

# Overview of the Ghana Education Service

Professor Kwasi Opoku-Amankwa

Director-General

October, 2022

# Outline

- Ministry of Education
- Key Agencies
- The Ghana Education Service



# Ministry of Education

- Established in 1957 to formulate and coordinate education policies, set standards, monitor and evaluate implementation, the Ministry of Education (MoE) is responsible for all policies on education, including apprenticeships and wider skills acquisition in Ghana.
- The MoE has 23 agencies responsible for regulation and implementation of the approved policies.



# The Agencies of the MoE

- GES – Ghana Education Service
- GTEC – Ghana Tertiary Education Commission
- CTVET – Commission for Technical Vocational Education and Training
- GHANA TVET SERVICE
- NaCCA – National Council for Curriculum and Assessment
- NTC – National Teaching Council
- NaSIA – National Schools Inspectorates Authority
- GhLA – Ghana Library Authority
- GETFUND – Ghana Education Trust Fund
- CEA – Complementary Education Agency



# THE GES

- Established in 1974, The Ghana Education Service (GES) is part of the Public Service of Ghana.
- Under the fourth Republican Constitution of Ghana, the earlier legislations have since been amended by Acts of Parliament, including Act 506 (1994) and Act 778 (2008). There is now a new Act, Act 1049 (2020), part 2 of which establishes the Ghana TVET Service.
- The GES is governed by a Council called the GES Council.



## Who We Are

- **376,059** Employees (Teaching and Non-Teaching)
- **16** Regional Education Offices
- **260** District Offices
- **15,226** KGs
- **15,622** Primary Schools
- **11,696** Junior High Schools
- **679** Senior High/Senior High Technical Schools

SOURCE:  
EMIS 2020/2021

## Who We Are

**7,140,632** Learners

- **1,192,828** KG Learners
- **3,269,223** Primary School Learners
- **1,417,086** Junior High School Learners
- **1,261,495** Senior High School Learners

SOURCE:  
EMIS 2020/2021



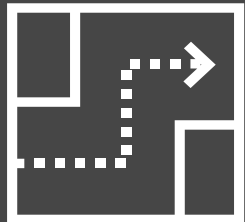
Ghana Education  
Service (GES)

## What We do

- **Implement** all approved pre-tertiary educational policies of Government
- **Provide oversight** responsibility at all levels of pre-tertiary education in the country
- **Monitor** routine activities in line with increasing access, quality and improving management mechanisms
- **Engage** various stakeholders to improve educational outcomes



# Summary of key shifts made from the 'as is' to the 'to be' structural design



OLD

- Special Education at National level narrowly focused on learning barriers
- Absence of a centralised Performance Management function
- Use of technology limited to administration functions

NEW

- **School Management, Leadership and Accountability:** a separate function to enable greater accountability and good governance.
- **Reorganisation to enable learning outcomes:** reorganisation of functions to deliver pre-tertiary education policies that enable all children to have a good quality education.
- **Greater focus on instructional leadership:** including support roles to free up executive time to focus on instructional leadership.
- **Inclusive education and enrichment:** extended inclusive education beyond special education to include culture, girl-child and safe schools and to address barriers to learning.
- **Community relations:** created community liaison for ensuring community engagement and participation at school level.
- **ICT and Edtech division:** created a standalone ICT/ edtech function to oversee technology for planning, management and enhancing teaching and learning.
- **Legal function:** inclusion of a Legal function in the national structure

# Transition: As-Is to Future State - Responsibility Matrix



## Headquarters –

Regulate  
Benchmark  
Drive

- Sets direction for a drafting, interpretation and implementation of approved national policies and programmes related to GES education delivery ;
- Monitoring of all funds allocated for the delivery of effective and efficient basic education;
- Manage human resource management matters in secondary schools and regional directorates of education;
- Liaise and partner with other MOE autonomous bodies NACCA, NIB, NTC etc in the delivery of effective education support systems
- Provision of quality inclusive and equitable support to all tiers within GES to promote high quality instructional leadership and pedagogy; subject matter expertise and requisite resources

## Regional –

Oversight  
Collaboration

- Manage the monitoring and oversight of implementation of National education policies, strategies and frameworks in an inclusive and equitable manner across the regions;
- Exercise oversight responsibility for the management of secondary schools on behalf of the Ministry responsible for Education.
- Provide instructional leadership and subject matter expertise to secondary schools
- Implement a Performance Management System that promotes accountability for the delivery of quality education for all.

## District –

Coordinate  
Facilitate

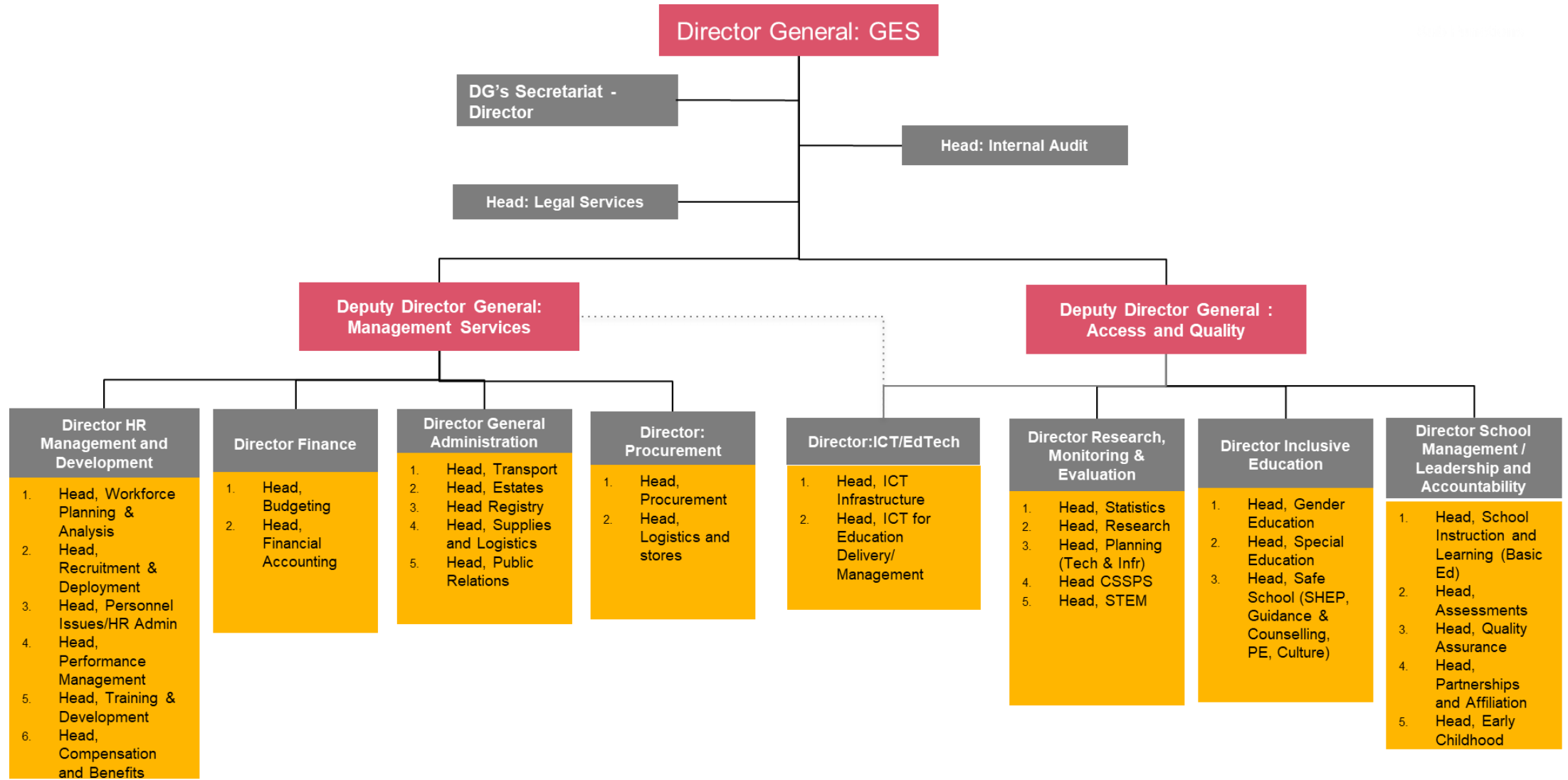
- Monitor and oversee the implementation of educational policy and directives determined by the GES in an inclusive and equitable manner;
- Provides instructional leadership, management and oversight to deliver high quality education in basic schools within the district
- Efficient management, administration and control of budgetary allocations as determined by the District Assembly

## School –

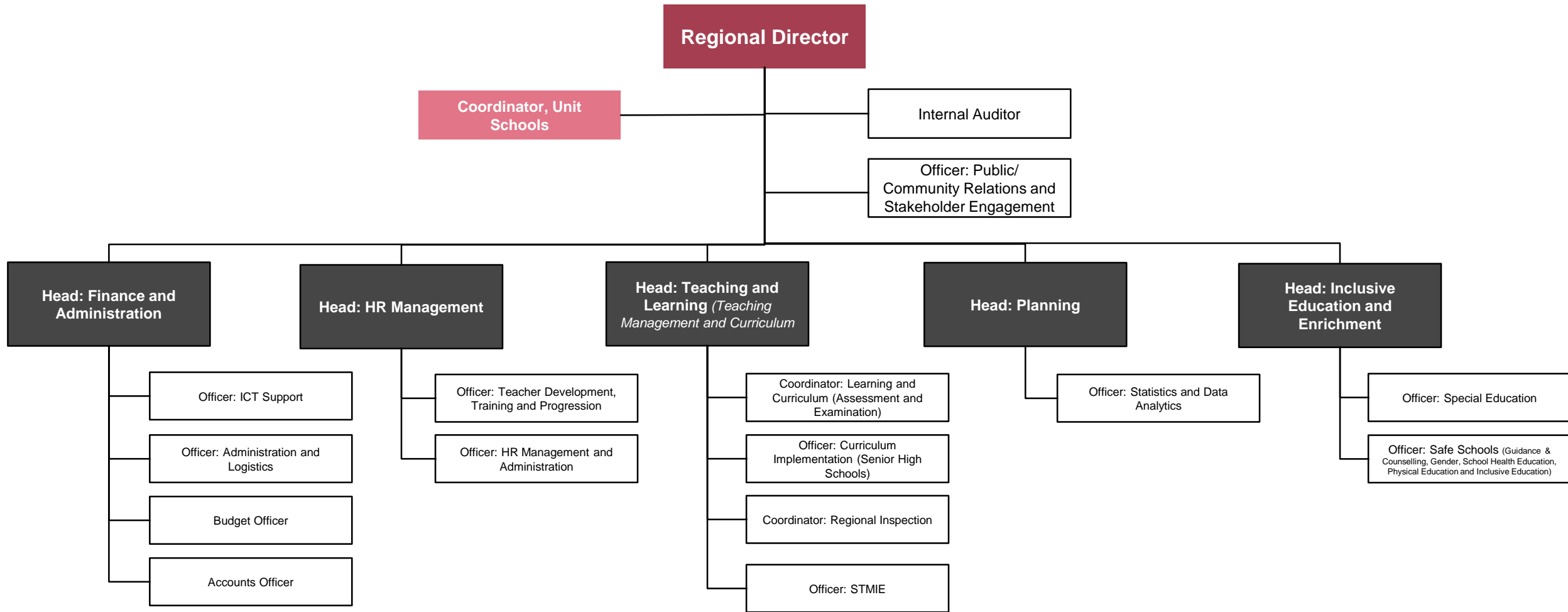
Implement

- Provision of basic education to students through the implementation of National policies, programmes and educational strategies.
- Provide instructional leadership, pedagogy, subject matter expertise and resources support to teachers, students and other teaching personnel.
- Work with school communities(NGO,CBO,FBO and parents) to ensure inclusivity, community upliftment and collaboration

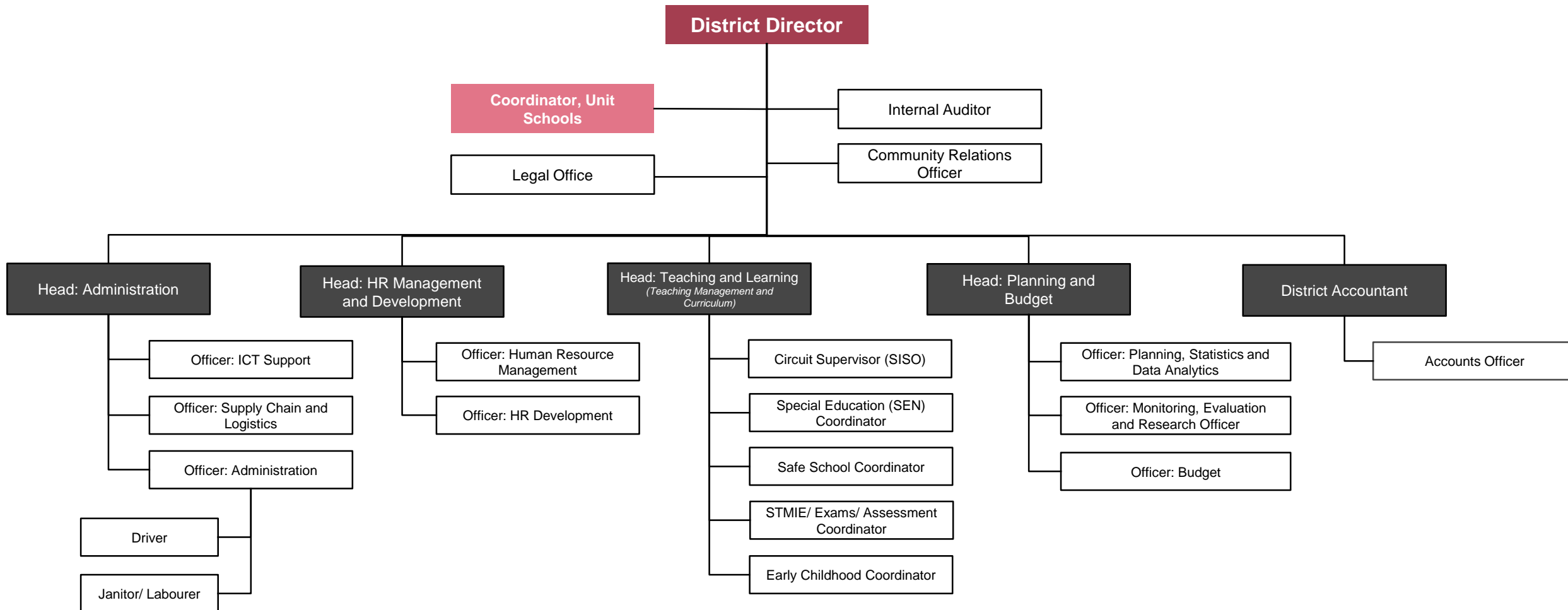
# Co-designed National organisational structure



# Co-designed Regional level organisational structure



# Co-designed District level organisational structure

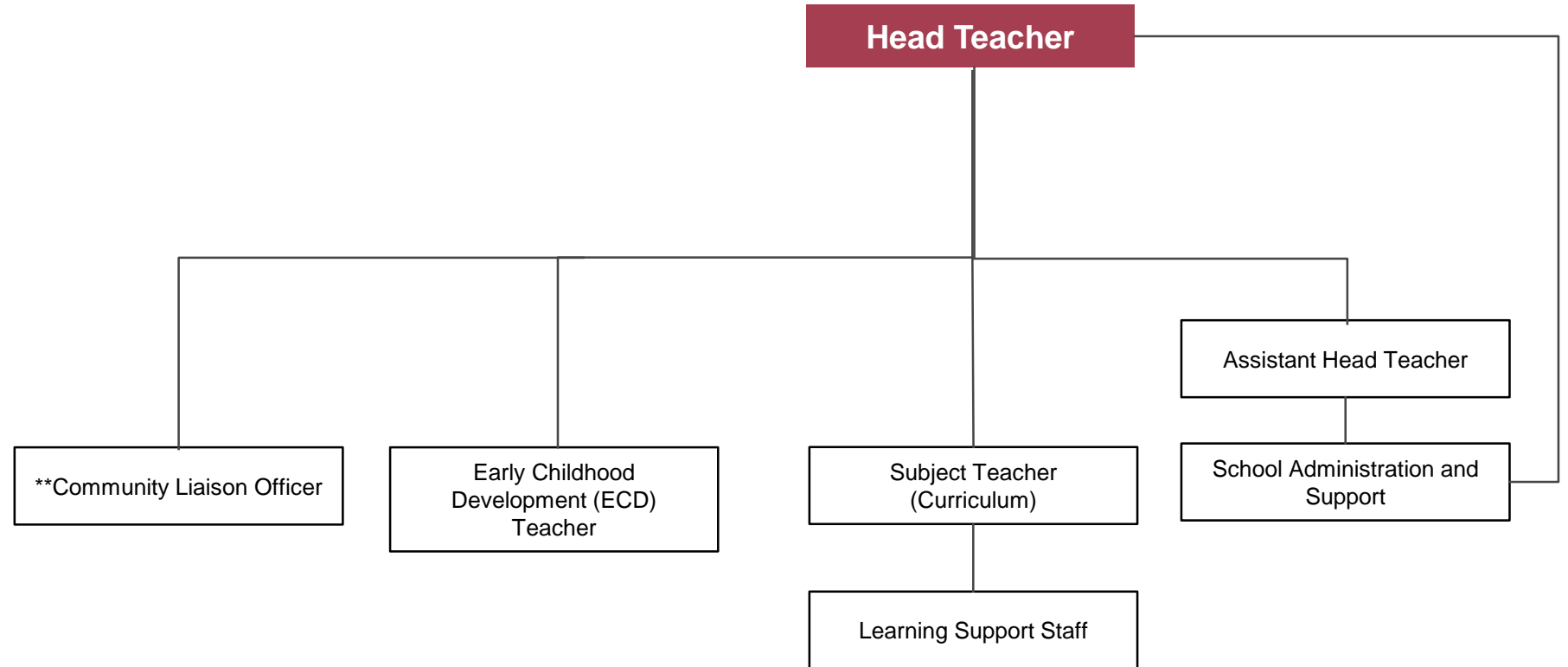


# Co-designed Primary School level organisational structure

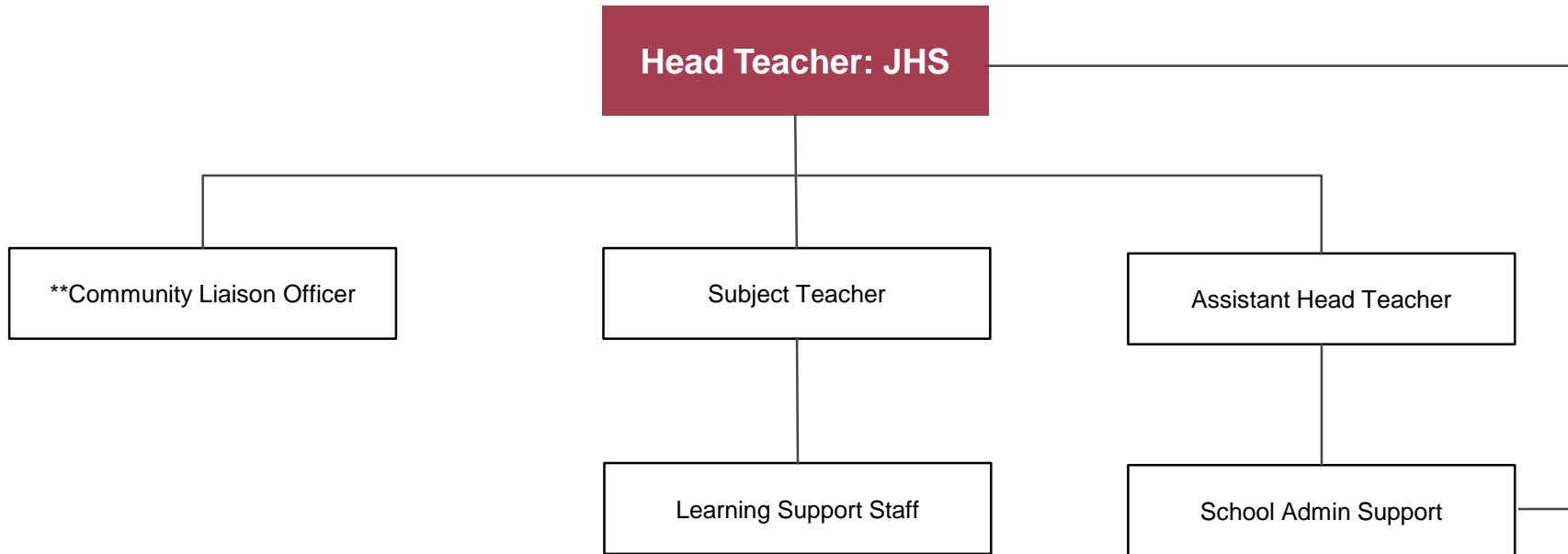


## Roles that could be considered in the GES Schools (Primary, JHS and SHS) Structures:

1. Safe School Coordinators (Inclusive Education, Culture, Physical Education) – to report to the District Coordinator. The purpose of this role would be to serve as a School level Coordinator for Inclusive Education, Guidance and Counselling, Gender, School Health Education and Physical Education to work with other professionals (psychologists, health workers, etc.) to achieve Safe School targets.
2. Deputy Headmaster: Administration (Senior High School) – to report to the Headmaster (SHS). The purpose of this role would be to undertake all administrative activities within the school. This would enable the Headmaster to focus on instructional leadership and stakeholder engagement
3. Other roles for consideration are:
  - Pedagogic Advisors (Subject Specialists Advisors) working within or across schools
  - Health and Welfare staff
  - Volunteer Mentors/Coaches



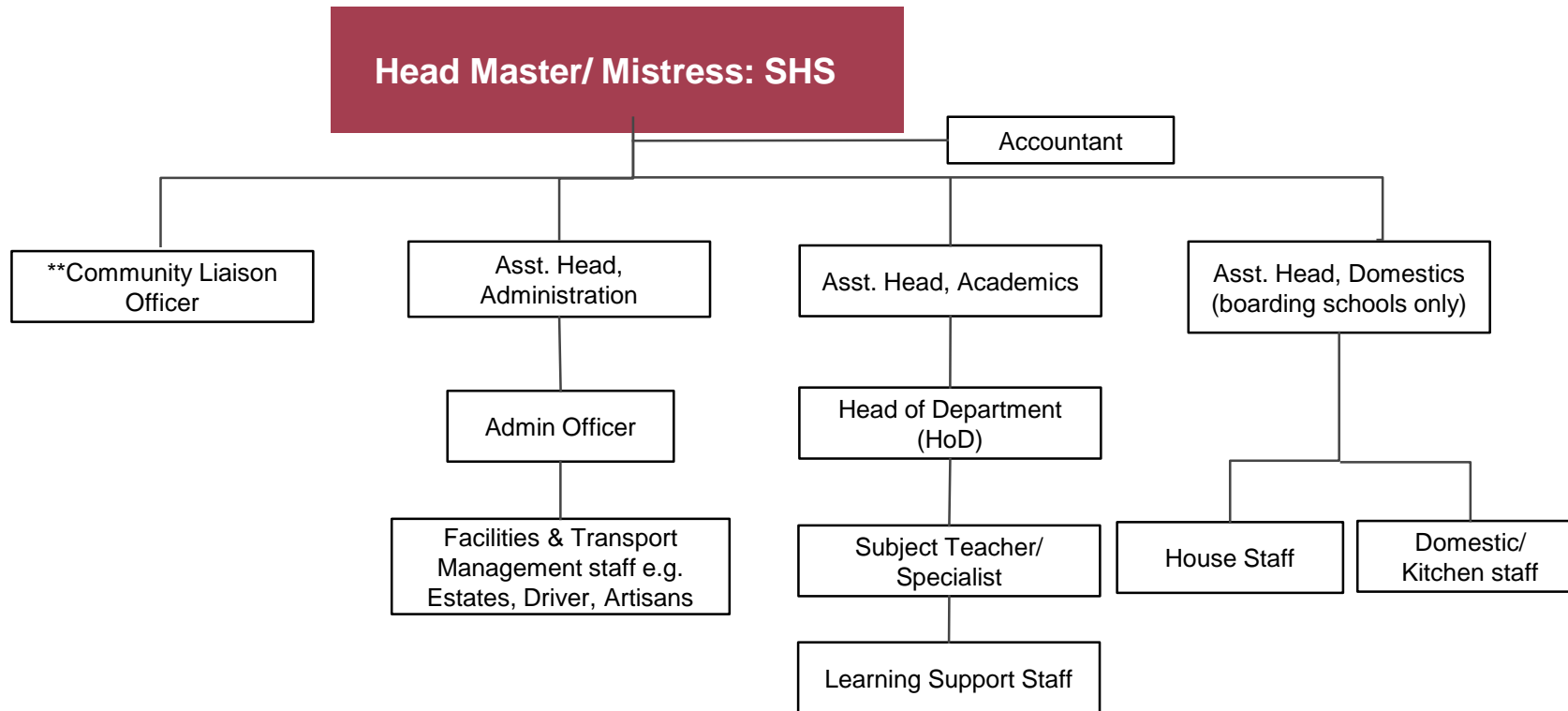
# Co-designed Junior High School (JHS) level organisational structure



The Junior High School organisational structure is an ideal organisational structure and is dependent on the needs of the district and schools in the district. A robust assessment and workforce planning needs to be conducted to understand and necessitate the roles.

\*\*The Community Liaison Officer to represent schools on SMC reporting to District Oversight Team – represents a cluster of schools

# Co-designed Senior High School (SHS) level organisational structure



The Senior High School organisational structure is an ideal organisational structure and is dependant on the needs of the Senior High School as well as the Curriculum focus areas of the school.

The Heads of Department – depending on the size of the school and complexity of the curriculum as well as operations – could play a dual role. Playing an HoD role and a Subject Teacher role.

\*\*The Community Liaison Officer to represent schools on SMC reporting to District Oversight Team – represents a cluster of schools

THANKYOU

■ QUESTIONS