AN ASSESSMENT OF SUSTAINABLE DEVELOPMENT GOAL FOUR (SDG 4), IN RELATION TO THE STANDARD OF BASIC EDUCATION IN GHANA

BY

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THIS DISSERTATION IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTER OF ARTS DEGREE IN INTERNATIONAL AFFAIRS

LEGON
JULY 2017
DECLARATION

I hereby declare that this dissertation is as a result of an original research conducted by me under the supervision of Dr. Juliana Appiah and that no part of it has been submitted anywhere else for any other purpose. All sources have been duly acknowledged.

........................................      .........................................

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(STUDENT)                                                                 (SUPERVISOR)

DATE..............................             DATE................................
DEDICATION

This work is dedicated to my parents Mr. Samuel A. Donkor and Madam Grace Allotey as well as my husband Mr. Bernard Ofori-Atta and all who helped me throughout this project.
ACKNOWLEDGEMENTS

“If it had not been the Lord who was on our side, let Israel now say” Psalm 124 vs. 1. I wish to express my thanks to God for making it possible for me to complete my study fruitfully.

To my parents Mr. Samuel A. Donkor and Madam Grace Allotey and to my husband Mr. Bernard Ofori-Atta, you have all been amazing in seeing me come this far. I say God richly bless you all. Special thanks go to Dr. Juliana Appiah my supervisor, for guiding me throughout my dissertation and to all the lecturers at Legon Centre for International Affairs and Diplomacy (LECIAD).

Mr. Eric Amartey of the LECIAD library and Mr. Daniel A. Fianko deserves commendation for their support.

My sincere gratitude also goes to the Ministry of Education (MOE), Ghana Education Service (GES), the West African Examination Council (WAEC) and the National Development Planning Commission (NDPC) for making this dream a reality.

To all those who motivated me and contributed in diverse ways to aid me embark on this research, I say a big thank you.
## Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ADP</td>
<td>Accelerated Development Plan</td>
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<tr>
<td>BECE</td>
<td>Basic Education Certificate Examination</td>
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<td>CEPA</td>
<td>Centre for Policy Analysis</td>
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<td>CRT</td>
<td>Criterion Referenced Test</td>
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<td>ECM</td>
<td>English Church Mission</td>
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<td>ECOSOC</td>
<td>Economic and Social Council</td>
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<td>ECRBSE</td>
<td>Education Commission Report on Basic and Secondary Education</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>ER</td>
<td>Education Reform</td>
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<td>ERP</td>
<td>Education Reform Programme</td>
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<td>ESR</td>
<td>Education Sector Review</td>
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<td>FCUBEPE</td>
<td>Free Compulsory Universal Basic Education Programme</td>
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<td>FTI</td>
<td>Fast Track Initiative</td>
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<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
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<td>GEM</td>
<td>Global Education Monitoring</td>
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<td>GES</td>
<td>Ghana Education Service</td>
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<td>GETFUND</td>
<td>Ghana Education Trust Fund</td>
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<td>GPE</td>
<td>Global Partnership for Education</td>
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<td>ICPD</td>
<td>International Conference on Population and Development</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
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<tr>
<td>ISCED</td>
<td>International Standard Classification of Education</td>
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<tr>
<td>JHS</td>
<td>Junior High School</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>JSS</td>
<td>Junior Secondary School</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MMDAs</td>
<td>Metropolitan, Municipal and District Assemblies</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>NCTE</td>
<td>National Council for Tertiary Education</td>
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<td>NDPC</td>
<td>National Development Planning Commission</td>
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<td>NEA</td>
<td>National Education Assessment</td>
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<td>NPP</td>
<td>New Patriotic Party</td>
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<td>NRC</td>
<td>National Redemption Council</td>
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<td>NSCE</td>
<td>New Structure and Content of Education</td>
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<td>OWG</td>
<td>Open Working Group</td>
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<td>PMT</td>
<td>Performance Monitoring Test</td>
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<td>PTAs</td>
<td>Parent Teachers Associations</td>
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<tr>
<td>PWD</td>
<td>Persons with Disabilities</td>
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<td>SDGs</td>
<td>Sustainable Development Goals</td>
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<td>SHS</td>
<td>Senior High School</td>
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<tr>
<td>SPAM</td>
<td>School Performance Appraisal Meeting</td>
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<td>SPG</td>
<td>Society for the Propagation of the Gospel</td>
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<tr>
<td>SS</td>
<td>Senior Secondary</td>
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<tr>
<td>SSSCE</td>
<td>Senior Secondary School Certificate Examination</td>
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<tr>
<td>STEM</td>
<td>Science, Technology, Engineering and Mathematics</td>
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<tr>
<td>TVET</td>
<td>Technical Vocational Education and Training</td>
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<td>UDHR</td>
<td>Universal Declaration of Human Rights</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>UIS</td>
<td>UNESCO Institute for Statistics</td>
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<td>UN</td>
<td>United Nations</td>
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<td>UNDP</td>
<td>United Nations Development Programme</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>UNHDR</td>
<td>United Nations Human Development Report</td>
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<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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<td>UNIFD</td>
<td>United Nations Interagency Financing for Development</td>
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<td>UNSG</td>
<td>United Nations Secretary General’s</td>
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<td>URCR</td>
<td>University Renationalization Committee Report</td>
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<tr>
<td>WAEC</td>
<td>West African Examination Council</td>
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<tr>
<td>WASSCE</td>
<td>West African Senior Secondary Certificate Examination</td>
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<td>WER</td>
<td>World Education Report</td>
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ABSTRACT

Inclusive and equitable quality education form an integral part of building a society. The quest of Sustainable Development Goal Four (4), ensuring inclusive and equitable quality education and promotion of lifelong learning opportunities for all is therefore very important. This work sought to assess the SDG Four (4) in relation to the standard of basic education in Ghana. The core objectives of this work were to find out the extent to which the various Educational Reforms have helped solve the issue of quality basic education in Ghana. Know the mechanisms put in place in ensuring SDG Four (4) in basic education in Ghana, and know the appropriate measures that have been put in place to develop the values of basic education in Ghana. Generally speaking, the research conceives that the attainment of SDG Four (4) is very important for Ghana’s development. The research revealed that over the past eight (8) years, the standard of quality basic education in the country has been decreasing. Ghana is making considerable progress towards attainment of the SDG Four (4), however, she has not achieved all the targets of goal four (4) of the SDG. In conclusion, SDG Four (4) can only be achieved through adherence to planned programmes and policies without political interference.
CHAPTER ONE
RESEARCH DESIGN

1.0 Introduction

One of the major challenges that developing countries like Ghana face in relation to education is the country's inability to provide quality education. Challenges such as inadequate instructional materials in most public basic schools and unqualified teachers are hindering the nature of training in Ghana. The benefits of education in life include giving to the citizenry the skills and tools to navigate the world, prepare for a decent profession, help build character, establish the framework of a more grounded country, and lead to enlightenment of its people. Education has the power to make the world a better place. It also helps reduce poverty, increases income, and also foster peace in nations.¹

1.1 Background to the Problem

Notable East Asian nations, for example Japan, South Korea, Singapore and Hong Kong, dependably outperform other countries in the world in the field of education and are noted to offer quality education to their citizens. These countries believe in the potentials of children and also propose that education can make a difference by instilling standards that foster accomplishment in education. In Japan, for example, students not only believe they are in control of their ability to succeed, but they are prepared to do what it takes to do so.²

Another reason why East Asian countries outperform the rest of the world in education is that the educational system gives careful consideration to how they select and prepare their staff. In addition, when East Asian countries are making a decision on what to devote on education, they organize the quality of instructors over the span of classes and they likewise give splendid approaches to educators to develop in their professions.³ According to Boylan, there are four
main reasons why East Asian countries continue to be leaders in education. These include culture and mindset, the quality of teachers, using the evidence and a collective push. Other reasons also include the fact that East Asian countries leverage academic potential of disadvantage students better than the rest of the world. They also focus on hard work rather than talent and allowing teachers to be inventive. In addition, they have devised powerful strategies to attract the most talented teachers to the most challenging classrooms and to get the strongest principals into the toughest schools.\textsuperscript{4}

Educational quality remains a serious challenge in Africa. Many countries continue to experience shortages of basic facilities, infrastructures and equipment, teaching and learning materials. For example, children continue to learn under trees, exposed to harsh weather conditions and struggle to learn without sufficient textbooks and reading materials. The unavailability of electricity, clean water and sanitation facilities, including toilets for both girls and boys, remain a challenge, particularly in rural schools. Financing remains another challenge affecting education in most African countries. The inadequacy of investment in education and of international development aid has impeded access, quality and the achievement of international targets for education.\textsuperscript{5}

Zimbabwe is ranked as the first (1\textsuperscript{st}) African country in education based on the literacy rate for both male and female with 90.70\% literacy rate in education. According to statistics, Ghana is ranked as the thirty-third (33\textsuperscript{rd}) in education with 57.90\% and Burkina Faso is ranked as the country with the lowest literacy rate at 21.80\%.\textsuperscript{6} In Sub-Saharan Africa, national budgets on education often reduce school fees to ensure both quality and high enrolment among the growing school age population.\textsuperscript{7} Despite these efforts, most African countries, particularly Ghana, still face the challenge of improvement in the quality of education both in the rapidity and increment per the general standard expected.

It is worthy to note that, the problem of quality in basic education in Sub-Saharan Africa is indivisible from the quality of the teachers involved. Teachers work under difficult conditions with little or no conditions of job security, less pay and no teacher motivation. The medium by
which quality of education is improved in the sub-region is through pre-service and in-service training of teachers however, as a result of the inadequacy in these services there have been dire repercussions on classroom practice.\textsuperscript{8}

In assessing whether quality learning is in fact taking place is another problem to be looked at. The environment measures only few students’ achievement irrespective of indicators such as class size, number of teachers per class, lessons or subjects’ time-table and facilities. This therefore suggests that there is a challenge with the quality of teaching; nevertheless, enrolment keeps on increasing. It is still the case that most “countries have not possessed the capacity to supply enough quantities of qualified teachers because of lacking spending plans, poor pay, deficient teacher advancement framework, and other longstanding issues.”\textsuperscript{9}

In spite of upgrades in a few nations, quality stays uneven, and the quantity of years expected to finish each cycle of education is increasingly over politicised making the completion cycle suffer some instability. Ghana has enhanced in the field of education throughout the years, from the era of the “English Church Mission (ECM) and Society for the Propagation of the Gospel (SPG) church schools in the castles, which were ran by Rev. Thomas Thompson and Philip Quarcoo”\textsuperscript{10} to the numerous private and public schools in the country now. Ghana has made noteworthy walks in its educational framework since she attained independence. The education landscape in Ghana today is as a result of major policy initiatives adopted by past governments as well as the present.\textsuperscript{11}

The then Deputy Minister of Education, Science and Sports, Mrs. Angelina Baiden-Amissah, on 19\textsuperscript{th} June 2006 stated that “in 2007/8 academic year, a new basic education structure of Reform begins, comprising two (2) years kindergarten, six (6) years primary and three (3) years Junior High School,”\textsuperscript{12} reducing the aggregate number of the new basic education to eleven
(11) years. Basic education in Ghana starts at age six (6) at the primary one (1) level and ends at age fifteen (15) at the Junior High School (JHS) level. Despite the fact that there is a strategy of Free Compulsory Universal Basic Education in Ghana, results of instruction are not comparable with what one will expect in a Middle Income nation like Ghana.

The statistics enclosed here below indicates that Ghana is among the global front-runners in terms of allocation of Gross Domestic Product (GDP) to education. Denmark, Iceland, Finland and most Scandinavian countries are global leaders in education, healthcare and general welfare of their citizens. It is commendable that the figures below show a rising trend of educational budget allocations for Ghana, being above the United Nations (UN) recommended minimum of 4% of GDP to be allocated to education.13

For instance, the expenditure on education in Ghana from 2005 to 2011 ranges from 7.4% to 8.1%.14 For the purposes of this research, the Basic Education Certificate Examination (B.E.C.E) results, the National Education Assessment (NEA) results, the Criterion Referenced Test (CRT) results and the Performance Monitoring Test (PMT) results are used as the main indicators to measure the standard of quality basic education in Ghana.

Improvement of education has been on the forefront of international discussions and the UN is no exception leading to the formation of the SDGs to improve upon the successes of the MDGs.

The phrase “Sustainable Development” was adopted and popularized in 1987.15 In September 2015, at the Sustainable Development Summit in New York City, the 2030 plan was endorsed by UN Member States which incorporates an arrangement of seventeen (17) Sustainable Development Goals (SDGs) to end neediness and to ensure equity in education among others. The SDGs otherwise called the Global Goals develop the eight (8) Millennium Development Goals (MDGs) that the world focused on finishing by 2015. The Global Goal is to guarantee that nobody is deserted. “Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all”16 is the fourth goal of the SDG made up of a number of targets that it seeks to attain by 2030.
This means the goal seeks to make sure that a wide range and excellence tutoring is given to all people and encourages lasting knowledge for all. This reaffirms the conviction that schooling is a standout amongst the most effective and demonstrated vehicles for sustainable development.

1.2 Statement of the Problem

The MDGs which were stepping stones for the establishment of the SDGs have not been fully achieved in Ghana, but goal two (2) of the MDG has been fully achieved. Education is said to be the way to progress and Ghana, being a nation with free compulsory basic education, is undoubtedly faced with lot of challenges in relation to education. This has led to many basic school children in the public schools to encounter a fall in their standard of education and prompted an exceptional turn down in the execution of their B.E.C.E. in Ghana.

1.3 Research Questions

Based on the above, the study answered the following questions:

➢ To what extent have the various Educational Reforms gone to help solve the issue of quality in basic education in Ghana?

➢ What mechanisms have been put in place in ensuring SDG four (4) in basic education in Ghana?

➢ What appropriate measures have been put in place to develop the value of basic education in Ghana?

1.4 Research Objectives

The objectives of this research are to:
Find out the extent to which the various Educational Reforms have gone to help solve the issue of quality basic education in Ghana.

Know the mechanisms put in place in ensuring SDG four (4) in basic education in Ghana.

Know the appropriate measures that have been put in place to develop the value of basic education in Ghana.

1.5 Scope of the Study

The SDGs cover seventy (70) countries in the world of which Ghana is one. For this reason, the scope of this study is limited to some chose public basic schools in Ghana from the period of 2009 to 2015. Notably, 2009 accounts for the drastic decline and the poorest performance in the external examinations such as the B.E.C.E. The ending year was 2015 because this gave the study very recent figures in relation to the decline in performance of the B.E.C.E.

1.6 Rationale of the Study

The study tries to add to the different existing literature on education in Ghana. It will create awareness about the drastic decline in the performances in external examinations, especially the B.E.C.E. The study will thus draw the attention of policy makers to the quantity of learners who drop out of school as a result of their inability to pass the external examinations. The study is significant because it will come out with recommendations that would enhance the value of basic education in Ghana.

1.7 Conceptual Framework

This research employs the concept of Human Security as its main framework. The term Human Security was first popularized by the United Nations Development Program (UNDP) in the mid 1990s. The United Nations Human Development Report (UNHDR) defines Human
Security as “safety from chronic threats and protection from sudden hurtful disruptions in the patterns of daily life.”


The concept of Human Security means to ensure the fundamental centre of all human lives in ways that upgrade human opportunity and human satisfaction. That is to say, utilizing forms that expand on individuals’ qualities and goals.

The definition proposed by the Commission on Human Security re-conceptualizes security in a general sense by moving far from customary, state-driven originations of security that focuses essentially on the wellbeing of states, from military hostility to one that focuses on the security of the people, their protection and empowerment and promoting a new integrated, coordinated and people-centred approach to advancing peace, security and development within and across nations is what should be given to the security of the individual.

Human Security is an interdisciplinary concept that shows the following: people-centred, multi-sectorial, comprehensive context and specific prevention oriented. Human Security puts the individual at the middle of study as a people centred concept. Accordingly, it thinks about a broad range of conditions which threaten survival, livelihood and dignity and identifies the entrance below which human life is painfully threatened. Human Security is also based on a multi-sectorial understanding of insecurities. Therefore, Human Security involves a broad understanding of threats and includes causes of insecurity relating to food, health, environment, personal, community and political security.

Human Security engages all-inclusive advances that pressure the need for supportive and multi-sectorial responses that bring together the agenda of those dealing with security, development
and human rights. “With Human Security as the objective, there must be a stronger and more integrated response from communities and states around the globe.” Additionally, Human Security as a context-specific concept recognizes that insecurities differ very much across diverse settings and as such advances appropriate arrangements that are receptive to the specific circumstances they try to address. Lastly, in dealing with risks and root causes of insecurities, Human Security is prevention-oriented and brings in a twofold focus on security and strengthening.

The “relative triumphs credited to the Human Security story have not gone unnoticed, even among the most intense of its commentators. Be that as it may, Human Security has gone under a lot of feedback among researchers in an assortment of fields, running from worldwide administration to peacekeeping.” The most conspicuous reactions relate especially to its reasonable uncertainty and absence of an exact definition. Paris has contended that Human Security can be compared to other similarly ambiguous ideas like “Sustainable Development”. “Everyone is for it, but few people have a clear idea of what it means.” Similarly, Newman refers to it as “normatively attractive but analytically weak.” Lakhdar Brahimi, former special representative to Afghanistan, Iraq, and Haiti, and Chair of the United Nations (UN) Panel on Peacekeeping, is noted as saying: “I don’t use the term Human Security because I don’t know exactly what I mean, and I worry that someone will come up and contradict me.”

It is significant to mention that by widening the idea of security to envelop anything from ecological corruption and contamination to homelessness and joblessness, Khong argues that “we end up prioritizing everything. If everything is prioritized, then, by definition, nothing is.” Going even further, Krause has referred to Human Security in its broadly-defined form “as a loose synonym for ‘bad things’ that can happen,” and both Buzan and Martin and Owen make the critical point that characterizing Human Security comprehensively under its
seven segment parts implies pretty much nothing, in the event that anything, recognizes the term from human rights. This thus represents a reasonable issue for policy makers accused of the assignment of effectively rare assets.

Finally, certain critics of Human Security have disputed that the Human Security concept is a condition that is a deviation from the normal and removes the element of fragile and emergent states, opposing the counter-narrative of the advocates who depict human security as emancipator.  

By linking security and development, Duffield and Waddell have contended that "a division happens between the individuals who have and the individuals who have not, states which can give Human Security to their populace (Western, "created" states) and those which can't (Third World, undeveloped, "powerless" states)."  

This theory is most appropriate for the study because it focuses on people and employs skills and development training for individuals to better themselves. These skills and development training that are employed mostly come in the form of education.

1.9 Literature Review

This part of the study views writers who have written on aspect of the research topic and their views or opinions about it. The researcher also gives reasons for using the books in the literature review and what it adds to the study. Then, the final part is based on reasons why those literatures are relevant to the study.

According to experts such as Garrison and Ehringhaus, assessment comes in two forms: Summative and Formative Assessments. In their view Summative Assessments are given regularly to decide at a specific point in time what learners know and do not know. These include end-of-unit or chapter tests, end-of-term examinations and scores that are used for accountability of schools and also students report card grades. Summative Assessments are
apparatus to help appraise the success of programmes, school improvement goals, alignment of curriculum, or student placement in specific programmes.

Formative Assessment, then, again is a piece of the instructional procedure and trusts that when joined into classroom rehearse, it would give the data expected to modify lessons and learning while they are occurring. This informs the two students and instructors about the students understanding right when reasonable notice can be made. By so doing it helps students to achieve targets that they have set for themselves. The authors in addition outline two main differences between Summative and Formative Assessments. They note that the first helps teachers to decide the subsequent step to take during the learning process and the second emphasizes on the need for students involvement.

With this assessment, learners need to partake both as assessors of their own learning and as asset to different students. To achieve this, teachers need to give descriptive feed back to students as they learn. This criticism is an important instructional methodology to help them in their learning. It likewise furnishes students with a comprehension of what they are doing and gives them exact commitments on the best way to get the opportunity to progress in the learning procedure.

In addition, Garrison and Ehringhaus mention that Formative Assessment has six instructional strategies embedded in it. These comprise criteria and goal setting, observation, questioning strategies, self and peer assessment, student record keeping and balancing assessment. Criteria and Goal Setting engages students and creates a clear expectation and instruction and learning process in them. Using classroom tests enable students know where they are, where they need to be and a successful course of action to arriving there. Observation on the other hand, helps
teachers put together fact of students learning to inform instructional planning; this goes beyond monitoring students to see if they are on track or need any help.

The issue of questioning strategies involve asking the right questions which allows for deeper thinking and provides teachers with important knowledge into the extent and depth of understanding. The exit slip is of importance because it enables the teacher to know how well students have understood lessons which are taught. Also, self and peer assessment help create sense of belonging within a classroom. Here, students see each other as helpers for understanding and checking for excellent work against formally established criteria. Student Record keeping helps students become better to learn and know more and it goes beyond grades. It helps students see where they started and how far they have come. Balancing assessment is where teachers bring all information of the student that they have assessed, being it written tests, observation and notes among others and balance them. The more an individual student knows about how he/she engages in the learning process, the better he/she can adjust to ensure that all students continue to achieve better outcome by moving forward.

The book is significant because the authors employ minimal terminologies and expressions that are very easy to understand and relate to in everyday classroom setting. It also brings out processes that teachers can use to assess students and processes that students can also use to assess their fellow students. This book is also relevant to the study because the two forms of assessments highlighted are useful in measuring the quality of education in general. However, it is limited in scope because it does not throw more light on the general assessment of students’ behaviour during class hours and free periods. Also, the book does not bring out how teachers assess students who do not understand what they are taught in class and assessments on the other hand are not made of those who understand.
In addition, Garrison and Ehringhaus did not throw light on the overall assessment of a school's participation in an external examination and the end results of the assessment. Finally, no assessment was done based on the behaviour of students when they find out their grades after a test as to whether their grades was good or bad and how they feel about it.

United Nations Educational, Scientific and Cultural Organization (UNESCO)\(^{35}\), in their journal article stated that, to open the more extensive advantages of education, all youngsters require the opportunity to finish elementary school as well as lower secondary school.\(^{36}\) The article also highlights several reasons why education is important and good for all, such as the fact that ‘‘education reduces child marriages, increases women’s and men’s job opportunities and also leads to more concern about the environment.’’ This article is relevant to this study because it talked about most of the importance of education and the need for people to be educated no matter where they find themselves. However, it did not talk about the importance of quality basic education which is of much relevance to the world now.

In a related research by the NDPC\(^{37}\) on ‘‘Ghana and the Sustainable Development Goals,’’ the work talks about the history of the SDGs and its aim. The article also highlighted the various provisions that have been put in place in achieving the SDGs by 2030. It also brought out both the developmental strategies, thematic consultations among many others that would be used in achieving the SDGs. The National Development Planning Commission also made open that the SDGs provide an ambitious framework for eradicating extreme poverty and shifting the world onto a sustainable path, ensuring that no one is left behind\(^{38}\) however, the work on Ghana and the Sustainable Development Goals did not focus only on SDG Four (4) but the entire seventeen (17) goals of the SDG which it looks forward to attain by 2030.
United Nations Educational, Scientific and Cultural Organization (UNESCO),\textsuperscript{39} in their writing on “Operational Definition of Basic Education,” came out with an operational definition on how to identify basic education. It also talked on some educational conferences, reports and different issues that occurred in the world few years back. For instance, the Universal Declaration of Human Rights (UDHR) of 1948, World Conference on Education for All (EFA), Jomtien in 1990, and World Education Report (WER) in 2000 among many others. Main issues that called for reflections in the manuscript related to first and foremost, conceptual questions such as the use of the terms elementary education, fundamental education in international normative texts, and their contemporary perceptions within the concept of basic education.

Secondly, basic education as regards the level of education considering from early childhood care and development as foundation of fundamental education and basic education going past primary instruction and reaching out to junior secondary training. This was borne out by recent developments in national legislations. In addition, United Nations Educational, Scientific and Cultural Organization (UNESCO)\textsuperscript{40} spoke on whether basic education for its entire duration should be free and compulsory following evolution in national legislation in this respect in some countries notably in Nigeria, Brazil, Indonesia and many others as well as policy developments.

The concept of education throughout life is very crucial and Formal as well as Non-Formal education; literacy and adult education as an important element of basic education were also mentioned in the manuscript. Lastly, United Nations Educational, Scientific and Cultural Organization (UNESCO)\textsuperscript{41} also made mention of the main issues of reflections which are the “contents and objectives of education which is, education for imparting basic learning skills and meeting basic learning needs, basic education in its interface with technical and vocational education and training among many others.”\textsuperscript{42}
1.10 Sources of Data

The research employed both primary and secondary sources of data. First-hand information from some public basic schools across the country was obtained from head teachers, teachers, students and some parents as well. Data from the West African Examination Council (WAEC) provided a detailed result of the B.E.C.E. Information was further obtained from the Ghana Education Service (GES), the Ministry of Education (MOE), as well as the National Development Planning Commission (NDPC). These institutions offered records on basic education in Ghana and the SDGs. As part of the secondary sources, published books, journal articles and internet sources were used.

1.11 Research Methodology

The research adopted the qualitative approach making use of semi-structured interviews. Respondents were interviewed face-to-face with the help of an interview guide. Personnel from the GES, the WAEC, the MOE and the NDPC were interviewed based on their experience and expertise on the research. Some recommendations were also made in relation to the topic of the research.

1.11.1 Sampling Technique

Relevant institutions that were interviewed were selected based on purposive sampling by means of the following reasons:

- The GES and the MOE have extensive knowledge on the history of education in Ghana.
- The WAEC and the MOE have records of results of external and internal examinations that the country has taken part in such as the BECE, the NEA, the CRT and the PMT.
- The NDPC and the MOE also have experience on how to propagate the SDG four (4) using the experience of the MDG two (2) in 2015.
Head teachers and teachers of most public basic schools were also interviewed because they have knowledge on the challenges of quality basic education in Ghana.

Some parents were also interviewed based on the fact that their children are those in the public basic schools and their contribution towards their wards education can either bring a success or failure in their education.

1.11.2 Data Collection Process

The semi-structured interview guide was used to collect data. People and institutions with in-depth knowledge on the quality of basic instruction in Ghana were carefully selected to grant interview towards the study. The Deputy Headmistress of Independence Avenue One (1), Jennifer Juliana Aikins was interviewed based on her experience in the teaching field for over thirty (30) years, on the issue of the standard of fundamental instruction now comparing it to the past eight (8) years, assessment of the SDG Four (4) in relation to the standard of basic in education among other issues. Mr. Osman from the MOE Public Relations Unit and Mr. Issa Baffoe from the B.E.C.E. section of the GES, were also interviewed on the issues of the major challenges hindering the rise of basic education in Ghana, appropriate measures to put in place to bring back quality basic education in the country and mechanisms put in place in ensuring SDG Four (4) based on their extensive knowledge on the history of education in Ghana. Raw data on the B.E.C.E was also obtained from WAEC since the institution is in charge of the external examination and some facts pertaining to the SDGs were also obtained from NDPC since they have indepth knowledge and materials on SDGs.

1.11.3 Procedure for Data Analysis

The qualitative research approach was used by the researcher to analyse the data collected, and the interactive process was largely used. As a factor in increasing the reliability and validity of
the findings, the researcher found suggestions to the issue of quality basic education in Ghana by the WAEC and the MOE institutions.

1.12 Arrangement of Chapters

The research comprised of Chapters One to Four made up of the following:
Chapter One is the research design. Chapter Two gave a historical outline of basic education in Ghana. Chapter Three assessed the SDG4 in relation to the standard of basic education in Ghana. Chapter Four gave a summary of findings, conclusion and recommendations.
Endnotes

8 Ibid.
9 Ibid.
11 Ibid.
12 Amissah- Baiden Angelina. Improving the Education Sector in Ghana’s Development Agenda
13 Ibid.
14 World Development Indicators, September 2014
15 Sustainable Development Goal Guide Chapter 1. Getting to Know the Sustainable Development Goals.
16 United Nations Development Programme Report
19 Ibid.
20 Commission on Human Security (CHS 2003 p.4). The Commission on Human Security was established in January 2001 in response to the UN Secretary-General’s call at the 2000 Millennium Summit for a world free from want and free from fear. The Commission consisted of twelve prominent international figures, including Mrs. Sadako Ogata (former UN High Commissioner for Refugees) and Professor Amartya Sen (1998 Nobel Economics Prize Laureate).
22 Commission on Human Security. (CHS, 2003 p.2)
24 On the problem of conceptual stretching, see Giovanni Sartori, Concept Misinformation in Comparative Politics, American Political Science Review, 64(4), (December, 1970), pp. 1033-1053.
25 Paris, op. Cit., pg. 88
36 Ibid.
38 Ibid.
40 Ibid.
41 Ibid.
42 Ibid.
CHAPTER TWO

HISTORICAL OUTLINE OF BASIC EDUCATION IN GHANA

2.0 Introduction

This part of the research focuses on the historical background of education in Ghana. The chapter begins with a general introduction to education in Ghana, followed by the various types of educational reforms and reviews in the same country. The chapter continues with the past and current curriculum of basic schooling in Ghana and the issues on the standard of quality basic education currently in the nation using the BECE, the NEA, the CRT and the PMT as the main indicators.

2.1 History of Formal Education in Ghana- Colonial

Education had been in existence in Ghana before the arrival of the colonial masters, this was in the form of informal education where children were mostly taught by their parents in the house. The history of formal education in Ghana can be traced to the times of colonial activities on the coast of Ghana by merchants from European countries such as Danes, Dutch and English.\(^1\) Around 1529 the Portuguese also set sail and came to Ghana for colonial activities but along the line the Portuguese set up schools in the Elmina Castle to educate the children of their workers and some of the workers themselves formally. The British also set in motion a school in nearby Cape Coast Castle, whilst the Danish did the same at Christiansburg Castle in Accra.\(^2\)

It is worthy to note that by 1874, the British government had total control of the then Gold Coast, now Ghana, as the official colonial master. With the help of the British government, the Basel and Wesleyan Mission schools spread through Gold Coast and teaching was mostly done
in the vernacular languages. Many schools were set up under the care of the British government such as the Basel Mission which had forty-seven (47) schools, the Wesleyans eighty-four (84), the Bremen Mission four (4) and the Roman Catholic Church one (1). Later on a secondary school, a new Government training college for male teachers, and a training college for female teachers, were all set up by the British government.

These includes the Prince of Wales College in 1927, now Achimota Senior High Schoo,l which served as a secondary school and a post secondary technical education and a training college for both male and females. In 1957, the then Gold Coast, now Ghana, became an independent country and started to handle its own affairs including education.

2.2 Various Types of Educational Reforms and Reviews in Ghana - Post Independence

Ghana has undergone a number of reviews and reforms in the educational sector since the attainment of the country’s independence. Education was seen as a noteworthy tool for National Development and an approach of education for all was introduced in 1952 under the Nkrumah government. Since Ghana’s independence, progressive governments have confirmed their acknowledgment of the significance of schooling to national development, by “seeking after arrangements for making education available to the social, modern and innovative improvement of the nation.”

A reform is said to involve key changes which typically include a change in the composition of education, whilst a review on the other hand, typically involves an evaluation of an on-going education reform, the identification of challenges and the introduction of new policy initiatives to resolve the challenges. Reviews usually do not lead to a change in the composition of
education but generally includes scrutinizing parts of the educational system and making some updating, for example ‘changing the educational module, removing administrative blockages and giving specialized help expected to enhance teaching and learning results.’

There have been three (3) major educational reforms in Ghana since independence in 1957, in 1961, 1967 and 1987. There have also been many reviews of the educational system in 1966, 1974, 1993 and 2002 respectively. The New Patriotic Party (NPP) government under Ex. President John A. Kufuor’s administration also proposed changes in the educational system and a new educational system introduced at the beginning of the school year in 2007.


2.2.1 The Education Act of 1961

The Accelerated Development Plan (ADP) of 1951 introduced a faster expansion of infrastructure and recruitment of pupils into the primary and secondary education but the hopes of ADP brought a reduction in the standard of education at the basic and secondary level. The Education Act was introduced in 1961 to define the organization and administration of education in Ghana as the first legislative instrument. This Act also gave rise to the principal legislation on the right to be educated, as a result of the outcome of ADP. This led to the formation of the Kwapong Review Committee in 1966 which also established the continuation
of schools. According to the World Bank report of 2004, Ghana’s education was one of the best until the mid 1970s when the standard of education begun to fall. This led to the formation of the Dzobo Education Review Committee.

### 2.2.2 The Dzobo Report of 1973

The Dzobo Committee was set up to examine the causes of the falling standard of education and to set up a recommended recovery plan. The Dzobo Education Review board was managed by N.K. Dzobo of the University of Cape Coast. N.K. Dzobo stated and admitted that “Ghana’s education establishment needed overhauling.” This led to the introduction of the JSS concept of education. The concept of the JSS was to be achieved with the help of the 1972 MOE proposed principles which included the importance of education for all, the need for education to be relevant to professionally equipped opportunities and the importance of scientific and technological education to National Development.

Pre-tertiary education at the time was seventeen (17) years; but with the help of the Dzobo Committee it was reduced to twelve (12) years and the following targets introduced:

- To substitute the 6-4-7 school system with 6-3-3; that is reducing the school system from seventeen (17) to twelve (12) years.
- Improving the quality of teaching and learning by increasing school hours and setting up a policy to phase out untrained teachers.
- Make education development and supervision more efficient and effective.

### 2.2.3 The New Structure and Content of Education 1974
The New Structure and Content of Education were issued by Ignatius Kutu Acheampong of the National Redemption Council (NRC) in 1974. It is significant to note that this structure was focused on the operation of the JSS programme which was a "policy in view of a prior government White Paper entitled the New Structure and Content of Education."  

This system introduced the 6-3-3-4 which was adopted and this translated into six (6) years of primary education, three (3) years of JSS education, three (3) years of Senior Secondary School (SSS) education and four (4) years of tertiary education. The primary and JSS education constituted basic education and is obligatory and at no cost for all Ghanaians of school going age.  

This reform became essential because of the virtual collapse of the education system. The collapse of the system was due to reasons such as insufficient supply of trained and qualified teachers, inadequate funding and poor infrastructure among other reasons. The reform was, therefore, launched based on the principle that literacy is a basic right of every Ghanaian and that every Ghanaian needs a sense of cultural identity and dignity, however, by 1990, the focus of this reform shifted to the SSS programme after the first batch of SSS graduated in 1993. The weaknesses in the reform were brought to the fore as it failed to achieve quality targets and exposed the education sector to public criticism.

An Education Review Committee was set up in 2002 to investigate the Content and Structure of Education in Ghana. It was headed by Professor Josephus Anammuah- Mensah. The Committee’s report states that the JSS system was one of the weakest links within the reform process because of the following reasons:

- Reduced quality teaching by teachers who are poorly prepared to teach at this level.
- Inadequacy of effective guidance and counselling system in the schools.
High pupil/teacher ratios, especially in some rural and sub-urban area; ineffective use of contact hours.

Over emphasis on the grammar (general) education to the neglect of technical and vocational education.

Incapability to strengthen pupil’s basic academic skills (reading and writing) as some JSS graduate can neither read nor write.

Inability of the educational system to predispose pupils to the world of work.

Lack of performance standards or benchmarks to guide teaching and learning at all levels.

Poor linkage between the JSS and the SSS curriculum.  

2.2.4 The Education Reform Programme 1987/88

The Education Reform Programme of 1987 was set out to:

- Increase and improve the quality of education at all levels.
- Make basic education free and compulsory.
- Decrease the length of pre-tertiary education from seventeen (17) to twelve (12) years for all children.
- Improve the relevance of education to the social and economic needs of the country; perk up supervision and management and to partially recover cost.

Aside the reduction of pre-tertiary education, the reform also brought in some key changes in education including the phase out of middle school. Nine (9) years of basic education was introduced where students write terminal examination at the end of every term and also write the B.E.C.E examination toward the finish of JSS three (3). The B.E.C.E results are used to enter SSS and Senior Secondary School Certificate Examination (SSSCE) results are used to
enter tertiary schools. Senior Secondary (SS) education was divided into five (5) curricula namely; General Arts and Science, Agriculture, Business, Technical and Vocational programme. In addition to these programmes, there were also four core courses that was a general requirement to all programmes offered under the secondary education. These were English Language, Mathematics, General Science and Social Studies.\textsuperscript{16}

2.2.5 The Free Compulsory Universal Basic Education Programme (FCUBEP) 1996

This programme was formed to improve upon the 1987 reform tackling the down falls identified in the implementation process to ensure quality. The programme also seeks to address a particular policy focus of raising the enrolment of girls in basic education. The Free Compulsory Universal Basic Education Programme (FCUBEP) was launched in October 1996 by the Ghana government and implemented for ten (10) years thus from 1996 to 2005 in accomplishment of the Fourth Republican Constitution mandate in Chapter Six (6) / Section Thirty- Eight (38) Sub – Section Two (2) of the 1992 Constitution.\textsuperscript{17} The objectives of the programme are as follows:

- Increase access to great quality basic learning.
- Encourage proficient teaching and learning.
- Improve teacher moral and motivation through incentive programme.
- Guarantee adequate and timely supply of teaching and learning to schools and
- Perk up teacher group relations.

It is worthy to note that the FCUBEP made it possible for every school child to receive quality primary education by 2005 and this new policy helped to create motivation for a coordinated sector programme providing a framework for donor support to educate and a drive for educational decentralization with greater recognition of the important role of community
participation in school management for school improvement. The MOE identified three (3) key components of the concept of FCUBE, namely:

- Recuperating quality of teaching and learning through the review and revision of teaching materials, new measures on teacher inducement and a focus on in-service teacher training.
- Reinforcement of management at both central and district levels and
- Improving access and participation especially through schemes and that encouraged girl’s participation at primary level.\(^{18}\)

### 2.2.6 Ghana Education Trust Fund – GET Fund Act 2000 (Act 581)

The GETFUND was inaugurated by an Act of Parliament known as the Ghana Education Trust Fund (GETFUND) Act of 2000 (Act 581). This Act, since its establishment has impacted positively on education in Ghana. It has helped in the upgrading of infrastructure at all educational levels. The GETFUND Act of 2000 was established to offer a dependable source of financing to education, especially, in the public sector. GETFUND which is used for infrastructure in Ghana is gotten from 2.5% of the Value Added Tax (VAT). Notable core values of the GETFUND comprise responsibility, morals, value, proficiency, professionalism, and transparency.

The aims of the GETFUND are to deliver State finance to support the delivery of education at all levels. To attain the above goal, the finance from the Fund is to be expended as follows:

- Provision of financial support to the agencies and institutions under the Ministry of Education, for the development and maintenance of essential academic facilities and infrastructure in public educational institutions, particularly, in tertiary institutions.
➢ To provide supplementary funding to the Scholarship Secretariat for the grant of scholarships to gifted but needy students for studies in second-cycle and accredited tertiary institutions in Ghana.

➢ To contribute monies from the Fund towards the operation of Student Loans Schemes for students in accredited tertiary institutions through loan scheme mechanisms and agencies, approved by the Minister.

➢ To provide, through the National Council for Tertiary Education (NCTE), grants to tertiary institutions, to train brilliant students as members of faculties.

➢ To undertake research and other academic programmes of relevance to national development and to provide monies to support such other educational activities and programmes for the promotion of education as the Minister in consultation with the Board may determine.19

2.2.7 The 2007 Education Reform (September 2007)

The 2007 Educational Reform was under preparation since 2002 but was introduced in September 2007 for the formation of

“human capital for industrial growth and for ensuring competitiveness in the global economy, ability to make use of recent developments in science and technology, especially Information and Communication Technology (ICT), radical transformation in the field of work and employment and the preservation of cultural identity and traditional native knowledge and creativity.”20

The reform was proposed to ensuring hundred percent (100%) access to basic education, placing high premium on technical / vocational education and training and improving the quality of instruction and making it flexible enough to accommodate diverse student abilities.

This new reform set up in 2007 has the 2-6-3-3-4 system. This means two (2) years of preschool education, six (6) years of primary education, three (3) years of JSS education, three (3) years of SSS education and four (4) years of tertiary education. In the New Education Reform
of 2007, two (2) years of kindergarten education was introduced and is now considered as part of basic education in Ghana. The two (2) years concept of kindergarten is to promote a healthy mind and body in the young children. It was under this new education reform that the JSS was change to Junior High School (JHS) with duration of three (3) years being maintained and SSS changed to Senior High School (SHS) with a change in duration from three (3) years to four (4) years.

Pre-school education is for children of ages three (3) to five (5) years and is usually not compulsory. This is followed by a compulsory six (6) years of basic education from lower to upper primary where candidates sit for the BECE at the end of JHS three (3) education. This stage of basic education is where importance is on literacy, numeracy and problem solving skills. Under the Education Reform of 2007, with the change of name and duration of SSS education, candidates still wrote the West African Senior Secondary Certificate Examination (WASSCE) governed by the WAEC. Currently the pre-tertiary education curriculum objectives consist of:

- Call attention to active learning rather than passive listening by students.
- Lay accentuation on scholarly abilities and aptitudes as opposed to subject teaching.
- Advance the development and application of minimum standards of learning in all curriculums.
- Reinforce literacy and numeracy at the basic level and
- Connect education to the world of work.

The achievement of the reform so far is the introduction of ICT into the curriculum of basic and secondary education which is key for the country to develop technologically. Also, the introduction of the two (2) years kindergarten into the primary education has been welcomed by both stakeholders and parents. The introduction of both private Senior High School (SHS)
and Universities throughout the country by private sector involvement has helped the country so much. Moving on, improvement in the needs of special education has received applause from stakeholders in education and finally the provision of infrastructure supervision and monitoring of Basic and Senior High School (SHS) by the Metropolitan, Municipal and District Assemblies (MMDAs) has made giving support to schools easier than previously.22

2.3 Past Curriculum of Basic Education

The curriculum for JSS in 1986 was divided into three (3) parts, namely: core subjects, pre-vocational subjects examined internally and non-vocational elective subject. The core subjects were Mathematics, Ghanaian Language, Science, Social Studies, Cultural Subjects and Practical Agriculture. The pre-vocational subjects examined internally were Art and Music, Life Skills, Physical Education, Metalwork, Technical Drawing, Mechanics, Local Crafts, Home Economics and Business Studies and the non-vocational elective subject was French.23

2.4 Current Curriculum of Basic Education

The current curriculum of basic education for primary one (1) to three (3) includes English, Mathematics, Integrated Science, Religious and Moral Education, Ghanaian Language (based on the locality of the school), ICT, Citizenship Education and Creative Art and the curriculum for primary four (4) to six (6) comprises of English, Mathematics, Integrated Science, Religious and Moral Education, Ghanaian Language (based on the locality of the school), French and Creative Art, ICT and Citizenship education. The curriculum for junior high school is made up of 10 subjects namely Basic Design and Technology, Religious and Moral Education, Social Studies, Integrated Science, Mathematics, English, French, Ghanaian Language (based on the locality of the school), Creative Art and Pre-Technical skills. Most public schools offer 9
subjects, French is mostly not written due to the unavailability of French tutors in these schools. At the end of the eleven (11) years of basic training, students sit for the B.E.C.E which is coordinated by the WAEC.

2.5 Current Standard of Quality Basic Education in Ghana

The standard of quality basic schooling in Ghana currently has become very disturbing to the Government, Ministry of Education, parents, teachers, stakeholders and some individuals in the country. This section of the research examined the standard of quality basic education using the B.E.C.E results from 2009 to 2015, the NEA of 2005, 2007 and 2009, the CRT and the PMT as the yard sticks.

According to the MOE in March 2002, the quality of primary education is assessed based on three tests: that is, the CRT which started in 1992, the PMT which began in 1999 and the NEA which commenced in 2005. The CRT is written by both public and private primary schools respectively in English and Mathematics where the schools achievement performance is tested by five percent (5%) sample. English test is conducted in five (5) areas consisting of ‘listening comprehension, grammatical structure, vocabulary, reading comprehension and writing. Mathematics tests are also conducted in four (4) areas namely basic number concepts, basic operations, story problems and geometry.’

The PMT together with the ‘School Performance Appraisal Meeting’ (SPAM) are used to alert parents and teachers of the performance of their children. The PMT tests all pupils in all classes of selected primary schools to part take in English and Mathematics test. SPAM was introduced by the GES to discuss the results of pupils by their parents, teachers, officers and community leaders to know what they can do to upgrade school issues. The NEA, being a measurement
tool, offers a multiple choice assessment to pupils in primary three (3) and primary six (6) in English and Mathematics subject respectively which is based on a random sample of schools across Ghana.

This assessment which started in 2005 takes place every two years; and on all the occasions that this has taken place, the results or out turn has been low and it does not match up with the resources invested in the educational system in Ghana over the past decades. In the JSS system the B.E.C.E is the main measure of teaching and learning quality. Students are required to learn and repeat the same answers being taught in their schools because the B.E.C.E examination is structured in a way, requiring specific answers, and students are not awarded credit for critical thinking nor authorized the freedom to think outside the box when answering questions in the examination, leading to an increase in examination malpractices in Ghana and also decay in moral standards.25

The CRT is much higher than the B.E.C.E and the B.E.C.E uses a much lower standard of achievement and also uses the Stanine distribution.26 Stanine also referred to as Standard Nine distribution is a nine (9)-scale standardised grading system, which allocates a fixed proportion of candidates to each grade, grade one (1) being the best to grade nine (9) which is the worst.27 The CRT provides year by year comparison of performance but the B.E.C.E grades do not allow that but rather compares performance of individual schools and pupils.28

For the purposes of this research, the B.E.C.E result from 2009 to 2015, the NEA of 2005, 2007 and 2009, the CRT and the PMT are used as indicators to assess the standard of quality basic education in Ghana. Figures from the WAEC demonstrate that the pass-rate of students who sat for the B.E.C.E has been on a consistent descending decrease since 2009. In entirety, out of the aggregate number of 1,121,817 students who sat for the B.E.C.E in the previous three years
(2009 – 2011), 574,688 neglected to accomplish the pass stamp.\textsuperscript{29} This implies the greater part a million youngsters, with a normal age of 15 years, have been tossed onto the roads with no employable aptitudes in the previous three years alone. This is an unmistakable sign of a hazardous pattern in the falling standard of basic education, particularly and no more vital phase of a youngster's developmental years, the basic education level.\textsuperscript{30}

**FG 1 TABLE SHOWING THE RESULTS OF THE B.E.C.E SINCE 2009 - 2015**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL</th>
<th>PASS</th>
<th>FAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>395,649</td>
<td>198,642</td>
<td>197,007</td>
</tr>
<tr>
<td>2010</td>
<td>350,888</td>
<td>172,359</td>
<td>178,529</td>
</tr>
<tr>
<td>2011</td>
<td>375,280</td>
<td>176,128</td>
<td>199,152</td>
</tr>
<tr>
<td>2012</td>
<td>376,859</td>
<td>374,258</td>
<td>2,601</td>
</tr>
<tr>
<td>2013</td>
<td>392,000</td>
<td>210,000</td>
<td>182,000</td>
</tr>
<tr>
<td>2014</td>
<td>422,946</td>
<td>416,351</td>
<td>6,595</td>
</tr>
<tr>
<td>2015</td>
<td>437,946</td>
<td>427,950</td>
<td>9,996</td>
</tr>
</tbody>
</table>

**SOURCE: WAEC Ghana**

An interview conducted with some teachers and students in some selected public basic schools in the country revealed that not all students are interested in the subjects they are taught in their schools. For those who are interested in all the subjects, they recommend that more topics be added to those subjects. In the area of the ratio of pupil to trained teacher in public basic schools it is 1: 25 but this is not the case. Meaning one (1) teacher is responsible for teaching twenty-five (25) students in a class. The teaching style used in teaching the school children are pupil teacher centred style of teaching with the aid of Teaching Learning Materials (TLMs), demonstrations, role play, questions and answers, flash cards, drawing on manila cards, use of stones, sticks (bundle) multi-base block among others. A minimum of thirty (30) minutes and a maximum of one (1) hour are used in teaching a particular subject in the classroom.\textsuperscript{31}

2.6 Conclusion
This chapter brings to bare the commencement of both formal and informal education in Ghana from the pre-colonial, colonial and post-independence. It also talked about the various types of Educational Reforms and Reviews in Ghana and later narrowed down to the curriculum that has been taught in the past and compared it to the current curriculum. Currently, the period of Basic, Secondary and Tertiary education in Ghana is eighteen (18) years, consisting of two (2) years of Pre Education, nine (9) years of Basic Cycle, three (3) years of Secondary Cycle and four (4) years of Tertiary Education. In relation to measuring the standard of basic education in Ghana internally, the NEA, the CRT and the PMT are used as yard stick and the BECE is used as an external examination to also measure the standard of Basic Education in Ghana.

It is worthy to note that not all students in the public basic schools are interested in the subjects they are taught in school and those who are interested also request for more topics to be added to the subjects they have interest in. The ratio of pupil to teacher is also 1: 25 and the use of demonstrations, flash cards; stones among others are all used in teaching children at the public basic schools.
Endnotes

2 Ibid.
3 Ibid.
4 Ibid.
7 Ibid.
9 Ibid.
11 Ibid.
12 Ibid.
15 Osafo Apeanti & Asiedu-Addo, op.cit.,
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CHAPTER THREE

ASSESSING THE SDG4 IN RELATION TO THE STANDARD OF BASIC EDUCATION IN GHANA

3.0 Introduction

This chapter assesses the Sustainable Development Goal Four (SDG 4) in connection to the standard of basic education in Ghana. A general perspective of what the SDGs are about is given and afterwards, limited exclusively on the SDG Four (4) in connection to the standard of fundamental education in Ghana.

3.1 History of the SDGs

The SDGs are made up of seventeen (17) objectives and one hundred and sixty-nine (169) targets\(^1\) that started in September 2015 and are expected to end in 2030. The SDG One (1) guarantees no poverty. This means an end to neediness in every one of its structures. Goal Two (2) has to do with zero hunger. This means an end to hunger, achieving food security and an enhanced nourishment and advanced feasible horticulture. Goal Three (3) will ensure good health and wellbeing. This has to do with guaranteeing sound lives and advance prosperity for all at all ages. The next goal will ensure quality education. This implies guaranteeing a comprehensive and impartial quality instruction and an advanced long lasting learning which opens doors for all.

Goal Five (5) will ensure gender equality. This denotes that there is the need to accomplish gender correspondence and engage all ladies.\(^2\) Goal Six (6) will ensure clean water and sanitation. Here guaranteeing accessibility and reasonable administration of water and
sanitation for all is what will be done. The next goal will ensure affordable and clean energy. There will be access to reasonable, dependable, manageable and current energy for all. Goal Eight (8) will ensure decent work and economic growth. This connotes that maintaining comprehensive and manageable monetary development, full and beneficial business and not too bad work for all will be done.

Goal Nine (9) will ensure industry, innovation and construction. This implies constructing strong foundation, advance comprehensive and manageable industrialization and encourage development for all. The tenth (10) goal will ensure reduced inequalities. This can only be achieved when disparity inside and among nations is lessen. Goal Eleven (11) will ensure sustainable cities and communities. Making urban areas and human settlements comprehensive, protected, flexible and maintainable is the way to achieve this goal. Goal Twelve (12) will ensure responsible consumption and production. This means guaranteeing reasonable utilization and creation designs.

Goal Thirteen (13) will ensure climate action. This goal will make pressing move to battle environmental change and its effects. Goal Fourteen (14) will ensure life below water. This connotes a moderate and economic utilization of the seas, oceans and marine assets for maintaining advancement. Goal Fifteen (15) will ensure life on land. Meaning, secure, re-establish and advance maintainable utilization of earthly environments, economically oversee timberlands, battle desertification, and stop and turn around corruption and end biodiversity misfortune. Goal Sixteen (16) will ensure peace, justice and strong institutions. This will advance tranquil and comprehensive social orders for practical improvement, give access to equity to all and construct successful, responsible and comprehensive foundations at all levels.
Lastly, Goal Seventeen (17) will ensure partnership for the goals. This denotes reinforcing the methods for usage and revives the worldwide organization for economic advancement.³ It is interesting to know that all these seventeen (17) goals are interconnected to each other and the central goal of the SDGs however, is to end extreme poverty within the next fifteen (15) years of its establishment.

Sustainable future cannot be delivered by the government alone but the private sector also has a part to play. The MDGs and the SDGs vary from each other. The SDGs, for instance, are steered by Member States with distinct goals and targets as well as the framework to re-examine progress along the way. Goal Four (4) of the SDG contains ten (10) targets in addition to three (3) means of implementation that centre on how to attain the outcomes described in the target. The SDG Four (4) envelopes tutoring from early childhood through adulthood and includes key ideas of education quality learning, inclusion and equity.⁴

3.2 Levels of SDG Monitoring

A report by the United Nations Secretary General’s Synthesis of 2014 (UNSG) suggests four (4) levels of monitoring the SDG Four (4). Namely, Global Monitoring, Regional Monitoring, Thematic Monitoring and National Monitoring. These levels each have different purpose, audience and have quite a number of indicators. The first level is known as the Global Level. This depends on cautiously selecting a set of indicators that will provide a general view on improvement towards the targets.⁵ At the Regional Level of monitoring, a set of indicators may be developed to take account of priorities and issues of same interest which are shared by countries in same region and a number of laid down indicators might possibly be developed to take account of priorities.
The Thematic Level of monitoring mostly deals with a group of globally similar indicators. Mostly it serves as a structure to monitor development on a cross-national comparable basis. According to Pritchett and Sandefur, the National Level of monitoring has to do with national indicator frameworks which can identify local contexts and differences within countries. Monitoring at the National Level is connected to the necessities of the national government in preparing education plans and information policies.

With the Global Level of monitoring, it implies that indicators that are selected are based on what will improve the outcome of the targets and not what will slow the targets. The Regional Level mostly deals with taking account of priorities. The Thematic Level of monitoring mainly has a wider view of sectoral priorities than the global framework which gets a more inadequate view through a limited set of leading indicators. Lastly, the National Level includes commitments on needs and data needs among an extensive variety of national partners. Ideally, this level would involve conferences on priorities and information needs among a wide range of national stakeholders.

### 3.3 Lessons from the MDGs to Help the SDGs

In line with handling the MDGs some lessons were learnt to help the SDGs. These include the fact that there must be a deliberate effort to adopt and implement the SDGs to avoid the mixed results obtained with the MDGs. Stronger partnerships must be created with development agencies in global, regional and national to benefit from the synergies of the programmes and interventions. Again there must be stronger emphasis on measuring progress in the country to avert surprises from the global reporting systems. In addition, there will be regular reporting of the UN and participation in the established programme of reviews.
Furthermore, the SDGs have more than twofold the objectives of the MDGs and one hundred and sixty-nine (169) times the quantity of targets. This means there is significantly greater responsibility and commitment to accomplish even the same blended penalty of the MDGs. To foster the implementation of the SDGs the following needs to be done: more deliberate implementation strategy, more effective allocation of resources, stronger partnerships with development agencies and proactive regular country based measurement of progress inter alia, whilst holding itself accountable to its goals globally.

3.4 Ghana’s Experience With the MDGs

The development goals in Ghana begun in the year 2000. The MDG Two (2) sought to achieve universal primary education by 2015 with its target being children everywhere, irrespective of gender should be able to complete a full course of primary schooling. The MDGs was made up of three (3) indicators namely, net enrolment ratio in primary education, proportion of pupils starting grade one (1) who reach last grade of primary and literacy rate ranging from fifteen (15) to twenty-four (24) year olds, in both women and men.

In Ghana today, the MDGs has made certain progress including gross and net enrolment rates at primary level which stands at 100% and 90% respectively, gender parity has been achieved in enrolment at primary level, the population of children successfully completing primary education has steadily increased reaching 90% in 2013/14, there is now universal access to pre-primary education, where as in 1999 the pre-primary enrolment rate was only 47%. Lastly, youth literacy rates have moved beyond the Sub-Sahara regional averages and are now on a par with other middle income countries around the world. Nearly 86% of the fifteen (15) to twenty-four (24) year olds are now literate in Ghana.
The factors that made the MGDs successful are an enabling national environment, for instance key policies like FCUBE and the Government’s Capitation Grant. Another factor was securing internal public finance. With this the education sector received an average of 19.4% of government’s total budget between 2010 and 2014. The third include successfully raising external finance. This was done by working with the Global Partnership for Education in 2014. The last factor has to do with technical and financial support by both multilateral and bilateral donors including UNICEF and UNESCO, the World Bank, African Development Bank among many others.

In a bid to achieving the SDG Four (4), the MOE must keep in mind the challenges of the MDGs and the progress made before any action should be taken. Any action taken under the SDG Four (4) in Ghana should fall in line with the Education 2030 Framework for Action. Achieving the SDG Four (4) can be done at the National Level when effective multi-stakeholder partnerships and financing are able to drive change. Ghana has actively taken part in a lot of the UN agendas and that includes the SDGs, the International Conference on Population and Development 2014 (ICPD +20, 2014) among others.

The country’s contribution to these processes includes: the National Consultation in “The Ghana We Want”, as part of the worldwide process for defining “The World We Want” for the Post-2015 global development agenda. Also partaking in regional review conferences of the ICPD +20, Beijing +20 and Post- 2015. Involvement in the Open Working Group (OWG) and intergovernmental negotiations on the SDGs and lastly contribution in the Finance for Development Conference and the UN Framework Convention on Climate Change.11
3.4.1 National Consultation

The National Consultation was done by the National Development Planning Commission (NDPC) in line with the UN Team in Ghana. Two (2) key objectives were laid down, one (1) is to encourage a broad debate on priorities that must add up to the post-2015 development agenda and two (2) is to offer opportunities for marginalised segments of society to participate in the global debate. The consultation was done in three (3) phases.

The “First Phase (1st) looked at Persons with Disabilities (PWD), women, youth, traditional authorities, private sector and academia principally from the three (3) northern regions of Ghana. The Second Phase (2nd) consists of successions of Focus Group Discussions with its commitment from all the regions in Ghana and the Third Phase (3rd) targeted professional groups.”

Issues of concern identified through the First (1st) Phase of the interactions include job creation/conventional work. During the interactions for the 1st phase, the issue of job creation was one of the first needs to be discussed. Creation of jobs was mainly thought of for Persons with Disabilities, women, youth, and traditional authorities among others from the three (3) northern regions of Ghana to give them a source of income and also give them the chance to participate in global debate. This initiative falls in line with the eighth goal of the SDG. The next in line is the access to health care services. This is being made possible so that everyone can access health care in all the three northern regions of the nation. This is also to ensure that goal three (3) of the SDG is fully established.

The third issue of concern was on empowering of women and children’s welfare. This has been the motive of the UN since the creation of the MDGs and this again has resurfaced in the SDGs making sure women and children are empowered to participate in global discussions. The next issue was on quality training. Inclusive and equitable quality education forms a key issue here. It is the hope of SDG Four (4) that everyone, irrespective of gender shall attain this goal and is inclusive to everyone in the three northern regions of Ghana. Population progression was
another issue of concern under the first phase. In relation to the issue of migration of people from the northern part of Ghana to the southern part, opportunities are being provided at the northern sector to stop people from the north to coming to the south. This is done in order to progress the population of the people in the north.

Goal Six (6) of the SDGs talks on the issue of sanitation which needs to be improved. It is in line with this that the 1st phase of the national consultation included improved sanitation as an issue of concern that needs to be addressed especially at the three (3) northern regions of Ghana. Equitable dissemination of riches is the next issue. This has become an issue of concern for the UN in order to reduce inequalities in the nation when it comes to the distribution of wealth. Lastly, persons with inability were also an issue of concern in the nation because, they lack the ability to do so many things that the normal person can do. All these are being looked at so that these people also get the chance to participate in global debate for the advancement of Ghana.

Issues of key concern recognized amid the Second (2nd) Phase of the National Consultation include avoiding political influence towards the advancement of programmes. Focus group discussions were organized to look into this matter across all the regions in the nation. It is proper that when issues of developmental programmes are organised party colours should not play a role at that function. The second was on building on local knowledge and techniques in order to improve local ownership of development programmes. Home base techniques are worked on one by one to perk up local developmental programmes.

Ensuring a more grounded participation of neighbourhood level partners being developed was the next in line. With this more local level stakeholders are involved during the development planning. Also, addressing negative social practices and other delicate advancement issues was
also recognized. During the focus group discussions across the regions, issues of negative cultural practices and other social issues where addressed as issues causing challenges in development. In addition, improved straightforwardness and responsibility at all levels were also discussed. With this phase, accountability and transparency are the main issues to be improved at all levels.

The last but one issue was building on indigenous information. Original knowledge is one of the key things that need to be built on under this section, and finally, the establishment of information and asset storehouses at national and sub-national levels. The outcomes of the First (1st) and Second (2nd) rounds of consultation are recorded in the UN Report captioned as ‘‘A Million Voices: The World We Want (2013).’’

3.5 Progress of the SDG Four (4)

In a quest to achieving Goal Four (4) of the SDG, much effort is needed especially in Sub-Sahara Africa of which Ghana is part. The percentage of children in the primary, lower secondary and upper secondary increased in 2014 as compared to fifteen (15) years ago but basic skills in reading and mathematics have however, not been acquired. According to a recent assessment conducted by the UN, equity issues make up major problem in education. Statistics proves that in Sub-Sahara Africa 44% of trained teachers are in pre-primary schools, 74% in primary and 55% in secondary schools, however, the normal percentage of schools with means to computers and internet for teaching is less than 40% in more than half of Sub-Saharan countries with data.

Most schools which were dilapidated are now under construction and schools that were under trees are now being moved to temporary classrooms in a quest to achieve the SDG Four (4).
There has been vast progress in attaining the target of worldwide education since the year 2000. The enrolment rate in developing regions reached 91% in 2015 and the universal number of children out of school has fallen by almost half. Remarkable increase has been seen in the area of literacy rates, and many more females are in school than ever before. These are all dramatic successes. It is apt to note however, that progress has also faced rough challenges in developing regions due to high levels of poverty and other crisis.\textsuperscript{16}

### 3.6 How Can the Development Goal Be Achieved

SDG Four (4) can be achieved through the help of technology, policies and incentives.\textsuperscript{17} A structure based on lifelong learning can be used rather than ‘first study’ and critical thinking needs to be applied to content and quality alongside collaboration and flexibility and then ‘hard skills’.\textsuperscript{18} An interview conducted among some selected public basic schools in Ghana revealed that majority of the school teachers and students have no idea of what the SDGs are not to talk of knowing what goal four (4) of the SDG stands for, however, in another interview with the Deputy Headmistress of Independence Avenue One (1) Jennifer Juliana Aikins, she revealed that more infrastructures, well trained teachers, quality education given to children and another look at the various Reforms in Ghana’s education are some of the measures to put in place in attaining the goal four (4) of the SDG.\textsuperscript{19} Once majority of the key points listed above are put in place, then the development goal can be achieved.

### 3.7 Discharging of SDG Four (4)

The articulation of education in the 2030 agenda is a stand alone goal with seven (7) outcomes and three (3) means of implementation. Education as discussed in the SDG is not limited to
only goal four (4) but also five (5) other goals which are goal three target seven (3.7), goal five target six (5.6), goal eight target six (8.6), goal twelve target eight (12.8) and goal thirteen target three (13.3). The underlying principle of the SDG Four (4) in the means of implementation includes first and foremost education being an essential human right and an enabling right. This can be achieved through a universal equal access to SDG Four (4), leading to development, tolerance, peace and friendship.

The Second means of implementation is education being a public good. The state is fully responsible for providing education to all no matter what. Educators, communities, families, private sector among others all have significant part in the right to quality education. The state’s role is more significant in setting up and controlling values and standards. Lastly, gender equality is inseparably connected to the right of training for all. Gender equality can be achieved when boys, girls, men and women gain equal access to education and are allowed through the educational system.

3.7.1 Features of SDG Four (4) - Education 2030

There are five (5) key features of the SDG. The first is a universal agenda for all countries and this is also made up of five (5) objectives that involve people, planet, prosperity, peace and partnership. People under this feature mean an end to poverty and hunger of everybody. Planet here also represents protection of the earth from degradation. Prosperity under this first feature ensures that all human beings can enjoy prosperous and fulfilling lives. The next objective under this feature is peace. Peace here represents fostering peaceful, just and inclusive societies. The last objective under this first feature is partnership. This means to organize the means required to implement the agenda through a revitalised Global Partnership for Sustainable Development.
The second key feature has to do with a broad possibility ensuring lifetime learning opportunities for all. With this, universal and effective education is given to everyone including men, women, boys and girls; and it also ensures equal opportunities in pre- primary, primary and secondary education. The third is a transformed focus on equity, inclusion and gender equality. This key includes refurbished and bigger viewpoint on inclusion, equity and gender equality.

The fourth feature has to do with a renewed focus on effective learning. This involves efficient education and the attainment of important knowledge skills and competencies. This can be seen in the targets and global indicators for primary and secondary training as well as for youth and adult literacy. The last feature has to do with new focus on relevance of learning. More attention has been given to the significance of learning both in vocational and technical skills for a civilized work as well as for universal citizenship in a mutually dependent and organized world.

3.8 Targets and Commitment of SGD Four (4)

The first target of the SDG is to ensure that by 2030 all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. This means, achieving such goal demands hard work and determination by not sacrificing quality for quantity. To achieve this, all stakeholders in the educational sector ought to welcome the provision of twelve (12) years of free publicly-funded, complete, equitable quality primary and secondary education for nine (9) years compulsory in a friendly and welcoming way.21
The next target is to guarantee that by 2030 all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. Well planned and result-oriented educational policy will be administered in this target for at least a year (1) with free and compulsory quality pre-primary education. This means, a comprehensive education policy from pre-primary education to secondary education would have been realized to have equitable and quality but free for all boys and girls.

The third target is to ensure that by 2030, there will be equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university. This aims at reducing obstacles to skills development and technical and vocational education and training. It is clear that gender disparity within the literacy circles would be bridged. Also, equal opportunities for boys and girls in harnessing their potentials for societal good within the educational sector would be achieved. The fourth target is to ensure an increase in the number of youth and adults who have appropriate skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship by 2030. This means ensuring fair means to Technical Vocational Education and Training (TVET) and the need to expand it with quality. Also the acquisition of skills is very much needed. The acquisition of quality technical and vocational skills is a pre-requisite for national development. Such skills for the teeming youth and adult create self employment hence promoting private public partnership for the country’s economy and its growth. When that happens, poverty and social vices are minimized.

Target five of the SDG is to ensure that by 2030, it will eliminate gender disparities in schooling and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. This target ensures that everybody gets access to inclusive, unbiased quality learning and
lifelong learning opportunities for all. It also ensures that boys, girls, women among others all have equal opportunities to education to high levels with quality.\(^{22}\)

The sixth target is to ensure that by 2030, all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy. This target ensures that a large percentage of adults gain functional literacy and numeracy skills. The last target is to ensure that by 2030, all learners acquire the knowledge and skills needed to promote sustainable development, including, education and sustainable lifestyles, human rights, gender equality, promotion of culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development. This target seeks to make sure that everyone attains knowledge and skills needed to support Sustainable Development.\(^{23}\)

3.9 **Means of Implementing the SDG**

Implementation of the SDG is based on three (3) main means adopted by UNESCO. The first deals with the provision of proper infrastructure in an upgraded manner for all, including people with disabilities, gender sensitive people among others for learning. The second implementation has to do with the number of scholarships which must be extended globally. These scholarships must be extended to developing countries more especially. The final means of implementation has to do with bringing in International Cooperation’s for teacher training and an increase in supply of the number of qualified teachers. The key targets to attaining SDG Four (4) are teachers and therefore teachers need to be motivated, empowered among others to provide quality education to all.\(^{24}\)

3.10 **Means of Financing Education 2030**
The UN has laid down process of financing education 2030 and Ghana as a member of the UN is also using the same means. The financing of Education 2030 will be done by sustaining funding at the highest levels in addition to a more competent and reasonable use of the funds. Domestic resources are the most significant means for funding education.\textsuperscript{25} There is the need for Government to assist financially to correspond with national educational priorities and to help in attaining the correct education. In ensuring that countries increase public funding for education, reasonable and proficient fund needs to be raised for domestic education. This can be done when tax base is widened, tax evasion prevented and an increase in national budget allocated to education.

Also, there need to be an increase in efficiency and accountability. With this resources that already exist needs to be extra proficient. When this is done it can advance governance and accountability more effectively and efficiently through the use of active resources. Furthermore, in financing education 2030, those most in need must be prioritized and resources allocated towards education should be extra reasonable. Persons with Disability (PWD) and people in conflict zones are those who need more education.

\textbf{3.10.1 Mechanism and Global Processes for Financing SDG Four (4)}

An outlined mechanism and global process for financing has been set aside by the UNESCO for the attainment of the SDG Four (4) and Ghana as a member does follow it. The financing for development process is the mechanism used for global process of financing. This process was agreed to in Ethiopia at Addis Ababa at the Third (3\textsuperscript{rd}) International Conference on Financing for Development. The conference supported countries to set target for quality investments in important public services for all. Equal entrance for women and girls in Science, Technology, Engineering and Mathematics (STEM) education is agreed upon based on a
broaden investment and International Cooperation. This mechanism and global process also ensures that technical, vocational and tertiary education and training are improved.\textsuperscript{26} In all, the proceeding for financing for this development process is done through the Economic and Social Council (ECOSOC) fora on Financing for Development. Currently, a task force by the UN Interagency Financing for Development (UNIFD) has been set up.

Secondly in the mechanism and global process for financing the SDG four (4), the International Commission on Financing Global Education opportunity is a new initiative that is set up connecting world leaders, policy makers and researchers. This is geared towards achieving equal learning opportunity for children and young people through development and mended investment case and financing pathway. A particular attention is given to advancing life possibilities and creating equal opportunities for all young people.

In addition, Global Partnership for Education (GPE) is the next mechanism and global process for financing the SDG Four (4). The Global Partnership, currently know as the Global Partnership for Education (GPE) was also formerly known as the Fast Track Initiative (FTI), which is a voting public based organization administered by Board of Directors and representatives from developing country partners and Non-State Actors. The GPE now engages with direct technical support to country process through “technical engagement, new guidelines, capacity development activities and sharing of global best practices and innovations to accommodate fragile and post-conflict countries and to include all six (6) Education for All (EFA) goals while continuing emphasis on basic education.”\textsuperscript{27} The fourth (4\textsuperscript{th}) largest founder of basic education in developing countries is the GPE.

Lastly, the Education Cannot Wait Fund is next in line to the mechanism and global process for financing. This is the premier worldwide fund to prioritise education in humanitarian action.
This fund is developed to meet the educational needs of over 75 million children in most awful crisis and conflict zones around the world. This fund ‘cannot wait’ because it brings public and private partners on board to control extra finance and catalyze new technique to funding and modernization to serve education in urgent situations and prolonged crisis.

3.11 The Monitoring Process of SDG Four (4)

The process of monitoring the SDG Four (4) lies with the National Level. This can be done by putting in place well-structured answerability and supervising mechanism which falls in line with the national contexts and priorities in discussion with all stakeholders. UNESCO UIS is the global official source of monitoring education and supporting countries to build up national education data systems, Global Education Monitoring (GEM) report is used to monitor and report on the SDG Four (4) and on education in the other SDGs. Implementation of National, Regional and International Strategies is also reported by the GEM. Eleven (11) global indicators are used to monitor the SDG Four (4) at the International Level.

In order to monitor SDG Four (4) in a comprehensive way across countries a set of forty-three (43) thematic indicators is used. For theories that are less amendable to global comparison, the Regional indicators are used and additional indicators are also used at the National Level for specificities.28

3.12 Assessing the SDG Four (4) in Relation to the Standard of Basic Education in Ghana

The set of seventeen (17) goals of the SDGs are in one way or the other linked to education. The SDG four (4) ‘‘ensures inclusive and equitable quality education and promote lifelong learning opportunities for all.’’29 Ghana being part of the UN, has the responsibility to abide
by the SDGs that the UN has set. The SDG Four (4) ensures that no one is left behind in the attainment of the goal. It is in relation to this that the standard of basic education in Ghana is being measured in accordance with this goal. Goal Four (4) of the SDG ensures that quality education reaches every child in Ghana whether boy, girl, young or old and this will help to raise the standard of education especially at the basic level.

An interview conducted with some head teachers in some selected basic schools in the country revealed that assessing SDG Four (4) in relation to the standard of basic education in Ghana would make the nation a better off one because, the standard of each individual in acquisition of knowledge and skills would help develop the individual as well as the nation to foster into the global world. It is worthy to note that the first part of SDG Four (4) will bring about an improvement in writing, numeracy and speaking by children in the basic school level and this will even reflect in all the examinations taken at the basic level whether internal or external, and the numerous failures in examinations by these children will be a thing of the past not by vanishing completely but by examination failures reducing drastically in the country.

3.13 Factors Hindering Quality Education in Ghana

Education is a major tool in eradicating poverty and preventing ignorance among citizens. Many governments have therefore channelled lot of resources towards the education sector and numerous policies have also being set up. Ghana is no exception in all these situations. In as much as all these have been done, it does not reflect in the quality of education given to children in the public basic schools. An interview conducted among some selected public basic schools
disclosed that the standard of basic education now, comparing it to the past, has deteriorated because the standards of old that were set up were not maintained as is supposed to.

Ghana has lost her credibility in education due to many students not being able to read, write and speak. There are some factors hindering quality education in Ghana, these include lack of basic textbooks and instructional aide. This is a major problem influencing the educational sector in Ghana from attaining quality in its educational system. Basic textbooks and instructional aide cannot be done away with because they are the means by which teaching is offered to students but when such items are unavailable, teaching and learning does not become effective and hence leads to affecting the quality of the education given to students at the public basic schools in Ghana.

During an interview with some teachers across the country reasons such as inadequate number of qualified teachers, poor teaching methods, poor monitoring and evaluation, low pupil academic performance, school infrastructure and low community participation particular in school matters, inadequate supervision and dilapidated school buildings are all factors hindering quality education in the nation. These same factors are the reasons why the B.E.C.E. performances in most public basic schools are not the best. It is believed that once these issues are solved things will be different at the public basic schools across the nation.

Other factors that were brought to light are the issue of the pupil to trained teacher ratio. The standard number of pupil to trained teacher ratio is 1:25 but due to inadequate classrooms in most public basic schools, pupils are mostly more than the required ratio. At times pupil to
An interview with some students disclosed that they do not have interest in all the subjects they are taught in class but there is nothing they can do about it. Students are forced to understand what is being taught by their various teachers in class within a minimum of 30 minutes and a maximum of an hour. In an interview with some parents whose wards attend public basic schools, it was revealed that most parents do not pay attention to what their wards study in school. All the parents do is to pay school fees.

The main target for quality education in Ghana as described under SDG Four (4) is inclusive and equitable quality basic education to promote lifelong learning opportunities for all if possible by 2030. According to the UNDP Ghana, the country’s target is to achieve all the indicators under the SDG Four (4) by 2030. The hypothesis of the study was that the Educational Reforms in Ghana since 1961 have not been effective in the improvement of the standard of quality basic education in Ghana. This has also being proven right. Almost all the reforms that have taken place in Ghana did look at education and making changes in some areas but not directly the quality of the education especially at the basic education level in the nation.

3.14 Relevance of the SDG Four (4) to Ghana’s Growth

The SDGs laid down by the UN has numerous importances and Goal Four (4) is no exception. Without education our society will be less peaceful and without gender equality we will never reach quality education. The promotion of literacy stands at the heart of the SDG four (4). SDG Four (4) aims to provide equal access to affordable vocational training, and to eliminate gender and wealth disparities with the aim of achieving universal access to a quality higher education.
3.15 Conclusion

In conclusion, the study has revealed that SDG Four (4), if achieved, will go a long way to build up individuals as well as transform our society. Monitoring is on going at the national level based on the structures set up at the universal level in assessing SDG Four (4). The government of Ghana therefore aims to attain this goal by 2030 as stipulated by the UN. One of the main aims of this goal is to promote literacy based on the financing strategies put in place.
Endnotes


3 Ibid.


5 Ibid.


7 Ibid.

8 Ibid.


10 Ibid.


12 Ibid.

13 Ibid.


18 Ibid.


20 UNESCO. Rethinking Education: Towards a Common Global Good 2015.


23 Ibid.


25 Ibid.


27 Ibid.

28 Ibid.

29 The Full List of the 17 United Nations Sustainable Development Goals With Pictures, op. Cit.,

30 Interview Respondent, op. Cit.,

31 Interview with some selected teachers in Accra, Independence Avenue 1 & 2, Accra Sempe 1& 2 on 3rd July, 2017 and 17th July 2017

32 Ibid.


CHAPTER FOUR

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

4.0 Introduction

This part of the research centres on the summary of findings, conclusions and recommendations based on the findings. The research set out to Assess Sustainable Development Goal Four (SDG 4), in Relation to the Standard of Basic Education in Ghana.

4.1 Summary of Findings

This part of the summary of findings is based on the entire work and the objectives that were highlighted in Chapter One (1) of this work. An interview conducted among some selected public basic schools in Ghana revealed that majority of the school teachers and students have not heard of what the SDGs are; not to talk of knowing what Goal Four (4) of the SDG stands for, however, in another interview with the Deputy Headmistress of Independence Avenue One (1) Jennifer Juliana Aikins, she revealed that more infrastructures, well trained teachers, quality education given to children and another look at the various Reforms in Ghana’s education are some of the measures to put in place in attaining Goal Four (4) of the SDG. Individual family challenges, social challenges and enrolment of the children themselves to even write the examination are some factors that lead to failure to pass the B.E.C.E. As a result of these challenges most students are left behind and not furthering their education.

The focus of the research was on the SDG four (4); in line with this the objective of the work is to find out the extent to which the various Educational Reforms have gone to help solve the issue of quality basic education in Ghana. It is apparent from the study that Ghana has had a number of Reforms and Reviews all appearing at different point in time under different
governments that ruled the country. These Reforms and Reviews had their own ways of improving upon the educational sector of the nation. It is apt to note that, the Reforms and Reviews have done a great deal of help to the educational system in the country; however, it did not tackle the issue of inclusive and equitable quality basic education for all and sundry.

The second objective is to know the mechanisms put in place in ensuring SDG Four (4) in basic education in Ghana. In line with answering the issue of mechanisms put in place in ensuring SDG Four (4) in basic education in Ghana, an outlined mechanism and global process for financing has been laid down by the UNESCO involving four stages namely the financing for development process, the International Commission on Financing Global Education, Global Partnership for Education and the Education Cannot Wait Fund to help in the realization of SDG Four (4) and finally to know the appropriate measures that have been put in place to develop the value of basic education in Ghana.

In a bid to advance upon the value of basic education in Ghana, an improved monitoring process has been put in place to check both the attendance of teachers and check the content of what they teach. Also, planned programmes and policies need to be adhered to without political interference. Government should provide incentive packages or motivation for teachers. The provision of adequate infrastructure by the government to public basic schools in the country is also being done to improve upon the quality of basic education in the country.

4.2 Conclusion

Education in Ghana was informal before the arrival of the colonial masters who introduced formal education into the nation. Since then, the educational system in the country has gone through lots of Reviews and Reforms. Due to this, the quality of the educational system has
been affected. SDG Four (4) seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Over the past eight (8) years, the standard of quality basic education in the country has been decreasing leading to a low turnout of the results of the B.E.C.E. Ghana is making great efforts towards the attainment of the SDG Four (4), however, it is still not adequate to achieve all the targets of Goal Four (4) of the SDG. In conclusion, SDG Four (4) can only be achieved through adherence to planned programmes and policies without political interference.

4.3 Recommendations

The following recommendations are made based on the above conclusion; planned programmes and policies need to be adhered to without political interference in order to achieve an improved standard of basic education. Incentive packages or motivation should be provided for teachers by the government. These can be in the form of training programmes being organized for the teachers, increment in salary of the teachers among others. Furthermore, there should also be adequate provision of infrastructure by the government in all public basic schools in the nation. For instance good standard of school buildings and classrooms.

Adequate security must be provided when setting the B.E.C.E questions to prevent questions from being leaked. There should also be the provision of adequate Teaching Learning Materials (TLMs) such as text books, computers and laboratory items in all public basic schools to improve upon the standard of education in these schools. Parents should help in contributing to the welfare of their children not only by paying school fees but also showing interest in the subjects their wards study in school. Children should also be educated on the purpose of education so as to bring out quality in their output towards their education.
The Government must provide quality trained teachers in all public basic schools in the country. This can be done by encouraging more teachers to enter into the training field to be trained in order to help students who are sent to school to acquire the needed education. Privatization and public-private-partnerships are not the solution to quality education for all; states should take their responsibilities seriously and not rely on market forces to solve problems in education.

Areas of Further Research

- An assessment of the role of parents in the improvement of the standard or performance of wards towards the attainment of SDG Four (4) in Ghana.
- Ghana’s quest in the acquisition of infrastructure for basic schools: An assessment.
- An assessment of the efforts of basic school teachers in promoting SDG Four (4).
- Educational reforms in Ghana: A setback or a boost to SDG Four (4).
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D. INTERNET SOURCES


E. INTERVIEWS

Interview with Miss Jennifer Juliana Aikins, Deputy Headmistress of Independence Avenue One, Accra on 3rd July, 2017.

Interview with Mr. Osman, Ministry of Education, Public Relations Unit, Accra on 5th July, 2017

Interview with Mr. Issa Baffoe, Ghana Education Service, B.E.C.E Section, Accra on 7th July, 2017

Interview with some selected teachers in Accra, Independence Avenue 1 & 2, and Accra Sempe 1& 2 on 3rd July, 2017 and 17th July, 2017.

Interview with some selected parents in Ghana on 3rd July, 2017 and 17th July 2017.
I AM AN M.A. INTERNATIONAL AFFAIRS STUDENT IN THE LEGON CENTRE FOR INTERNATIONAL AFFAIRS AND DIPLOMACY WHO WANTS TO ASCERTAIN THE VIEWS OF STAKEHOLDERS ON AN ASSESSMENT OF SUSTAINABLE DEVELOPMENT GOAL FOUR (SDG 4), IN RELATION TO THE STANDARD OF BASIC EDUCATION IN GHANA. THIS IS TO HELP ME WITH MY DISSERTATION AND ALSO TO CREATE AWARENESS OF THE ISSUES OF SUSTAINABLE DEVELOPMENT GOALS AND THE STANDARD OF BASIC EDUCATION IN GHANA.

I WOULD BE GRATEFUL IF YOU WOULD KINDLY RESPOND TO THIS QUESTIONNAIRE AS HONESTLY AS POSSIBLE AS CONFIDENTIALITY IS ASSURED.

1. In your view, how would you define Basic Education?
2. What is the history of education in Ghana?
3. What has been the standard of basic education in Ghana?
4. Has it changed and if so what is the new one?
5. What is meant by Educational Reform and Educational Review?
6. How far have the various Educational Reforms gone to help solve the issue of quality in basic education in Ghana?
7. What account for the increase in failure in the B.E.C.E in Ghana from 2009 to 2015 as compared to other West African countries who also write the B.E.C.E?
8. What are the major challenges hindering the rise of basic education in Ghana?
9. What is your recommendation in helping to maintain a quality standard of basic education in the country?
10. Have you heard of SDGs and what are your views on it?
11. How important is SDG Goal four (4) to the growth of education in Ghana?

12. What mechanisms have been put in place in ensuring the SDG four (4) in basic education in Ghana?

13. How do you assess the Sustainable Development Goal Four (SDG 4) in relation to the standard of basic education in Ghana?
APPENDIX II

INTERVIEW QUESTIONS FOR GHANA EDUCATION SERVICE (GES)

1. What is the history of education in Ghana?
2. What approach is used in teaching children in basic schools in Ghana?
3. What is the number of hours spent on a particular subject in class and is it in line with the consumption capacity of the students in the basic schools?
4. What effective approach can be used in teaching children in basic schools to boost their performance in the B.E.C.E?
5. What is the standard of Basic Education in Ghana?
6. What appropriate measures have been put in place to develop the value of basic education in Ghana?
7. What type of motivation should be given to teachers in basic schools in order for them to deliver well?
8. What are the major challenges hindering the rise of basic education in Ghana?
9. What is your recommendation in helping to maintain a quality standard of basic education in the country?
10. Have you heard of SDGs and what are your views on it?
11. How important is SDG Goal four (4) to the growth of education in Ghana?
12. What mechanisms have been put in place in ensuring the SDG four (4) in basic education in Ghana?
13. How do you assess the Sustainable Development Goal Four (SDG 4) in relation to the standard of basic education in Ghana?
APPENDIX III

INTERVIEW QUESTIONS FOR WEST AFRICA EXAMINATION COUNCIL

1. What is the history of the B.E.C.E in Ghana?

2. How are students graded in the B.E.C.E?

3. What is the standard of education in Ghana?

4. What account for the increase in failure in the B.E.C.E in Ghana from 2009 to 2015 as compared to other West African countries who also write the B.E.C.E?

5. What role has the National Education Assessment (NEA), the “Criterion Referenced Test” (CRT) and the “Performance Monitoring Test” (PMT) played internally in upgrading the standard of quality basic education in Ghana?

6. Is the B.E.C.E the only external examination that is used in grading the standard of basic education in Ghana?

7. What is your recommendation in helping to maintain a quality standard of basic education in the country?
APPENDIX IV

INTERVIEW QUESTIONS FOR HEADTEACHERS

1. What is the history of education in Ghana?

2. What is your understanding of basic education?

3. What is the standard of basic education in Ghana now comparing it to the past?

4. What are the factors influencing the fall of the B.E.C.E in Ghana as compared to times of old?

5. What is your recommendation in helping to maintain a quality standard of basic education in the country?

6. Any idea of what the SDGs are and goal four (4) in particular?

7. What measures can be put in place to attain the SDG goal four (4)?

8. How do you assess the Sustainable Development Goal Four (SDG 4) in relation to the standard of basic education in Ghana?
APPENDIX V

INTERVIEW QUESTIONS FOR TEACHERS

SECTION A

1. GENDER: [   ] Male                                                  [   ] Female

2. AGE: [ ] 24 – 30                                                  [   ] 30 and above

3. LEVEL OF EDUCATION: [   ] Post Graduate     [   ] Undergraduate     [   ] Training College   [   ] Other

4. OCCUPATION: [   ] Civil Servant         [   ] Trained Teacher           [   ] Others

SECTION B

1. What is the history of education in Ghana?

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2. What is your understanding of basic education?

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3. What is the pupil to trained teacher ratio in basic schools?

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4. What teaching style and teaching materials are used in teaching basic school pupil?

5. Do basic school pupils have interest in the subjects they are being taught?

6. What number of hours is spent in teaching a particular subject in the classroom?

7. What sought of motivation do teachers require to increase their performance to help decrease the fall in the standard of quality basic education in the nation?

8. What is the standard of basic education in Ghana using the B.E.C.E as a yard stick?
9. What is your recommendation in helping to maintain a quality standard of basic education in the country?

10. Any idea of what the SDGs are and goal four in particular?

11. What measures can be put in place to attain the SDG goal four (4)?

12. How do you assess the Sustainable Development Goal Four (SDG 4) in relation to the standard of basic education in Ghana?
INTERVIEW QUESTIONS FOR PARENTS

SECTION A

1. GENDER: [ ] Male [ ] Female

2. AGE: [ ] 18 – 23 [ ] 24 – 30 [ ] 30 and above

3. LEVEL OF EDUCATION: [ ] Post Graduate [ ] Undergraduate [ ] S.H.S [ ] Other

4. OCCUPATION: [ ] Civil Servant [ ] Self Employed [ ] Student [ ] Others

SECTION B

1. What do you know about basic education in general?

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2. What can parents do to help raise the standard of basic education in the nation?

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3. What is the standard of basic education in Ghana using the B.E.C.E as a yard stick?

4. What is your recommendation in helping to maintain a quality standard of basic education in the country?
INTERVIEW QUESTIONS FOR STUDENTS

SECTION A

1. GENDER: [ ] Male                                                  Female [ ]
2. AGE: [ ] 9 – 11                             [ ] 12 – 15            [ ] 16 and above
3. LEVEL OF EDUCATION: [ ] Primary                       [ ] J.H.S
4. OCCUPATION: [ ] Student

SECTION B

1. What is the history of education in Ghana?
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2. What is your understanding of basic education?
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3. As a student do you have interests in all the subjects being taught in class and what would you recommend is done about the subjects?
4. What do you think of the standard of basic education in Ghana in relation to the B.E.C.E?

5. Any idea of what the SDGs are and goal four in particular?
INTERVIEW QUESTIONS FOR NATIONAL DEVELOPMENT PLANNING COMMISSION (NDPC)

1. In your view, what is meant by SDGs in general and what are your views on it?

2. Can you tell me the history behind the SDGs and how it came about?

3. How important is SDG Goal four (4) to the growth of education in Ghana?

4. What mechanisms have been put in place in ensuring the SDG four (4) in basic education in Ghana?

5. How do you assess the Sustainable Development Goal Four (SDG 4) in relation to the standard of basic education in Ghana?

6. What is the role of the National Development Planning Commission (NDPC) in making sure that Ghana attains SDG Goal Four (4)?

7. What are your recommendations in relation to this topic?