

# Ministry of Education, Science and Sports



Republic of Ghana



## Report on Basic Statistics and Planning Parameters for **TECHNICAL AND VOCATIONAL EDUCATION** in Ghana 2008/2009

EMIS Project  
March, 2009

# **SECTION ONE**

## **INTRODUCTION**

## **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 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.

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# **SECTION TWO**

## **SUMMARY OF FINDINGS**

# **REPORT ON BASIC STATISTICS AND PLANNING PARAMETERS FOR TECHNICAL AND VOCATIONAL INSTITUTIONS IN GHANA - 2008/2009**

## **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 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 twenty-first 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 fourth 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 /Ghana Education Service (MOE/GES) includes the Ministries of Manpower, Youth and Employment, Local Government and Rural Development, Food and 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 NACVET<sup>1</sup>.

Out of the 700 copies of TVET census questionnaires that were distributed country-wide, only **296** 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. The TVET representatives also did not write to all the institutions under

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

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 296 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, maps and charts 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.

## **SUMMARY OF FINDINGS**

### **2.1 Number of TVET Institutions**

The number of public TVET Institutions covered is **133** representing an increase of 2.3% over the 2007/2008 figure of 130 as indicated in Table 2.1a below. The number of private TVET Institutions covered is **163** constituting an increase of 12.3% over 2007/2008 figure of 143. Thus, the total number of both public and private TVET Institutions covered is **296** showing an increase of 7.8% over the previous year's figure of 273.

**Table 2.1a Number of TVET Institutions by type of education, 2007/2008 - 2008/2009**

| TYPE OF EDUCATION | NUMBER OF TVET INSTITUTIONS |           |          |
|-------------------|-----------------------------|-----------|----------|
|                   | 2007/2008                   | 2008/2009 | % Change |
| Public            | 130                         | 133       | 2.26     |
| Private           | 143                         | 163       | 12.27    |
| Total             | 273                         | 296       | 7.77     |

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 (33) followed by NVTI Centres (28) and GES Technical Institutes (26).

**Table 2.1b Detailed information on Type of TVET Institutions covered, 2007/2008 - 2008/2009**

| TYPE OF TVET INSTITUTION                                   | 2007/2008 Coverage | 2008/2009 Coverage | % Change    |
|--|--------------------|--------------------|-------------|
| GES Technical Institutes                                   | 25                 | 26                 | 4.0         |
| NVTI Centres   | 21                 | 28                 | 33.3        |
| Integrated Community Centres for Employable Skills (ICCES) | 35                 | 33                 | -5.7        |
| Social Welfare Centres                                     | 13                 | 13                 | 0.0         |
| Leadership Training Institutes                             | 9                  | 5                  | -44.4       |
| Opportunities Industrialisation Centre (OIC)               | 1                  | 0                  | -100.0      |
| Community Development Centres                              | 22                 | 23                 | 4.5         |
| Agriculture Training Institutes                            | 1                  | 1                  | 0.0         |
| Roads & Transport Training Centre                          | 0                  | 0                  | 0.0         |
| Gratis Foundation  | 4                  | 4                  | 0.0         |
| <b>TOTAL PUBLIC TVET Institutions</b>                      | <b>131</b>         | <b>133</b>         | <b>1.5</b>  |
| <b>TOTAL PRIVATE TVET Institutions</b>                     | <b>143</b>         | <b>163</b>         | <b>14.0</b> |
| <b>TOTAL</b>   | <b>273</b>         | <b>296</b>         | <b>8.4</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 (47), while the Greater Accra Region has the lowest number (15). Almost all regions recorded higher numbers of private institutions than public institutions this year with the exception of the Upper East, Upper West and Western Regions. The Ashanti Region recorded the highest in public institutions while the Eastern Region 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 large 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 2008/2009 is **74,277** showing an increase of 10.3% over the 2007/2008 enrolment of 67,360. Enrolment in public institutions is **48,348** representing an increase of 10.1% over the previous year's figure of 43,908. Enrolment of private students for 2008/2009 is **25,929** representing an increase of 10.6% over the 2007/2008 figure of 23,452.

**Table 2.2 Enrolment in TVET Institutions by type of education, 2007/2008 - 2008/2009**

| TYPE OF EDUCATION | ENROLMENT |           |          |
|-------------------|-----------|-----------|----------|
|                   | 2007/2008 | 2008/2009 | % Change |
| Public            | 43,908    | 48,348    | 10.1     |
| Private           | 23,452    | 25,929    | 10.6     |
| Total             | 67,360    | 74,277    | 10.3     |

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 (13,212) while the Upper West Region has the lowest enrolment (3,067).

## 2.3 Type of Enrolment in TVET Institutions

As shown in Table 2.3 below, enrolment of full-time students is **66,761** representing an increase of 9.6% over the 2007/2008 figure of 60,898. Enrolment of part-time students is **7,516** representing an increase of 16.3% over the 2007/2008 figure of 6,462. Thus, the enrolment of both full-time and part-time students is **74,277** representing an increase of 10.3% over the 2007/2008 figure of 67,360.

**Table 2.3 Type of Enrolment in TVET Institutions, 2007/2008 - 2008/2009**

| TYPE OF EDUCATION | ENROLMENT IN TVET |           |          |
|-------------------|-------------------|-----------|----------|
|                   | 2007/2008         | 2008/2009 | % Change |
| Full-time         | 60,898            | 66,761    | 60,898   |
| Part-time         | 6,462             | 7,516     | 6,462    |
| Total             | 67,360            | 74,277    | 67,360   |

Regional distribution of TVET enrolment by type in Table 3.3 (page 21), Map 3.3 and Chart 3.3 (page 22), indicates that the highest number of full-time TVET students are enrolled in the Central Region (12,109), while the Ashanti Region has the highest number of part-time students 2,356.

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

As shown in Table 2.4 below, a total of **61,582** students were enrolled in Intermediate programmes, and this represents an increase of 3.6% over the previous figure of 59,246. A total of **6,507** students were enrolled in advanced courses, and this constitutes an increase of 83.4% in relation to the previous year's figure of 3,548. A number of **6,188** students were enrolled at the technician level, and this represents an increase of 35.5% when compared with the previous year's figure of 4,566.

**Table 2.4 Enrolment in TVET Institutions by level of education, 2007/2008 - 2008/2009**

| TYPE OF EDUCATION | ENROLMENT IN TVET |           |          |
|-------------------|-------------------|-----------|----------|
|                   | 2007/2008         | 2008/2009 | % Change |
| Intermediate      | 59,246            | 61,582    | 3.9      |
| Advanced          | 3,548             | 6,507     | 83.4     |
| Technicians       | 4,566             | 6,188     | 35.5     |
| Total             | 67,360            | 74,277    | 10.3     |

For students enrolled at the intermediate level, it is noted that the Ashanti Region recorded the highest figure of 11,309 while the Upper West Region had the least figure of 2,538.

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

As shown in Table 2.5 below, the total number of teachers in TVET Institutions is **3,686** showing an increase of 3.7% over the 2007/2008 figure of 3,555. A total number of **2,304** teachers were recorded in the public institutions, representing a decrease of 3.0% when related to the 2007/2008 figure of 2,375. The number teachers in private institutions, however, increased from 1,180 in 2007/2008 to **1,382** in 2008/2009 at a rate of 17.1%.

**Table 2.5 Number of teachers in TVET Institutions by type, 2007/2008 - 2008/2009**

| TYPE OF EDUCATION | NUMBER OF TEACHERS |           |          |
|-------------------|--------------------|-----------|----------|
|                   | 2007/2008          | 2008/2009 | % Change |
| Public            | 2,375              | 2,304     | -3.0     |
| Private           | 1,180              | 1,382     | 17.1     |
| Total             | 3,555              | 3,686     | 3.7      |

Regional distribution of number of teachers in TVET Institutions in Table 3.5 (page 25), Map 3.5 and Chart 3.5 (page 26) shows that the Eastern Region exhibits the largest number of teachers (566) while the Upper West Region has the smallest figure (188).

## **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 **65.1%** representing an increase of 4.1% over the 2007/2008 figure of 62.6% The percentage of trained teachers in private TVET institutions is **43.8%** constituting a decrease of 4.5% when compared with the previous year's figure of 45.9%. Thus, the percentage of trained teachers in both public and private TVET institutions is **57.2%** representing an increase of 0.3% over the 2007/2008 figure of 57.0%.

**Table 2.6a Percentage of trained teachers in TVET Institutions by type of education, 2007/2008 - 2008/2009**

| TYPE OF EDUCATION | % OF TRAINED TEACHERS |           |           |
|-------------------|-----------------------|-----------|-----------|
|                   | 2007/2008             | 2008/2009 | % Change. |
| Public            | 62.6                  | 65.1      | 4.1       |
| Private           | 45.9                  | 43.8      | -4.5      |
| Total             | 57.0                  | 57.2      | 0.3       |

Regional distribution of percentage of trained teachers in TVET Institutions in Table 3.6a (page 27), Map 3.6a&b and Chart 3.6a (page 28) shows that Greater Accra Region exhibits the highest percentage of trained teachers in TVET Institutions (80.7%) while the Brong Ahafo Region has the lowest figure (43.1%).

As shown in Table 2.6b below, the percentage of TVET specialist teachers in public TVET Institutions is **87.0%**, and in private TVET Institutions the figure is **83.6%**. In both public and private TVET institutions, the percentage of TVET specialist teachers is **85.7%**. 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, 2007/2008 - 2008/2009**

| TYPE OF EDUCATION | % OF TEACHERS WITH TECHNICAL QUALIFICATIONS |           |          |
|-------------------|---|-----------|----------|
|                   | 2007/2008                                   | 2008/2009 | % Change |
| Public            | 87.1  | 87.0      | -0.1     |
| Private           | 84.8  | 83.6      | -1.4     |
| Total             | 86.4  | 85.7      | -0.8     |

At regional level, the Brong Ahafo Region TVET teachers are the most specialised in TVET qualifications (90.9%) and the Central Region TVET teachers are the least qualified (77.0%) as shown in Table 3.6b (page 29), Map 3.6c&d and Chart 3.6a (page30).

## **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 **88.0%**, showing a decrease of 0.6% when compared with the previous year's figure of 88.5%. The percentage of trained teachers among female TVET teachers is **80.9%**, constituting a decrease of 2.9% when related to the previous year's figure of 83.4%. For both sexes, the percentage of trained TVET teachers is **85.7%**, representing a decrease of 1.4% when compared with the previous year's figure of 86.9%.

**Table 2.7 Gender Profile of teachers in TVET institutions, 2007/2008 - 2008/2009**

| GENDER | % OF TRAINED TEACHERS |           |          |
|--------|-----------------------|-----------|----------|
|        | 2007/2008             | 2008/2009 | % Change |
| Male   | 88.5                  | 88.0      | -0.6     |
| Female | 83.4                  | 80.9      | -2.9     |
| Total  | 86.9                  | 85.7      | -1.4     |

Regional distribution of teachers in TVET institutions in Table 3.7 (page 31), Map 3.7a&b and Chart 3.7 (page 32) indicates that the highest percentage of teachers (90.9%) are found in the Brong Ahafo Region. The Central Region has the lowest percentage (77.0%) of trained teachers. For almost all regions, percentage of male trained teachers exceeds that of female with the exception of the Eastern and Western Regions

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

As shown in Table 2.8a below, majority of the public TVET institutions (**57.3%**) indicated that their teachers hardly ever had in-service training, and this represented a decrease of 0.4% over the previous year figure of 57.5%. It is also noted that **26.2%** of public TVET institutions indicated that their teachers received in-service training once a year in the past academic year. Just **2.7%** 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, 2007/2008 - 2008/2009**

| FREQUENCY      | IN-SERVICE TRAINING |           |          |
|----------------|---------------------|-----------|----------|
|                | 2007/2008           | 2008/2009 | % Change |
| % Hardly Ever  | 57.5                | 57.3      | -0.4     |
| % Once a Year  | 26.5                | 28.2      | 6.3      |
| % Once a Term  | 10.6                | 11.8      | 11.5     |
| % Twice a Term | 5.3                 | 2.7       | -48.5    |

Regional distribution of public TVET institutions in Table 3.8 (page 33), Map 3.8a&b and Chart 3.8 (page 34) indicates that the Ashanti Region has the highest percentage (36.4%) 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 (28.6%). It is noted that, teachers in public TVET institutions in the Northern Region hardly ever received in-service training.

As shown in Table 2.8b below, majority of the private TVET institutions (53.1%) indicated that their teachers hardly ever had in-service training, and this constituted an increase of 22.3% over the previous year figure of 43.4%. It is also noted that 29.9% of private TVET institutions indicated that their teachers received in-service training once a year in the past academic year. Just 3.4% 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, 2007/2008 - 2008/2009**

| FREQUENCY      | IN-SERVICE TRAINING |           |          |
|----------------|---------------------|-----------|----------|
|                | 2007/2008           | 2008/2009 | % Change |
| % Hardly Ever  | 43.4                | 53.1      | 22.3     |
| % Once a Year  | 22.5                | 29.9      | 33.0     |
| % Once a Term  | 12.4                | 13.6      | 9.7      |
| % Twice a Term | 5.4                 | 3.4       | -37.0    |

Regional distribution of private TVET institutions in Table 3.8 (page 33), and Map 3.8 and Chart 3.8 (page 34) indicates that 33.3% of private TVET institutions in the Western 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, **48.6%** 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 **39.2%** of TVET institutions have integrated HIV/AIDS into aspects of their curriculum.

**Table 2.9 HIV/AIDS Support in TVET Institutions, 2007/2008 - 2008/2009**

| LEVEL OF INTERVENTION                                | % OF TVET TRAINED TEACHERS |           |          |
|--|----------------------------|-----------|----------|
|  | 2007/2008                  | 2008/2009 | % Change |
| % Received HIV/AIDS INSET                            | 44.4                       | 48.6      | 9.6      |
| % Integrated HIV/AIDS into aspects of the curriculum | 56.3                       | 39.2      | -30.4    |

Regional distribution of TVET institutions in Table 3.9 (page 35), Map 3.9 and Chart 3.9 (page 36) indicates that public TVET institutions in the Western Region received the highest in-service training (75.0%) within the year. TVET institutions in the Upper East Region however, reported the least support with regards to HIV/AIDS interventions (33.3%).

## 2.10 Infrastructure of TVET Institutions

As shown in Table 2.10 below, **252** institutions representing 85.1% of the 296 TVET institutions covered have drinking water available on site. Of the total coverage, **269** of them constituting 90.9% have been wired for electricity. **253** institutions representing 85.5% of the total 296 TVET institutions have functional electricity.

**Table 2.10 Infrastructure in TVET Institutions, 2007/2008 - 2008/2009**

| TYPE OF INFRASTRUCTURE        | INFRASTRUCTURE IN TVET INST. |           |          |
|-------------------------------|------------------------------|-----------|----------|
|                               | 2007/2008                    | 2008/2009 | % Change |
| % Drinking water available    | 82.50                        | 85.14     | 3.19     |
| % Wired for electricity       | 95.00                        | 90.88     | -4.34    |
| % With Functional Electricity | 89.20                        | 85.47     | -4.18    |

Regional distribution of TVET institutions in Table 3.10 (page 37), Map 3.10a&b and Chart 3.10 (page 38) 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 permanent classrooms in public TVET Institutions is **1,112**, representing a decrease of 5.2% when compared with the previous year's figure of 1,173. In private TVET Institutions the figure is **613**, showing an increase of 13.9% over the 2007/2008 figure of 538. The number of classrooms in both public and private TVET Institutions is **1,725**, representing an overall increase of 0.8% over the previous year figure of 1,711.

**Table 2.11 Permanent Classrooms in TVET Institutions,  
2007/2008 - 2008/2009**

| TYPE OF EDUCATION | NUMBER OF PERMANENT CLASSROOMS |              |            |
|-------------------|--------------------------------|--------------|------------|
|                   | 2007/2008                      | 2008/2009    | % Change   |
| Public            | 1,173                          | 1,112        | -5.2       |
| Private           | 538                            | 613          | 13.9       |
| <b>Total</b>      | <b>1,711</b>                   | <b>1,725</b> | <b>0.8</b> |

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 largest number of permanent classrooms (276) in public TVET Institutions, while the Upper West Region exhibits the least number (75).

## 2.12 Condition of Classrooms in TVET Institutions

As indicated in Table 2.12 below, of the total classrooms in public TVET institutions, **19.7%** needs major repairs compared to 16.2% in the previous year. In the private sector, **56.6%** 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, 2007/2008 - 2008/2009**

| TYPE OF EDUCATION | % OF CLASSROOMS NEEDING MAJOR |             |             |
|-------------------|-------------------------------|-------------|-------------|
|                   | 2007/2008                     | 2008/2009   | % Change    |
| Public            | 16.2                          | 19.7        | 21.6        |
| Private           | 35.6                          | 56.6        | 59.0        |
| <b>Total</b>      | <b>25.2</b>                   | <b>32.8</b> | <b>30.2</b> |

Regional distribution of condition of classrooms in TVET Institutions in Table 3.12a (page 43), Map 3.12a&b and Chart 3.12 (page 44) shows that the Upper East Region exhibits the highest percentage of classrooms in public TVET institutions needing major repairs (36.5%), while the Eastern Region has the least percentage (3.5%). The Upper East Region has the highest percentage of classrooms (55.4%) needing minor repairs, while the Brong Ahafo Region has the least figure (23.5%).

### 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 **3.6** representing an increase of 141.0% over the 2007/2008 figure of 1.5. The number of science laboratories per TVET institution is **0.6** constituting an increase of over 100.0% when related to the previous year's figure of 0.0. The number of computer laboratories per TVET institution is **1.1** representing an increase of 271.6% over the 2007/2008 figure of 0.3.

**Table 2.13 Number of Facilities per TVET Institutions,  
2007/2008 - 2008/2009**

| TYPE OF FACILITY    | RATIO OF FACILITIES TO TVET |           |          |
|---------------------|-----------------------------|-----------|----------|
|                     | 2007/2008                   | 2008/2009 | % Change |
| Workshop            | 1.5                         | 3.6       | 141.0    |
| Science Laboratory  | 0.0                         | 0.6       | 0.0      |
| Computer Laboratory | 0.3                         | 1.1       | 271.6    |

Regional distribution of the ratio of facilities to TVET institutions is presented in Table 3.13a (page 45), Map 3.13a&b and Chart 3.13 (page 46) shows that the Greater Accra Region has the highest ratio of workshops to TVET institutions (6.3), while the Upper East has the lowest figure (1.9).