

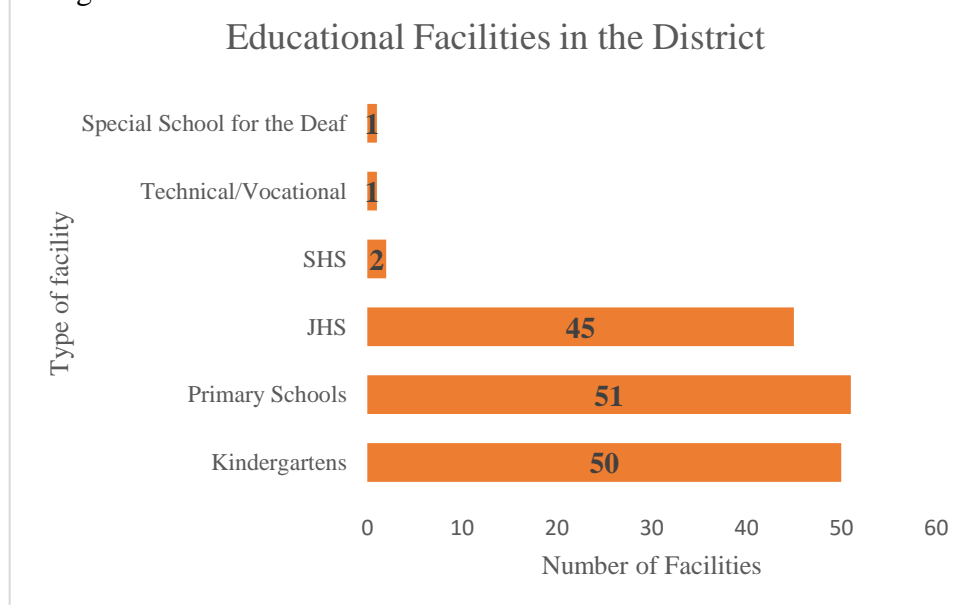
1 Education

In Ghana, education at all levels are working towards providing the opportunity for all children of school going age to have access to equitable and quality education for them to be capable of unearthing their innate skills and potentials with emphasis on children with vulnerabilities and disabilities. The district has not departed from this educational vision. The district has a decentralized unit with 48 staff members and headed by the District Director of Education.

The district has quite a good number of educational facilities particularly at the first and second cycle levels. Below is a breakdown of the numbers of educational facilities in the district.

Unlike the General Assembly that is divided into the Electoral Areas and Area Councils under the Local Governance structure, the District Education Department is sub-divided into Ten (10) circuits for monitoring and supervision purposes.

Figure 1. 1 Educational Facilities in the district

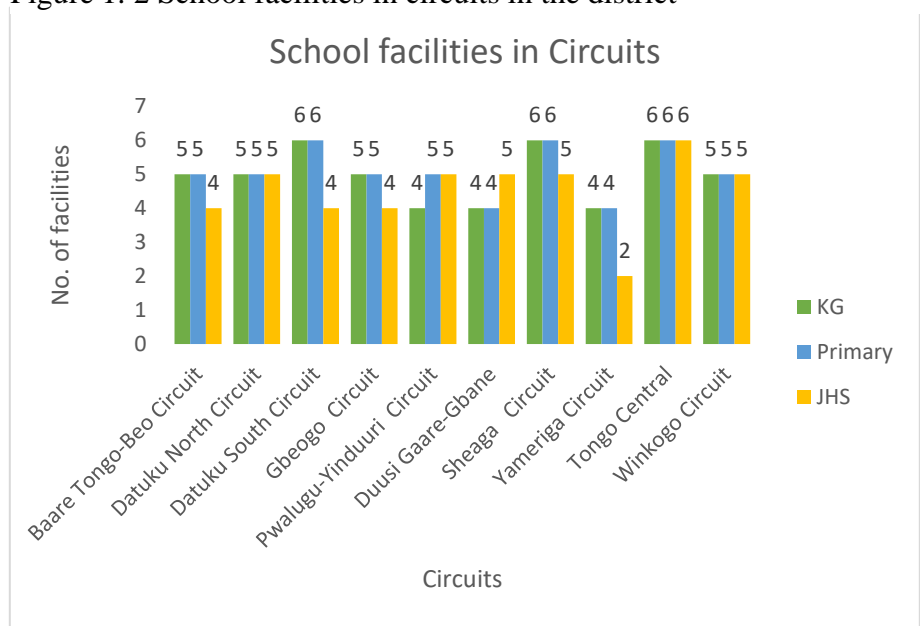


Below are the circuits and basic school level facilities in these circuits.

There are however other private facilities in the district that are equally offering educational services to the communities.

Figure 1. 2 School facilities in circuits in the district

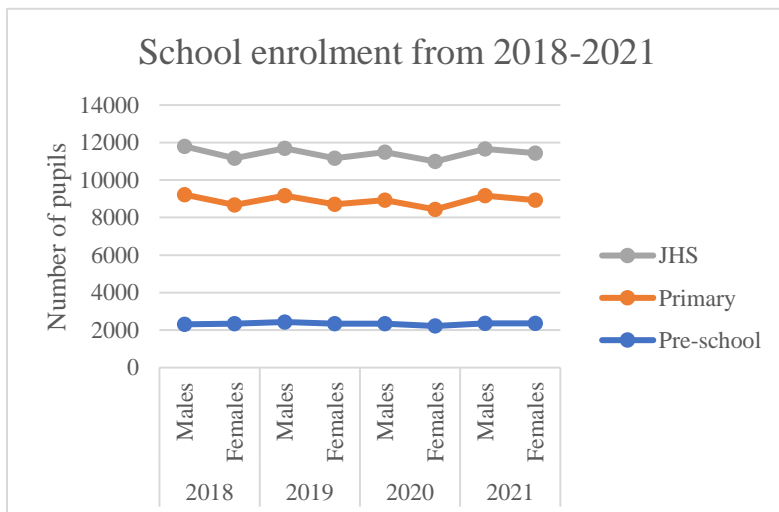
Basic school educational facilities are evenly distributed in all the Ten (10) circuits in the district. As shown in Figure 1.12 beside, apart from Yameriga circuit that has only Two (2) JHS in the district, all others has about Four (4) and the highest is Six (6) in Sheaga and Tongo circuits.



There are however some school structures that are in deplorable state and classes/lessons are conducted under tresses in such communities. Annex 2 presents the list of schools in this condition that needs immediate attention.

School enrolment in these schools have been up and down situation. The enrolment figures in the three (3) categories namely Pre-school, Primary and JHS have experienced a decrease in enrolment after the base year 2018, then an increase again and a decrease in 2020 and 2021 respectively.

Figure 1. 3 School enrolment from 2018-2021



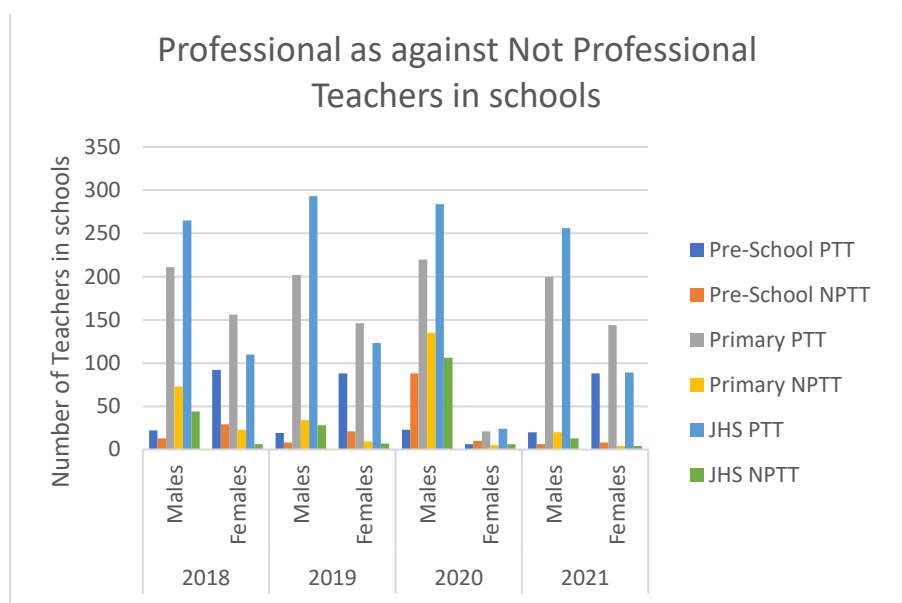
As presented in Figure 1.13, apart from Pre-school where both males and females enrolment were almost at equal levels, females' enrolment at Primary and JHS are always lower from 2018-2021.

This situation could be attributable to the already lower female population at all ages in the district. However, there is the need for cross analysis with birth records with District Health Directorate and the Birth and Death registry to draw a conclusion on male/female population in the district. It is however hoped that when the current PHC 2021 is conducted adequate data would be documented to aid in analyzing the enrolment figures starting 2022.

Apart from the enrolment, there are disparities with the number of Professionally Trained Teachers (PTTs) and Not Professionally Trained Teachers (NPTTs) in public schools in the district.

As shown in Figure 1.14, Figure 1. 4Staff strength and qualification in public schools in the district

there are more male teachers at Primary and JHS levels in the district. It is only at the Pre-school levels that the females (PTTs) are more than the males. There is an understanding in this since females take more care for children especially at the pre-school stage. There was however, a sharp drop in the female teacher ratio in 2020

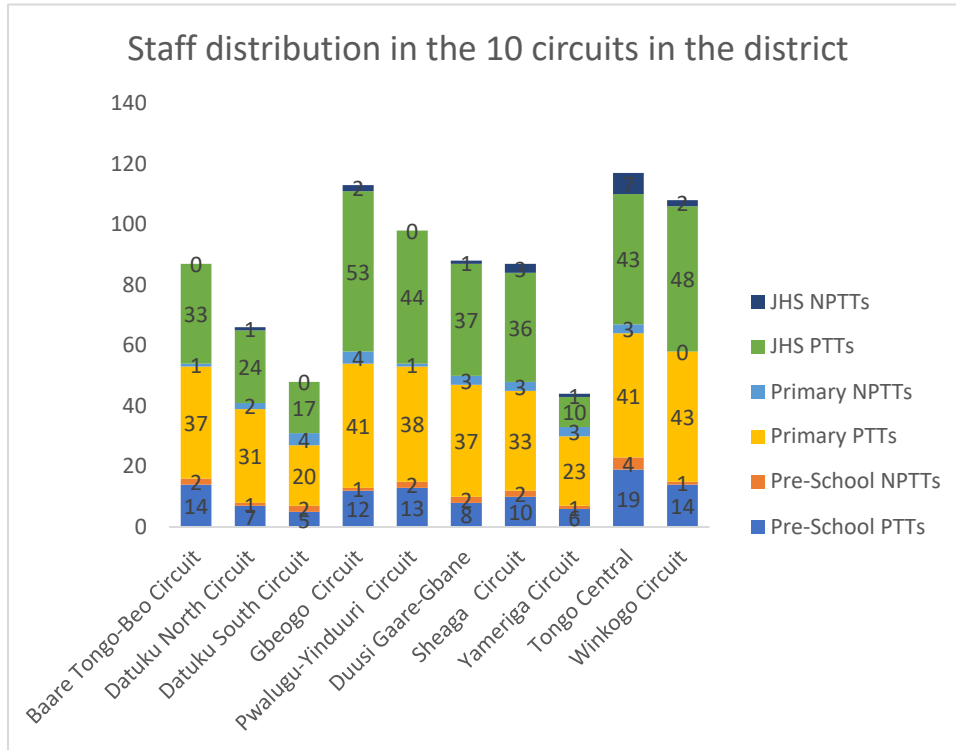


that is 20 for PTT and 6 for NPTT at the Pre-School level. It was not only at the Pre-School level but there was a drop of female teachers across to Primary and JHS levels.

There are equally a higher number of PTTs than NPTTs at all the levels. This is mostly at the Primary School and JHS levels. For instance, there were more male PTTs in 2020, 2018 and 2021 that is 220, 211 and 200 respectively.

There are however unequal distribution of the staff at the various circuits. While others have less, some have a reasonable number of teaching staff. Figure 1.15 illustrates the teaching staff distribution at the various circuits in the district

Figure 1. 5 Staff distribution at the various circuits in the district



As presented in Figure 1.15, there are more staff in Tongo, Gbeogo, Winkogo, Pwalugu-Yinduuri circuits than Datuku North and South and Yameriga circuits.

The uneven distribution of staff at the circuit levels is attributed to some staff not accepting posting to these

areas because of the rural nature of the circuit. There is therefore the need for an effort to motivate staff in these circuits to balance the teaching staff situation and also promote quality educational performance.

Notwithstanding, the district educational sector is still bedevilled by the following:

- ✓ Poor educational performance
- ✓ Inadequate supervision and monitoring because of logistical challenges