	16.1
% Once a Year	22.5	33.6	49.3
% Once a Term	12.4	10.6	-14.5
% Twice a Term	5.4	5.3	-1.9
% No Response	16.3	20.4	25.2

Regional distribution of private TVET institutions in Table 3.8 (page 35), and Map 3.8 and Chart 3.8 (page 36) indicates that 21.7% of private TVET institutions in the Eastern Region had teachers that participated in in-service training at least once a term. This was the highest frequency across the regions among private TVET institutions. It is noted that 100.0% of private TVET institutions in Upper East Region hardly received any in-service training for their teachers.

2.9 HIV/AIDS Support in TVET Institutions

As shown in Table 2.9 below, **55.7%** of TVET Institutions received HIV/AIDS in-service training in the past academic year. This is an increase of 11.3% over the previous year figure of 44.4%. It is also observed that **43.3%** of TVET institutions have integrated HIV/AIDS into aspects of their curriculum.

Table 2.9 HIV/AIDS Support in TVET Institutions 2006/2007 - 2007/2008

LEVEL OF INTERVENTION	% OF TVET TRAINED TEACHERS		
	2006/2007	2007/2008	% Change
% Received HIV/AIDS INSET	44.4	55.7	11.3
% Integrated HIV/AIDS into aspects of the curriculum	56.3	44.3	-12.0

Regional distribution of TVET institutions in Table 3.9 (page 37), Map 3.9 and Chart 3.9 (page 38) indicates that public TVET institutions in the Western Region received the highest in-service training (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, **216** institutions representing 79.1% of the 273 TVET institutions covered have drinking water available on site. Of the total coverage, **217** of them constituting 79.5% have been wired for electricity. **219** institutions representing 80.0% of the total 273 TVET institutions have functional electricity.

Table 2.10 Infrastructure in TVET Institutions 2006/2007 - 2007/2008

TYPE OF INFRASTRUCTURE	INFRASTRUCTURE IN TVET INST.		
	2006/2007	2007/2008	% Change
% Drinking water available	82.5	79.1	-3.4
% Wired for electricity	95.0	79.5	-15.5
% With Functional Electricity	89.2	80.0	-9.2

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.

2.11 Number of Classrooms in TVET Institutions

As shown in Table 2.11 below, the number of classrooms in public TVET Institutions is **1,352**, representing an increase of 8.2% on the previous year's figure of 1,249. In private TVET Institutions the figure is **1,175**, showing an increase of 0.3% over the 2006/2007 figure of 1,172. The number of classrooms in both public and private TVET Institutions is **2,527**, representing an overall increase of 4.4% over the previous year figure of 2,421.

Table 2.11 Classrooms in TVET Institutions 2006/2007 - 2007/2008

TYPE OF EDUCATION	NUMBER OF CLASSROOMS		
	2006/2007	2007/2008	% Change
Public	1,249	1,352	8.2
Private	1,172	1,175	0.3
Total	2,421	2,527	4.4

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 Eastern Region has the least percentage of temporary classrooms (7.1%) in public TVET

Institutions, while the Upper East Region exhibits the highest percentage (26.0%).

2.12 Condition of Classrooms in TVET Institutions

As indicated in Table 2.12 below, of the total classrooms in public TVET institutions, **16.2%** needs major repairs compared to 18.0% in the previous year. In the private sector, **35.6%** 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, 2006/2007 - 2007/2008

TYPE OF EDUCATION	% OF CLASSROOMS NEEDING MAJOR REPAIRS		
	2006/2007	2007/2008	% Change
Public	18.0	16.2	-10.0
Private	37.0	35.6	-3.8
Total	27.2	25.2	-7.4

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 Ashanti Region exhibits the highest number of classrooms in public TVET institutions needing major repairs (26.2%), while the Northern Region has the

least percentage (6.7%). The Eastern Region has the highest percentage of classrooms (51.3%) needing minor repairs, while the Western Region has the least figure (12.7%).

3.13 (page 48) shows that the Greater Accra Region has the highest ratio of workshops to TVET institutions (4.1), while the Upper West has the lowest figure (0.5).

2.13 Facilities in TVET Institutions

As shown in Table 2.13 below, the ratio of facilities to TVET institutions have been provided. The number of workshops per TVET institution is **1.5** representing an increase of 200.0% over the 2006/2007 figure of 0.5. The number of science laboratories per TVET institution is **0.0** constituting a decrease of 100.0% when related to the previous year's figure of 0.1. The number of computer laboratories per TVET institution is **0.3** representing an increase of 50.0% over the 2006/2007 figure of 0.2.

**Table 2. 13 Number of Facilities per TVET Institutions,
2006/2007 - 2007/2008**

TYPE OF FACILITY	RATIO OF FACILITIES TO TVET INSTITUTIONS		
	2006/2007	2007/2008	% Change
Workshop	0.5	1.5	200.0
Science Laboratory	0.1	0.0	-100.0
Computer Laboratory	0.2	0.3	50.0

Regional distribution of the ratio of facilities to TVET institutions is presented in Table 3.13a (page 47), Map 3.13a&b and Chart