

# QUESTIONS AND ANSWERS FOR PROMOTION INTERVIEW IN G.E.S

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## 1. DIFFERENTIATE BETWEEN CODE OF CONDUCT, CONDITIONS OF SERVICE AND SCHEME OF SERVICE.

**Code of conduct** refers to the ethics of the profession which are the best practices expected of every worker or staff in the teaching profession. They are the **DOS** and **DON'TS** of the teaching profession. e.g. drunkenness, sexual misconduct, embezzlement of school funds, smoking in class, unauthorized granting of interviews to the media, unauthorized collection of monies, etc. are punishable by GES. These are the conducts which tend to bring GES into disrepute. These constitute misconduct. **Conditions of service** are the benefits a teacher derives from the service (benefits accrues for being a teacher) such as study leave with pay whilst **the Scheme of service** is the progressions and promotions in the service. e.g. from newly trained teacher (Supt. II) to Director General (i.e. rankings that one passes through as a teacher).

### SCHEME OF SERVICE

UTDBE – Untrained Teachers Diploma in Basic Education. Those who are not able to make the diploma are awarded with Cert A and they start from Supt. II before progressing to Supt. I, Snr. Supt. II, Snr. Supt. I, etc. Those from colleges of education (Diplomats) start from Snr. Supt. II and progress to Snr. Supt. I before climbing to PS, etc. Those with degree (from Universities) start from PS, from PS to ADE II and ADE I to Deputy Director, Director II and Director I. All the **District/ Municipal/ Metro and Deputy Regional Directors** are of the rank of **Director II**. They are of the same rank except that they work in different locations. **Director Is** are the Regional **Directors** and the **Divisional Directors**. The **divisional Directors** are at the GES headquarters.

**Deputy Director General**- we have two Deputy Director Generals. They are;

1. Access and Quality (AQ) – He/she is responsible for teachers, teaching, classrooms, etc
2. Management Services (MS)

### Director General

## **2. EXPLAIN THE FOLLOWING TERMS:**

- a. **ROLE:** A position a person occupies in a group/society and his/her functions. i.e. a position and functions that go with it.
- b. **ROLE AMBIGUITY:** A person who occupies a position and he/she is not sure/consistent of his functions (functions not clearly stated)
- c. **ROLE INCOMPATIBILITY:** A person who occupies a position and his/her functions are not in line or tandem with the expectations of the people he/she serves. It has to do with the expectations of the people you serve. If the functions meet the expectations of the people that you serve then there is **NO ROLE INCOMPATIBILITY**.
- d. **ROLE CONFLICT:** When the functions of a person's position are in contradiction. A person occupies a position and performs functions that are contradictory/ contrary to each other. Performing an additional duty which is not yours.
- e. **FOCAL PERSON:** A person who has a role to perform
- f. **ROLE SETTING:** The people who the focal person is bound to relate to while performing his/her role. i.e. subordinates, supervisors, colleagues, school community, church (unit schools), philanthropist, SRC, etc.

## **3. FACTORS AFFECTING REGULAR VISITS BY CIRCUIT SUPERVISORS**

- a. Mobility – vehicles, motorbikes, etc.
- b. Allowances (T & T)
- c. Personal offices at the education office
- d. The heads sometimes report to them what goes on in the schools through mobile phone calls – technology

## **4. STATE THE AREAS OF OPERATION OF THE SMC, BOARD OF GOVERNORS, POLYTECHNIC COUNCIL, UNIVERSITY COUNCIL AND DISTRICT EDUCATION OVERSIGHT COMMITTEE (DEOC/MEOC).**

### **GOVERNING BODIES AND THEIR INSTITUTIONS**

- a. SMC – Basic Schools (From KG to JHS 3 or First cycle school)
- b. Board of Governors – SHS
- c. Polytechnic Council – Polytechnics
- d. University Council – Universities
- e. DEOC/ MEOC – Operates within pre-tertiary institutions. They combine the basic and 2<sup>nd</sup> cycle schools. DEOC/MEOC has a constitutional backing to oversee the activities of education through the district. NB: DEOC – District Education Oversight Committee.

**5. WHAT BENEFITS DO YOU GET AS A MEMBER OF GES?**

- a. Regular salary
- b. Allowances eg. Headteachers allowance, car maintenance, t & t, night allowances for the watchmen
- c. Promotions
- d. Leave – study leave with and without pay, maternity, sick, annual, casual, etc.
- e. Pension gratuity (CAP 30) and monthly pension salary
- f. Salary advance – 3 months’ salary advance without interest
- g. Best teacher award
- h. Salary advance to purchase means of transport, household durables
- i. Tax relief

**6. WHAT DOES PIGIS STAND FOR?**

**P** – Portugal

**I** – Italy

**G** – Greece

**I** – Ireland

**S** – Spain

These countries experience winter rains and summer drought. They grow short leafy and citrus fruits.

**7. WHY IS AMERICA CHANGING ITS POLICY TOWARDS ISRAEL?**

America is changing its policy towards Israel due to the changes in the Arab political system. The Arabs are changing from socialism to capitalism where individuals with capital can have their own establishments. i.e. they have now embraced democracy. Because of this, America is shifting its attention from Israel to the Arab countries where they can invest in their oil fields.

**8. WHAT IS THE MAIN TASK OF SCHOOL EDUCATION?**

To develop the potential of learners so that they become useful in future. This is done through developing their skills, values, knowledge, attitude, etc.

**9. WHAT ARE THE MAIN FUNCTIONS OF ANY EDUCATIONAL SYSTEM?**

To mould the character of the individual such as his/her needs and desires to meet the necessity of societal life.

**10. WHAT ROLE DO YOU EXPECT THE TEACHER ASSOCIATIONS TO PLAY ON EDUCATIONAL POLICY?**

- a. to seek the interest of members
- b. to control the behaviour of members

- c. ensure that new members perform their duties of which they are paid
- d. participate in their activities
- e. organizing in-service training for members

**11. HOW DOES GOVERNMENT RAISES INCOMES?**

- a. Taxation: direct taxes e.g. income tax, indirect taxes on goods and services i.e. VAT, NHIL
- b. Borrowing e.g. Chinese loan
- c. Dividends i.e. sharing of interest/ profits
- d. Grants: borrowing money without interest or conditions attached.

**12. WHY TEACHING PROFESSION HAS LOST ITS FORMER IMAGE/ESTEEM/DIGNITY?**

- a. Attitudes of some teachers towards work- drinking excessively, indecent dressing, lateness to school and class
- b. Slow development of teachers both professionally and academically- with the introduction of distance learning, UTDBE, top ups and the rest, this is gradually being eradicated.
- c. Emergence of new professions – other professions and services are now lucrative than teaching such as banking, police service, nursing, etc.
- d. Inattractive conditions of service of the profession
- e. Some teachers have not gone through any formal professional training but are teaching

**13. WHAT DO YOU UNDERSTAND BY EXTERNALITY OF EDUCATION?**

The benefits that an educated person receives from his or her education such as salaries, ability to read and write as well as the benefits that the society derives from the educated person. He/she teaches other people, pay taxes, etc. (the benefits that accrues to society from the education of an individual and the benefits that an educated person receives from his/her education).

**14. HOW DOES GOVERNMENT SPENDS INCOME?**

- a. Economics infrastructure e.g. roads, railways, harbours, airports, etc
- b. Social infrastructure e.g. schools (education), health, sanitation, electricity, water, housing, loans, etc.
- c. Social interventions e.g. capitation grants, free school uniform, school feeding, etc
- d. Maintenance of law and order e.g. during conflicts, monies are spent on security
- e. Payment of interests on loans

**15. WHY DO MOST COUNTRIES SET AGES 4 TO 6 YEARS AS SCHOOL GOING AGE?**

This is the time that the child begins to form conscience. At this stage the child begins to internalize with societal norms i.e. the child begins to learn what is good and what is bad. It is also the time the child begins to interact with the environment and learn to communicate.

**16. WHY DO WE STUDY FRENCH IN SCHOOLS?**

There is the need to study French in our schools because we are surrounded by French speaking countries. For us to be able to create wealth we need to trade with them. For effective communication with our trading partners we need to learn French.

**17. WHAT ASPECTS OF EDUCATION DID YOU STUDY AT THE COLLEGES OF EDUCATION MAKING YOU A PROFESSIONAL TEACHER?**

- a. History and Development of education
- b. Child psychology: this deals with the child's mind and ability to learn
- c. Aims and principles of education: this deals with the type of education the country expects from an individual
- d. Methodology or pedagogy
- e. School Administration: this prepares one for headship
- f. Sociology of education
- g. Test, Measurement and Evaluation
- h. Educational Technology and I.C.T
- i. Special Education

**18. WHAT IS CURRICULUM?**

A programme of activities that guide teaching and learning in an educational institution. i.e. K.G, P, JHS, SHS, Tertiary (Colleges of Education, Polytechnics and University).

**19. WHAT CURRICULUM PRINCIPLES EMANATE FROM PHILOSOPHY OF EDUCATION?**

The principles underlying the development of curriculum are;

- a. Knowledge and love of God e.g. RME, Social Studies
- b. Sound, Moral character and behavior
- c. Quality education for all. At all levels of education, there are girl child coordinators
- d. Holistic education: the type of education given should make an individual complete citizen at all social settings. That is education should develop an individual socially, mentally, emotionally and psychologically.

- e. Nationalism and Citizenship: United in cultural diversity. Though we are of different cultural backgrounds, we share things in common such as food, attire, marriage, etc. That is we see each other as one people.
- f. Globalisation and Respect for Diversity – show respect to people from different countries
- g. Gender sensitivity
- h. Training for self- employment (T’VET, Polytechnics)
- i. Analytical and creative thinking: Ability to give problems and arrive at logical conclusion
- j. Problem Solving Skills: Ability to solve given problems and arrive at logical conclusion
- k. Education relevant for life – Education given to individuals should enable them fit well into the society
- l. Democracy, Respect for culture and tradition. Learning to respect other people’s culture
- m. Strengthening multi-lingualism – Learning other people’s language in order to learn their cultures easily
- n. Science and Technology
- o. Life- long learning education – this means education is not terminal

**20. WHAT ARE BRICS COUNTRIES?**

The acronym stands for Brazil, Russia, India, China and South Africa. These countries are the world’s emerging but not yet fully developed economies. The first four BRIC countries are called the ‘**BIG FOUR**’.

**21. WHAT ARE THE MAIN FUNCTIONS OF THE ELECTORAL COMMISSION?**

- a. to create electoral constituencies
- b. to conduct elections (district assembly, unit committee, presidential and parliamentary)
- c. to educate the public on elections
- d. to declare election results

**22. WHAT IS DECENTRALIZATION POLICY?**

**DECENTRALIZATION** – is the delegation of power and authority to the grassroots to take their own decisions (to operate)

**CENTRALIZATION** – is where power and authority is centred at one particular place (headquarters)

**23. WHAT MEASURE ARE IN PLACE TO MAKE DECENTRALIZATION POLICY WORK?**

- a. D/M/M assemblies to make their composite budget through the common fund
- b. Formation of sub-district units and committees

**24. ARE TEACHERS IN CONTRACT WITH GES?**

Teachers are in contract with GES because of the following reasons;

- a. Teachers are issued with appointment letters from GES and their job description are clearly stated
- b. Teachers have code of ethics/ conduct designed by GES
- c. Teachers are paid by GES
- d. Teachers scheme of service is designed by GES

**25. WHAT IS GENDER?**

The roles that the society assign to both men and women. If one is born as a man, then there are some roles he has to perform in the society that are different from those of women.

**26. WHAT ARE GENDER ISSUES?**

The claim by women that what men can do they can also do it and even do it better.

**27. MENTION 5 WAYS A TEACHER CEASES TO BE A MEMBER OF THE PROFESSION.**

- a. Dismal
- b. Vacation of post
- c. Resignation
- d. Incapacitation
- e. Death
- f. Retirement
- g. Going contrary to the dos and don'ts of the service

**28. DISTINGUISH BETWEEN RAPE AND DEFILEMENT AND STATE THEIR EFFECTS.**

Rape is having sexual intercourse force on female adult without her consent while defilement is having sexual activity with a girl child under 16 years (**minor**). Defilement is a criminal offence and a second (2<sup>nd</sup>) degree felony. Avoid sexual intercourse with any female student.

**EFFECTS**

- a. Teenage pregnancy
- b. Drop out
- c. STDs

**29. DEFINE SEXUAL HARASSMENT AND STATE 5 EXAMPLES OF SEXUAL HARASSMENT.**

Persistent actions made on the opposite sex that make him/her embarrassed or unhappy.  
Sexual harassment occurs usually

- a. At the office
- b. In cars
- c. At home

Examples are;

- a. Touching of female sensitive parts – buttocks, breast, etc
- b. Indecent dressing that exposes the vital parts of the body
- c. Persistent telephone calls
- d. Unwelcome dating
- e. Forcing kisses
- f. Frequent text messages

**30. MENTION 5 WAYS A TEACHER CAN DEVELOP HIMSELF/HERSELF EDUCATIONALLY AND PROFESSIONALLY.**

- a. Through distance learning
- b. In-service training
- c. Top-up – Cert ‘A’ converted to diploma
- d. Study leave with pay
- e. Study leave without pay
- f. Sandwich programmes

**31. HOW CAN YOU CONVINCING A GRADUATE UNEMPLOYED TO TAKE UP TO TEACHING?**

This question refers to the conditions of service.

- a. Assured of salary at the end of every month
- b. Payment of allowances e.g. responsibility, retention premium, etc
- c. Leave of absence – maternity, casual, sick leave, etc.
- d. Accommodation in some cases
- e. Retiring benefits



### **32. WHAT ARE MANAGEMENT TOOLS?**

They are materials or devices (tools) that bring about effective teaching and learning. Management tools are devices used by heads of institutions (schools) to monitor and evaluate the performance of teaching and learning outcomes. These include:

- a. **Charts** – indicating / showing names, qualifications, ranks and teachers registered numbers. This helps in subject classification at the basic and JHS level. The qualification specifies clearly what the teacher studied at school. The ranks of teachers must be made known to the head to help in assigning of duties like assistant head, etc
- b. **Classification/Subject allocation chart**
- c. **Time table** that ensures judicious and efficient utilization of official contact hours
- d. **Charts for monitoring/vetting of teaching notes** – early submission, late submission and no submission.
- e. **Attendance register for pupils/students** – to monitor pupils/students attendance
- f. **Teachers' time book** – to monitor teachers attendance and punctuality to school
- g. **Movement book** – to monitor the movement of teachers outside the school
- h. **Suggestion box** – to provide feedbacks and suggestions to enable the school administration to improve on its performance.

### **33. WHAT ARE SCHOOL RECORDS?**

School records are books for keeping information on the school. They help to ensure efficient management/administration (running) of the school.

#### **TYPES OF SCHOOL RECORDS**

We have three main types of school records. They are **FINANCIAL, ACADEMIC AND ADMINISTRATIVE (F.A.A)** records.

#### **1. FINANCIAL RECORDS**

- a. Cash book
- b. Ledger book
- c. Cash analysis book
- d. Cash receipt book
- e. Cheque book
- f. Bank statement
- g. S.R.V
- h. S.I.V

## **CASH ANALYSIS BOOK**

This deals with incomes and expenditure of the school. It shows entries of income and expenditure under various headings and particular items

## **CASH RECEIPT BOOK**

For receiving fees and monies paid to the school. Such monies should be recorded in the Cash Receipt book.

## **CASH BOOK**

It contains summaries of all cash transactions i.e. cash flow in the school. It talks about income and expenditure but in a summary form.

## **HONOUR CERTIFICATE**

Purchasing / procuring items for a school for which receipts were not issued an honour certificate should be filled / written, signed and stamped stating how much and where the items were bought. It is a form of receipt prepared by the school and used to cover purchases done in the open market where official receipts could not be obtained from the seller or supplier.

## **2. ACDEMIC RECORDS**

- a. Curriculum
- b. Syllabi/Syllabus
- c. School Based Assessment (SBA) or Continuous Assessment
- d. Teachers' Notebook
- e. Pupils/Students terminal report
- f. Time Table etc.

SBA includes; Class test, Project work, Group work, Individual exercises, etc.

## **3. ADMINISTRATIVE RECORDS**

- a. **LOG BOOK** – this book contains the history of the school. Particulars of all teachers both past and present of the school should be in the log book – name, qualification, date of birth, hometown, etc. it shows the dates for reopening and closing of the school. It indicates the number of students present at reopening as well as their sex e.g. School reopens today 03/09/16 with 10 teachers, 28 boys and 26 girls present.
- b. **ADMISSION REGISTER** – All students admitted into the school should have their names registered with admission numbers assigned to each student. It has columns for names of parents, last school attended, etc.

- c. **CLASS ATTENDANCE REGISTER** – This contains the names of students in class. It should be marked every school day to identify students are present/absent from the school.
- d. **STAFF RECORD BOOK** – This book contains the particulars of staff eg. Name, qualification, staff number, registered number, etc.
- e. **STAFF ATTENDANCE BOOK** – This is used to check the attendance of teachers. Teachers are to sign the attendance book when they go to school.
- f. **VISITOR’S BOOK**
- g. **PUNISHMENT BOOK**
- h. **FILES** – PTA, SMC, EXAM, REGIONAL OFFICE, METRO EDUCATION OFFICE, DISTRICT EDUCATION OFFICE, DISTRICT/MUNICIPAL/METRO ASSEMBLIES, NGO, TEACHERS

**34. WHAT ARE SCHOOL GATHERINGS? WHAT ARE THEIR BENEFITS/USEFULNESS TO THE STUDENTS?**

School gatherings refer to the school population/community coming together for a purpose.

**EVENTS/TYPES AND THEIR BENEFITS**

**1. SCHOOL WORSHIP**

- a. Relationship/cooperation
- b. Morality
- c. Virtues
- d. Character development
- e. Public speaking

**2. SCHOOL ASSEMBLY**

- a. Relationship
- b. Public speaking
- c. Announcement/information
- d. Competition – helps put pupils on their toes

**3. CLASSROOM**

- a. Teaching and learning
- b. Acquisition of knowledge
- c. Sharing of ideas
- d. Acquisition of skills
- e. Attitudes
- f. Morals
- g. Relationship
- h. Competition

**4. SPORTS**

- a. Relationship
- b. Good team spirit
- c. Discipline
- d. Respect for rules and regulations
- e. Acquisition of vocation and profession
- f. Become tolerant

**5. CULTURAL COMPETITION**

- a. Relationship
- b. Competition
- c. Drama (role play)
- d. Profession
- e. Tolerance
- f. Societal norms

**6. DINING HALL**

- a. Relationship
- b. Etiquette (table) manners
- c. Sharing
- d. Public speaking (announcement)
- e. Socialization

**7. CLUBS AND SOCIETAL MEETINGS**

- a. Sharing ideas
- b. Improvement upon ones faith
- c. Knowledge
- d. Cooperation
- e. Competition (debate)

**8. SCHOOL CLUBS AND DURBARS**

- a. Complains – talk about events you are pleased with
- b. Brainstorming
- c. Solving problems
- d. Critique
- e. Analysis
- f. Synthesis

**35. WHAT ARE THE CHARACTERISTICS OF A PROFESSION?**

- a. Going through a long period of education and training
- b. Committed to render services
- c. Concern more with providing dedicated services rather than monetary or financial consideration
- d. The practice of the profession is guided by ethics

- e. Licensed before being permitted to practice
- f. Regulated by a professional body

**36. DO YOU CONSIDER TEACHING AS A PROFESSION?**

Yes, teaching is a profession because of the following reasons;

- a. It is guided by ethics
- b. Teachers are committed to render services
- c. Teachers go through a long period of education and training
- d. Teachers are more interested in providing services rather than making money
- e. Teachers are regulated by a professional body
- f. Teachers are issued with licensed i.e. registered numbers are issued to teachers to practice as teachers

**37. DIFFERENTIATE BETWEEN EDUCATIONAL PROGRAMME AND EDUCATIONAL PROCESS.**

Educational programme refers to all the planned activities that the students go through in school i.e. the curriculum. It is what schools teach students and educational process refers to the interaction between teachers and students through teaching and learning.

**38. WHAT ARE THE FACTORS AFFECTING TEACHING AND LEARNING IN PRE-TERTIARY INSTITUTION?**

- a. Physical infrastructure e.g. furniture
- b. TLMs e.g. textbooks
- c. Teaching itself e.g. commitment
- d. Poor management of schools
- e. Intelligence of the pupils
- f. Parental support

**39. EXPLAIN THE FOLLOWING TERMS AS USED IN TESTING**

1. **STANDARDIZATION:** Consistency of the conditions and procedures (regulations) for administering a test. i.e. the conditions should be the same. e.g. at the SHS level, true or false questions should be avoided.
2. **RELIABILITY:** Consistency of responses of a test. If the same test is repeated under the same conditions, the responses should be the same or similar for each individual.
3. **VALIDITY:** the degree to which the test measures what it is intended to measure. i.e. the test or the measuring instrument measures what it is intended to measure.

**40. WHAT MEASURES WILL YOU PUT IN PLACE AS A TEACHER TO HELP YOUR STUDENTS TO DEVELOP INTEREST IN YOUR SUBJECT(S)?**

1. Teaching should be child centred
2. Use catchy introduction relevant to the assumed previous knowledge
3. Use of teaching learning materials, realia, syllabus, textbooks
4. Group work/task- it encourages students involvement in learning. It is important because the slower /weaker students learn from the brilliant ones
5. Use suitable variety of teaching methods e.g. at least three methods
6. Offer praises to motivate students to get involved in the lesson e.g. well done, clapping, giving small gifts, etc.
7. Give exercises and mark them promptly
8. Give homework / project work for students to do research
9. Fill the School Based Assessment (SBA) record and report cards on time
10. Use inductive and deductive methods of teaching

**41. SHOW HOW THE CONSCIENCE OF A PERSON MAY BE DEVELOPED**

The child is not born with conscience but the child is equipped with the ability to form conscience. Conscience is formed learning and experiences. In learning, the wrong things are punished and corrected and praises are given for doing the right things. By going through this the child forms conscience. Conscience formation begins from age 5 and above.

**42. WHAT IS CONSCIENCE?**

Conscience is the internal authority that regulates and governs the behavior of a person. This is done through internalizing the norms of society.

**43. MENTION ANY TWO POLICIES THAT AFFECT YOUR CONDITIONS OF SERVICE**

- a. Study leave with pay policy
- b. Maternity leave policy
- c. **Secondment policy** – this is where a teacher is given a second appointment outside the classroom with permission from GES. The teacher who is on secondment will be paid fully by GES and receive allowances from his /her second job/appointment e.g. Civil Defence Revolution (CDR), NCCE, etc.
- d. **Re-instatement policy** – this is where a teacher is charged with false accusation. During this period the teacher is not paid. Upon clearing him/her of all the charges, all his entitlements are fully paid to him/her and he/she is re-instated into the teaching profession.
- e. **Re-engagement policy** – breaking service on your own and coming back.

## **INCAPACITATION**

- First 6 months full salary is paid
- Next 6 months half of the person's salary is paid to him
- After this, the case is referred to the Medical Board. Upon the recommendations of the Medical Board a decision is taken by GES council.

### **44. WHICH TEACHER ORGANISATION DO YOU BELONG TO OR MENTION THE TEACHER ORGANISATION YOU ARE CONVERSANT WITH**

- a. **GNAT** – Ghana National Association of Teachers
- b. **NAGRAT** – National Association of Graduate Teachers
- c. **CCT** – Coalition of Concern Teachers

### **45. WHAT ROLE DO YOU EXPECT THE TEACHER ORGANISATION TO PLAY IN THE DEVELOPMENT OF EDUCATION**

- a. Seek better conditions of service for teachers
- b. Control behavior of teachers
- c. Organization of in-service training for teachers
- d. Full teachers participation in their activities

### **46. DO YOU THINK THERE SHOULD BE SHARING IN FINANCING EDUCATION?**

The cost of financing education in the country should be shared between the individual and the government (society/ state). Both the individual and the society benefit from the education of an individual and therefore the cost should be shared.

### **47. WHAT DETERMINES THE POLICIES OF THE MINISTRY OF EDUCATION?**

- a. the needs of the country
- b. visions of the government

### **48. WHAT DOES GES DO TO TEACHERS?**

- a. Payment of salary
- b. Infrastructure development
- c. Provision of TLMs
- d. Budget for education
- e. Monitoring of teachers
- f. Transfer of teachers
- g. Introduction of new syllabus
- h. Recruitment of teachers

**49. WHAT DETERMINES YOUR SALARY AS A TEACHER?**

- a. Work output
- b. Qualification
- c. Responsibility
- d. Cost of living

**50. WHEN WAS THE BEST TEACHERS' AWARD INTRODUCED?**

- ✓ 1995

**51. HOW CAN THE SUCCESS OF EDUCATIONAL POLICY BE MEASURED?**

- a. through examination results
- b. through the output of the product of the educational system (i.e. human resource)

**52. HOW CAN PARENTS KNOW THE PERFORMANCE OF THEIR CHILDREN (WARDS)?**

- a. through PTA meetings
- b. speech and prize giving days
- c. through terminal reports
- d. organizing school durbars

**53. WHAT ARE THE RIGHTS OF TEACHERS?**

- a. Right to develop himself/herself whiles in the service
- b. Right to apply for leave of absence such as study leave with pay, maternity leave, casual leave, etc.
- c. Right to belong to an organization that will champion the rights and interest of teachers
- d. Right to apply for promotion

**54. WHICH CATEGORIES OF THE ELECTION PETITION WERE UNANIMOUSLY DISMISSED IN THE SUPREME COURT RULING?**

- a. Duplicate serial numbers
- b. Duplicate polling station codes
- c. Unknown polling stations

**55. WHAT ARE THE CHARACTERISTICS OF AN EFFECTIVE TEACHER?**

- a. An effective teacher sees teaching as his/her sacred job
- b. Knowledgeable in the subject matter
- c. Should be discipline, supervisor and a mentor
- d. Dedicated to duty, kind and sympathetic to the students
- e. Must avoid lateness, drunkenness or alcoholism



- f. Should be regular and punctual to school and class
- g. Should serve as role model to students and colleagues
- h. Should be a team player who respects and cooperates with colleagues

**56. WHAT ARE THE ACADEMIC DUTIES OF A TEACHER?**

- a. Facilitator of learning as he interprets the curriculum
- b. Preparation of relevant TLMs and lesson notes
- c. Adoption of child-centred pedagogies
- d. Attend class promptly
- e. Sign the class attendance register before leaving class after teaching
- f. Sign the movement book when leaving the school premises during instructional hours
- g. Set questions and mark promptly and provide remedial instructions where necessary
- h. Values the feelings and views of individual students and help them identify their potentials

**57. WHAT ARE THE CHARACTERISTICS OF AN EFFECTIVE SCHOOL?**

An effective school;

- a. has competent leadership
- b. has capable teaching force
- c. has disciplined school community and an enabling environment
- d. has supervision and professional teacher support
- e. has availability, use and care of supplies and equipment
- f. has quality outcomes i.e. students results

**58. AS HEAD, WHEN ARE YOU PART OF YOUR STAFF AND AT THE SAME TIME APART OF THEM?**

As head, there is the need to blend the two. You are part of the staff when;

- a. You take decision at staff meetings
- b. Establish welfare scheme and credit union for staff motivation
- c. Give demonstration lessons
- d. Conduct insight
- e. Be present and support staff at school gatherings e.g. morning assembly, sports, culture, durbars, speech and prize giving days, etc.
- f. Facilitate the vision of the school by setting targets with teachers
- g. Attend weddings, funerals, etc. with staff

**As head you are apart of the staff in performing administrative functions such as;**

- a. Vetting of lesson notes and schemes of work of teachers
- b. Delegation of duties and formation of committees

- c. Financial management / control
- d. Custody of valued books e.g. cheques, receipt books, etc.
- e. Assessing teachers in the classroom
- f. Query teachers for misconduct against the ethics of the work
- g. Implement MOE/ GES policies on education e.g. main streaming of K.G
- h. Administrative duties of log book, admission register, response to audit queries, etc.

**59. WHY IS IT IMPORTANT FOR TEACHERS TO PROPERLY ASSESS THE PERFORMANCE OF PUPILS AND STUDENTS?**

- a. To ensure whether lessons taught have been understood
- b. To bring competition among students
- c. To identify weaker students and organize remedial teaching for them
- d. To know the strengths and weaknesses of the students
- e. To vary the methods of teaching (methodology)
- f. To provide professional guidance to parents and students
- g. To know how to group the students with mixed ability grouping for effective teaching and learning
- h. As documentary evidence for students and parents towards advising them
- i. To know the progress of students or pupils academically through exercises, homework, project work, test, etc.

**60. STATE THE DIFFERENCE BETWEEN HIGH COMMISSIONER AND AMBASSADOR**

The rank of an ambassador is the same as that of a high commissioner. The highest ranking official of a commonwealth country in another commonwealth country is known as a high commissioner while the highest ranking official of a commonwealth country to a non- commonwealth country is called an ambassador.

**61. DEFINE MATURATION.**

Maturation refers to the changes that occur naturally and spontaneously in humans and are genetically mediated. These changes are not affected by the environment except in cases of malnutrition and severe illness.

**62. WHAT IS A POLICY?**

Policy simply means the official position of what is to be done by using resources to solve a problem or to achieve an objective. A policy is also a principle or rule to guide decisions and achieve rational outcomes. A policy may also be explained as a set of plans designed to achieve a set of goals in an organization.

The term policy may apply to government, private sector organization, groups and individuals.

Policies are formulated when;

- a. There is an existing problem
- b. Officials take a stand/ position in respect of the problem
- c. Officials use the resources available to solve the problem

**Educational policy** – Is an official position which requires the use of resources to solve an educational problem to achieve an objective.

**63. HOW DOES GOVERNMENT FORMULATE POLICIES? HOW ARE POLICIES FORMULATED?**

- a. Policies are usually driven by demands that the people or citizenry make on the government
- b. The demands are converted into technically feasible implementable strategies by technocrats/ bureaucrats.
- c. Such policies are backed by law

**64. MENTION TWO EDUCATIONAL POLICIES AND SHOW THEIR EFFECT/IMPACT ON THE DEVELOPMENT OF EDUCATION IN GHANA.**

- a. fCUBE
- b. school feeding programme
- c. capitation grant
- d. Ghana Education Trust Fund (GETFund)
- e. Free school uniform policy
- f. Free textbooks policy
- g. Free exercise book policy
- h. Girl child education policy
- i. School under trees policy
- j. School going age policy
- k. Residential and academic user fee policy
- l. National Literacy Acceleration Programme (NALAP)
- m. One child one laptop policy

**School feeding programme**

- a. It increases enrolment of pupils
- b. It improves pupils nutrition
- c. Creation of job opportunities for the cooks and caterers
- d. Improves regularity and punctuality among pupils in school
- e. It lessens the financial burden of parents

### **Capitation grant**

- a. It reduces the financial burden of parents on their wards/pupils in school
- b. It increases/improves pupils enrolment
- c. It helps in organising in-service training for teachers

### **Girl child education**

- a. It has increased girl child enrolment in schools
- b. It has enhanced the status of women
- c. It has reduced the level of teenage pregnancy among girls. This is as a result of education

### **One child one laptop**

- a. Enhances the teaching and learning of ICT

### **Free school uniform policy**

- a. It reduces the financial burden of parents in providing school uniforms for their wards
- b. Increases pupils enrolment

### **Free textbooks policy**

- a. It reduces the financial burden of parents
- b. It improve effective teaching and learning through the provision of TLMs

### **GETFund**

- a. Provision of educational infrastructure at all levels of education in the country
- b. Provision of vehicles for schools
- c. Scholarships to Ghanaians either at home or abroad.

### **NALAP**

The child will be taught using the mother tongue and English language. The child will start from the mother tongues and as he/she progresses in his/her educational ladder the second language is introduced. The child can communicate very well in the second language if he/she can communicate effectively in the mother tongue. At class 3 is 50% against 50% for the mother tongue against the second language (English language). The distribution of minutes per lesson for the mother tongue as against the English language is as follows; KG1 – 80/10 (80 minutes against 10 minutes), KG2 – 70/20, P1- 60/30, P2- 50/40, P3- 45/45, P4 – 40/50, P5 – 30/60, P6 – 20/70

## **fCUBE (free Compulsory Universal Basic Education)**

This means that any form of education that is termed basic should be free. It must also be universal i.e. the content of education should be the same for all basic education pupils irrespective of where the school is located. If basic education must be completed free, then it should be compulsory for all. The fCUBE was a ten year programme which came about as a result of the fourth republican constitution of 1992. However, it started in 1995 and was to end in 2005. Because its purpose was not achieved in 2005, it was extended to 2015.

### **Purpose of fCUBE**

- a. It was introduced to strengthen the basic educational programme i.e. those that have already been introduced.
- b. Every Ghanaian child who is of school going age should be in school hence education should be free and compulsory.

## **65. IS BASIC EDUCATION FREE?**

It is free. Parents are only supplementing the efforts of the government. Pupils are provided with free textbooks, classroom accommodation, free supply of furniture, free tuition and levies. To top it all, there is the introduction of capitation grants to schools. The government is funding almost everything. The parents are providing only 3% to supplement government efforts. Though, not completely free because of the 3% of the total cost that is paid by parents, the government is working towards it to ensure that it becomes completely free. The compulsory aspect of it is not there because it is not completely free.

## **66. WHAT ARE THE MAIN OBJECTIVES/FOCUS AREAS OF FCUBE?**

The fCUBE has three main focus areas;

### **a. To improve quality of teaching and learning**

This involves mass training of teachers, organization of pre-service (training college) and in-service training workshops to improve teaching skills (pedagogy). Improvement in the morale of teachers for them to stay in the classroom in the country by improving the conditions of service of teachers. Improvement (review) of the curriculum to suit the demands of the society. To support teacher community relationship. If there is improvement in relationship, the teacher will have accommodation in the community, peace of mind to stay and teach.

### **b. Improving management efficiency**

There will be improvement in management so that they will be efficient in the day to day management of schools. The office staff (district/municipal/metro directors and other staff) were trained as well as heads of schools and institutions. The 4

frontline deputy directors were created and trained. Directors were appointed to man the districts, municipals and metros. Training workshops at all levels of management to ensure effective supervision. Discipline and accountability – No body is there for himself/ herself. Elimination of teacher absenteeism, lateness and misuse of instructional time. Go to school, stay and teach.

**c. Improving access and participation**

Access – the pupils will stay and learn. There should be classrooms, books and furniture for pupils to learn.

Participation – there should not be dropouts. i.e. whoever is enrolled should stay and complete basic education.

Expanding infrastructure, ensuring equity (fairness) in the distribution of teachers, textbooks and furniture. All the materials for enhancing teaching and learning should be readily available.

Enrolment and retention – the child should stay in the school and complete the basic education. i.e from primary to JHS level. No child should be dismissed for any reason.

**67. MINISTRY OF EDUCATION (MOE) AND GHANA EDUCATION SERVICE (GES)**

**Ministry of Education** formulates educational policies and programmes (eg. NALAP) to provide relevant education at all levels of education with emphasis on science and ICT to all Ghanaians. The ministry of education is headed by the minister of education who is of cabinet status.

**FUNCTIONS/ ROLES/ MANDATE OF MOE**

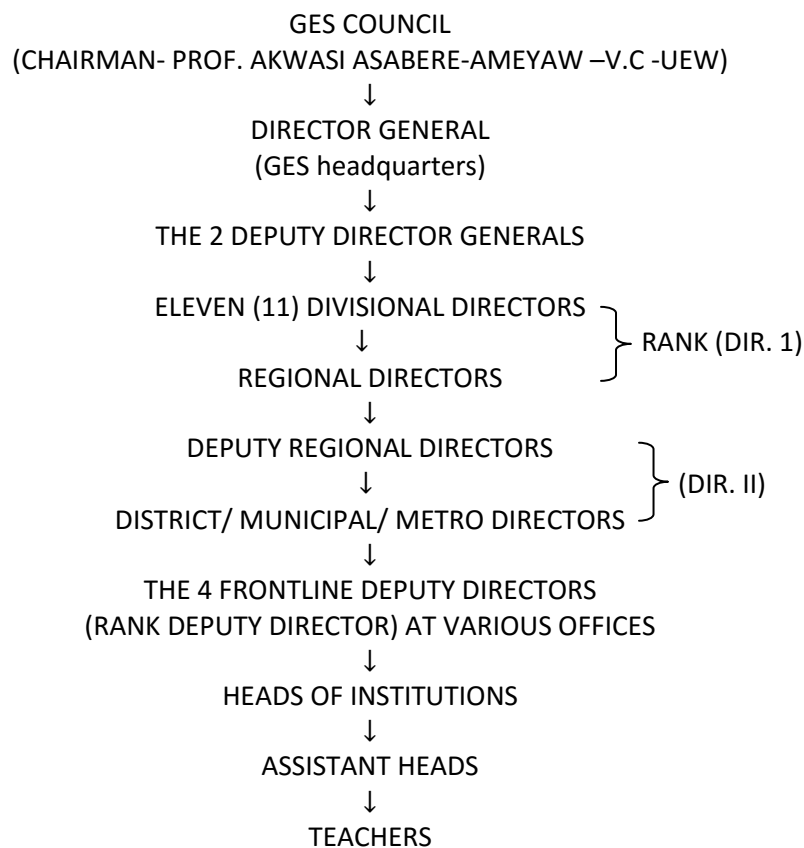
- a. Formulation of educational policies to provide relevant education at all levels of education
- b. MOE exercise oversight responsibility over its implementing agencies. The MOE can call any of its implementing agencies to answer questions whenever the need arises. The district/municipal/metro directors of education can be invited to answer questions relating to his/her district/municipal/metro. This is done to save a situation. That is, the minister can by pass all the necessary channels and request for situational report from heads of institutions - the ministry can also request for reports directly from the district and regional directors of education without relying on the director general for such reports.
- c. Monitoring and Supervision of implementing agencies under it like WAEC, Ghana Library Board, NSS, GES, National Archives, etc. Officials from MOE can come all the way from Accra to monitor and supervise the work of the Metro education office workers (Kumasi) i.e sending personnel round to monitor and supervise the work of the implementing agencies.

- d. Allocation of resources through the ministry's composite budget. The resources include both human and material resources. The budgets of the various implementing agencies of the MOE add up the ministry's composite budget which is sent to parliament for approval. Parliament approves the budget of the MOE which is a summary of all the budgets of the implementing agencies under the MOE.

## **GHANA EDUCATION SERVICE (GES)**

It was established by an Act of parliament Act 506 of 1995 – this is the Act that establishes the Ghana Education Service and the GES council.

### **ORGANOGRAM/HERRACHY/STRUCTURE OF GES**



### **FUNCTIONS/ ROLES/ MANDATE OF GES**

- Recruiting and posting of teachers to schools and colleges
- Monitoring and supervision of schools and colleges
- Provision of TLMs to schools and colleges
- Organizing in-service training programmes for teachers in schools and colleges
- Provision of infrastructure to schools and colleges in collaboration with District Assemblies e.g. dining hall, dormitories, etc.

- f. Registration of teachers through the teacher division i.e. issuing of registered numbers to teachers
- g. Building and construction of syllabi to be used in schools and colleges through the Curriculum Research and Development Division (CRDD)- i.e. designing of curriculum. (Curriculum refers to all the activities the school takes responsibility of).
- h. Implementing policies handed to them by the MOE.

**NB: If you are asked to distinguish between MOE and GES, talk about their functions.**

## **68. GES COUNCIL**

The GES council is the governing body of the GES. The GES Council was also established by an act of parliament (Act 506 of 1995). The council serves as a link between the MOE and the GES. It does not dictate to GES what they should do. It only acts as an advisory body. Membership of the council is appointed by the president of the Republic of Ghana in consultation with the council of state. Members hold office for a term of three (3) years and can be reappointed for a second term.

### **MEMBERSHIP / COMPOSITION OF THE GES COUNCIL**

- a. Chairperson with an extensive academic and administrative experience (Prof. Akwasi Asabere-Ameyaw – the former Vice-Chancellor, University of Education )
- b. One representative of the Public service commission not below the rank of director i.e. a director or above the rank of a director
- c. Two distinguished educationists one of whom shall be a woman (gender equality and girl child)
- d. Two eminent citizens, one of whom shall be a woman (people of high status and standing in society)
- e. One representative of the federation of Muslim council and Ahmaddiya mission
- f. One member of the national associations of teachers on rotational basis
- g. One member of TEWU (Teachers and Educational Workers Union)
- h. One representative of the proprietors / proprietresses of the private institutions association
- i. The chief director of the MOE
- j. The director general of GES
- k. One representative of the Christian group

### **FUNCTIONS / MANDATE OF GES COUNCIL**

1. The GES council organize promotions for teachers and other GES staff especially the ranks of PS through to the director general
2. Ensures the implementation of the functions of the GES – act as advisory body
3. Promotes collaboration between the MOE and the GES



4. Handles disputes and grievances referred to it. For example dismissal. The GES council takes the final decision as far as dismissal of teachers from the service is concerned
5. They appoint DEOC/MEOCs to assist the council in the discharge of their duties
6. Approves retirement from the service arising out of incapacitation. When it is established by a medical board that one cannot continue with active service, the person's retirement from the service as a result of incapacitation is approved by GES council.

#### **69. DIVISIONS AT THE GES HEADQUARTERS**

1. Primary education / basic education division –supervises K.G, primary and JHS level
2. Special education – oversees schools with special needs
3. Secondary education – supervises second cycle institutions
4. Teacher education division – manages colleges of education
5. Technical/Vocational education division – oversees technical/vocational institutions
6. Human Resource Management and Development (HRMD) – conducts recruitment, postings, promotions and staff development
7. Administration and finance – budgeting, payments, accounting, mails (letters)
8. Inspectorate and supervision – supervision and monitoring of schools
9. Curriculum Research and Development Division – in charge of syllabus, content and review of syllabus
10. Logistics and supplies – provide school equipments and materials
11. Planning, Research, Monitoring and data collection – conducts headcount and collects other information about teachers
12. Girl child education division – in charge of girl child education
13. Guidance and counseling division – ensure discipline in the service

#### **70. WHAT IS GOVERNANCE?**

The authority that is responsible for ensuring that policies / programmes are executed in accordance of law. Examples of governance body are;

- a. GES Council
- b. National Accreditation board
- c. National Council for tertiary education

#### **71. MANAGEMENT**

Authorities /bodies responsible for the day to day administration of educational institution e.g. GES, University council, polytechnic council,etc.

## **LEVELS OF MANAGEMENT WITHIN GES**

1. **School Level Management** – headed by the head teacher and his or her assistants
2. **District/Municipal/Metropolitan Level Management** – headed by D/M/M Director of education (**rank Dir.II**) and his/ her four(4) frontline deputy directors
3. **Regional Level Management** – headed by the Regional Director of education (**rank Dir.I**) and his/her deputy
4. **National Level Management** – headed by the Director General and his/her two deputy Director Generals as well as the eleven (11) Divisional directors (**rank Dir.I**)

## **72. WHAT ARE THE GENERAL CONCERNS OF MANAGEMENT? WHAT ARE THE CONCERNS OF MANAGEMENT?**

1. **Achieving set vision, targets and goals** - Every meaningful and well to do organization has broader vision which can be achieved through the set targets/goals/objectives of the organization. These set goals can also be achieved through a set of principles which form the mission statement of the organization (mission – principle that you want to hold on to). The **GOALS** are the paths to get to the broader vision. **VISION** is the long term objectives of an organization. What the organization hopes to achieve in the long term / future.

**OBJECTIVES/TARGETS/GOALS** – what the organization hopes to achieve in the short term (an immediate achievable objectives) which help to achieve the long term goals. Example;

Vision – well educated and productive young men and women in the society.

Target – teachers and students should be disciplined, punctual and regular to school and class. Teachers should be morally upright.

Principle – child centred approach to learning, cordial teacher student environment, teachers and students should be well motivated.

2. **Disciplining your staff** – There should be an existence of a code of conduct to regulate the staff. Staff should be made aware of the code and conduct and should be made available to the staff. There should be disciplinary committees at the D/M/M level as well as the school level. With staff discipline;
  - a. First offence – sit the staff down and caution him/her
  - b. Second offence – caution
  - c. Third offence – issue query and start building dossier on him/her (log the offence in the log book). He/she can be asked to copy the query to the circuit supervisor at the D/M/M office.
3. **Staff output/Result** – getting the best out of your staff. To get the best out of your staff, you need to issue appointment letters to staff members stating clearly their job description. INSET should be organized for staff at regular intervals. Organization of orientation course for new members of staff. Motivating staff to give off their best.

4. **Ensuring judicious use of resources** – giving equitable distribution of resources. Resources must be used for the purposes of acquiring such resources eg. Money acquired for procurement of computers cannot be diverted towards the purchase of school jersey (**misapplication**) unless in the cases of **virement**. All monies spent should be within the school's budget eg. the use of school vehicles can be controlled through the use of vehicle mileage log book.  
**NB: virement** is an authorized misapplication ie. spending on an unbudgeted project upon approval by the Director General.
5. **Staff welfare** – there should be staff welfare to assist staff members in times of need. The welfare of staff should be at the heart of management ie. staff welfare should be the concern of management. Welfare groups in GES include GNAT, NAGRAT, CCT, etc.

### **GHANA'S OIL REVENUE**

#### **73. WHICH EXPENDITURE STRUCTURE HAS GHANA ADOPTED TO SPEND HER OIL REVENUE? WHAT ARE THE PERCENTAGE SPENDING OF GHANA'S OIL REVENUE?**

##### **ANSWER**

**70% budgetary support** - This percentage is to support annual budget allocations eg. payment of salaries, government statutory payments, education, genuine judgment debt payments, dues to regional and sub-regional organisations like ECOWAS, AU, etc.

**21% stabilization fund** – the oil can be depleted since it is not a renewable resource. As a result of this, there should be an investment fund on which the economy of Ghana will rely on when the oil resource gets depleted or exhausted. The 21% of the oil revenue goes into such investments

**9% heritage fund** – A generational fund for Ghanaians yet to be born in order for them to enjoy the benefits of our oil resources even if the resources become exhausted. This fund will also finance heritage projects like sports stadia.

#### **74. WHAT ARE THE FEATURES OF DEVELOPED COUNTRIES?**

- a. High literacy rate
- b. Stabilized economy- high growth rate(GDP) and low inflation (stable prices)
- c. High per capita income
- d. Political stability
- e. Full employment
- f. Low inflation
- g. Well-developed socio-economic infrastructure
- h. Industrialized economy

## **75. EDUCATIONAL REFORMS**

When a question is asked on educational reforms, break the discussion into two; **structure** and **content**.

### **STRUCTURE**

1987 educational reforms

Talk about the structure of education before 1987 and the changes as a result of the 1987 educational reforms. Before the 1987 educational reforms, pre-tertiary education was 17 years ie. 6 years of primary education, 4 years of middle school education, 5 years of secondary education and 2 years of advance secondary education ie. 6 : 4 : 5 : 2.

With the introduction of 1987 reforms, the pre-tertiary education was reduced from 17 years to 12 years ie. 6 years of primary education, 3 years of junior secondary education (JSS) and 3 years of secondary education. (ie. 6 : 3 : 3).

### **CONTENT (SUBJECT MATTER TAUGHT)**

Before the 1987 reforms, the argument was that the system of education that we have in our country was only for white colour jobs. This led to the 1987 reforms. The 1987 reforms brought about the introduction of technical and vocational subjects. The teaching of science was strengthened and continuous assessment was introduced now known as school based assessment. Guidance and counseling was also introduced in our schools.

The introduction of technical and vocational education in the 1987 educational reform had some challenges:

- a. There were no materials to handle the subjects
- b. There were not enough teachers to handle the subjects
- c. Resource personnel were not available
- d. There were not enough structures and in some places there were no structures at all
- e. Schools were to make use of artisans in their communities but at whose cost/expense was not indicated.

### **2008 EDUCATIONAL REFORMS (ACT 778 of 2008)**

#### **STRUCTURE**

Before the 2008 reforms, there was the 1987 reforms which reduced the 17 years of pre-tertiary education (6 : 4 : 5 : 2) to 12 years (6 : 3 : 3). With the 2008 reforms, the 12 years of pre-tertiary education as a result of of the 1987 reforms was increased to 15 years with kindergarten becoming part of the main stream education ie. 2 years of kindergarten education, 6 years of primary education, 3 years of junior secondary education and 4 years of secondary education (2 : 6 : 3 : 4)

#### **CONTENT**

Introduction of ICT, creative art and environmental studies changed to natural science at the lower primary. Introduction of I.C.T and French at the upper primary with integrated science replacing science. The reforms brought about the change of names- JSS now JHS and SSS now SHS-4 years. At the JHS level, I.C.T, French and integrated science (replaces science and Agric.) have been introduced and Basic

Design and Technology (BDT) replaces Pre-technical skills, catering and visual arts. At the SHS level, the four (4) core subjects increased to six (6) with I.C.T and French (optional) added. The 2008 reforms advocates for inclusive education where physically challenged and students with impairments join their colleagues in the normal school to learn together in the same classroom with special adaptations made for them (resource room to assist them).

### **CHALLENGES**

- a. Resources to expand kindergarten
- b. Infrastructure eg kg
- c. Training of more kg teachers
- d. Review of syllabi/syllabuses for all levels
- e. Development of textbooks
- f. Increased accommodation for SHS students due to the 4 year duration
- g. Over stressed / pressure on existing facilities eg. toilet, library, dining halls, laboratories, dormitories, etc.

### **76. SPIP – School Performance Improvement Plan**

It is the budget for the school. It states how the capitation grant will be spent. The capitation grant started with GHC 3.00 a year per pupil and it is now GHC 4.50 a year per child.

### **77. GES COUNCIL VERSES NATIONAL TEACHING COUNCIL**

#### **GES council**

**GES Act 506 of 1995** instituted the GES council which is concerned with the registration of teachers. The GES council brought about the structure of GES. According to the GES council, supervision and monitoring of schools should be done by circuit supervisors who work under the inspectorate division of GES. The GES council is responsible for issuing registered numbers to teachers.

#### **National teaching council**

**New education Act 778 of 2008** establishes the national teaching council. According to this Act, the District/M/M education office is a department of D/M/M Assembly. It establishes the national inspectorate board which is responsible for inspection of schools to ensure effective teaching and learning. The supervisors are to visit the schools at least once in a year.

### **78. MENTION TWO (2) LAWS /ACTS THAT DIRECTLY AFFECT EDUCATION.**

#### **ANSWER**

- a. **GES Act 506 of 1995**
- b. **Education Act 778 of 2008**

Other laws relevant to the operation of MOE/GES are

- c. **Public Procurement Act of 2003 (Act 663).** This was established to ensure that public finances and resources are judiciously used. With this, a procurement committee is to be set up at all sectors to allow for people to tender application for projects. This is to ensure that public procurement is performed in a firm and fair manner. It is to harmonize public procurement in GES.
- d. **Fair wages and Salaries Commission Act of 2007 (Act 737).** This is the Act to oversee to the implementation of the Single Spine Salary Structure. It is to ensure that workers with equal work and qualification get equal pay/salary.
- e. **National Pension Act of 2008 (Act 766).** It is in this Act that we have the first (1<sup>st</sup>), second (2<sup>nd</sup>) and third (3<sup>rd</sup>) tier.

**79. MENTION FIVE (5) SPECIFIC GOVERNMENT POLICIES ON EDUCATION AND COMMENT ON THEIR CHALLENGES AND THEIR IMPLEMENTATION / SOME CHALLENGES IN GES WITH THE DEVELOPMENT OF GOVERNMENT POLICIES**

- a. **KINDERGARTEN** – main streaming and school going age now at 4 years. 2008 educational reforms integrated kindergarten into the primary school education.

**CHALLENGES**

- a. Inadequate infrastructure ie. the government did not plan of putting up infrastructure, furniture, etc before introducing the policy
- b. Inadequate qualified K.G teachers/ trained teachers
- c. Inadequate resource materials such as TLMs and text books
- d. Inadequate syllabuses (syllabi)
- e. Fear of teacher as a result of their age (age 4)
- f. Fear as a result of change of environment
- g. Language barrier
- h. child soiling themselves

**POSITIVE**

- a. Time for the child to learn concepts eg. language, numeracy, rules, etc
- b. Physical development of the child
- c. Moral development
- d. Socialization
- e. Tolerance

**b. SSS/ SHS**

**SHS – 3YEARS TO 4YEARS AND NOW 3 YEARS**

**CHALLENGES – 4 YEARS**

- a. Inadequate infrastructure eg. stress on existing facilities
- b. Increased cost of education
- c. Increased work load of teachers
- d. More teachers were posted to SHS

**POSITIVE**

- a. More time to cover syllabuses or syllabi
- b. Good WASSCE results
- c. Enough time for students to learn – no rush on the syllabus
- d. No stress for teachers
- e. No remedial classes ie. cost effective
- f. Physical and mental maturity
- g. Reduction of risks as a result of less remedial classes
- h. More infrastructure for schools

**CHALLENGES – 3 YEARS**

- a. Non completion of syllabi and brush on syllabi
- b. Risk as a result of remedial
- c. Increase financial burden of parents as a result of remedials
- d. Inadequate (no systematic) preparation for students
- e. Not cost effective
- f. Students do not develop both physical and mental maturity
- g. Poor WASSCE results

**POSITIVE**

- a. Reduced financial burden of parents and government as a result of the reduction in the number of years from 4 years to 3 years
- b. Early employment of brilliant students who can work for many years before retiring
- c. Reduced stress on existing facilities 3 years SSS changed to 4 years and now 3 years again.

**c. fCUBE**

- d. **girl child education** – this is to ensure gender parity; institution of girl child coordinators at all levels of education (school, district/municipal, regional and national)
- e. **School feeding**
- f. **Capitation grants:** capitation grant has replaced impress. This was introduced to replace all other levies at the basic school. It is paid to schools based on the number of enrolment

**80. WHAT ARE THE FACTORS AFFECTING TEACHING AND LEARNING?**

- a. Poor teaching and learning
- b. Inadequate infrastructure
- c. Inadequate TLMs
- d. Poor management from the Director General to the grassroots
- e. Intelligence and willingness to learn by pupils
- f. Parental support

**81. WHAT ARE THE MAIN CONCERNS OF A MANAGER/LEADER/MMD DIRECTORS OF EDUCATION?**

- a. Judicious use of resources
- b. Ensuring increase output of workers through supervision and monitoring, checking attendance (time book, attendance book for staff)
- c. Welfare of workers should be his/her concern
- d. Achieving targets; set targets/objectives and work towards achieving the set objectives

**82. WHAT ARE THE FACTORS TO BE CONSIDERED WHEN SETTING TARGETS?**

- a. Heads should ensure that necessary logistics have been provided
- b. Baseline data on Pupil Teacher Relationship (PTR), level of community participation, pupils reading at grade level before targets, etc. (class six pupils should handle class six books very well at that stage)
- c. Set targets separately with each teacher and should not be too many. It should be between 3 to 5
- d. Teachers experience /qualification should be taken into consideration/account ie. old and new should not have the same targets
- e. Job targets should be set with the cooperation of teachers and should be SMART (Specific, Measurable, Achievable, Realistic and Time bound)
- f. Teachers should be re-appraised after specific time/period.



**83. DISTINGUISH BETWEEN THE ROLES OF MOE AND GES.**

<b>MINISTRY OF EDUCATION</b>	<b>GHANA EDUCATION SERVICE</b>
Formulates educational policies	Implement educational policies
Allocates resources to various sectors eg. GES, WAEC, Ghana Library Board	Design curriculum
Exercise oversight responsibility over its implementing agencies	Recruit, promote and discipline teachers
Monitoring and evaluation of implementing agencies	Supervision and monitoring of teachers
Allocation of resources through the ministry's composite budget	Provision of infrastructure
	Encourages or ensures community participation through P.T.A, SMC, etc.
	Provision of TLMs
	Organizing in-service training programmes for teachers

**84. IS HUMANBEING A MASTER OF HIS FATE?**

**YES** – Whatever a person wants to become in future is determined by the individual himself/herself. If one wants to become a teacher, then after SHS the person will apply for admission into college of education to be trained as a teacher.

**85. WHAT IS MORE IMPORTANT INFLUENCE ON HUMAN BEHAVIOR; GENETIC (HEREDITY) OR ENVIRONMENT ie. NATURE OR NURTURE?**

Both are equally important. The intelligence that an individual inherited can be developed depending on the environment that he/she finds himself/herself. If someone very good academically find himself/herself in an environment where the inhabitants do not value education, his/her brilliance will not take him/her anywhere as long as he continues to live in that environment.

**86. WHAT FACTORS AFFECT PERSONALITY OF AN INDIVIDUAL?**

Personality – enduring a unique cluster of characteristics ie. they may change in different situations. Factors

- a. Gender
- b. Ethnicity of an individual – some tribes look down upon others
- c. Cultural background
- d. Parental influence especial during childhood

- e. Education
- f. Social influence

### **DEVELOPMENT OF EDUCATION IN GHANA**

#### **87. GIVE US A BRIEF HISTORY OF EDUCATION IN GHANA**

- a. Traders/merchants started schools in the castles (these schools were called castle schools) to train interpreters to facilitate trade with the natives.
- b. The missionaries such as the Basel mission, Wesleyan, Catholic joined and trained Catechists to propagate the gospel.
- c. The content of education was the 3-Rs ; Reading, Writing and Arithmetic with religion
- d. Education was bookish to train clerks, interpreters and administrators
- e. The education Act of 1961 – the government built more schools called GET schools (GET – Ghana Education Trust Schools)
- f. The Dzobo committee’s report of 1973 proposed the new structure and content of education in 1974.
- g. The commission’s report on basic and secondary education of 1987 reforms, vocationalized education ie. introduces technical and vocational education
- h. In 1996, there was the free Compulsory Universal Basic Education (fCUBE) which addressed three (3) focal areas;
  - ✓ Quality teaching and learning
  - ✓ Access and participation
  - ✓ Efficiency in management
- i. The Ghana Education Trust fund (GETfund) Act of 2000 to give boost to funding of education (establishment of model SHS in all the ten regions)
- j. Education Strategic Plan (ESP) – 3003-2015 – Every country must have a plan for its education. ESP talks about the main objectives of education in a country. ESP for Ghana is to provide holistic and quality type of education for all Ghanaian children so as to make them more efficient towards the country’s development. At the district level, we have DESP, MESP at the municipal/metro level and at the national level, ESP.
- k. 2008 educational reforms – structure -2 year kindergarten (KG), 6 year primary education, 3 year JHS education, 4 year SHS education plus tertiary education (universities, polytechnics and colleges of education). There is partnership between the state, the churches and individuals- private schools including Faith Based Universities.

#### **88. WHAT IS PERFORMANCE APPRAISAL?**

Evaluating or assessing the performance level of workers (personnel) in GES within set targets or standards.

## **89. WHAT ARE THE PURPOSES OF PERFORMANCE APPRAISAL?**

- a. It improves employee performance
- b. It motivates employees
- c. It provides information for administrative decision eg. promotions, confirmations, transfers, discipline and redundancy
- d. It justifies rewards for performance. It paves way for giving rewards
- e. It enhances organizational / institutional performance
- f. It differentiates assignments ie. work assigned to teachers
- g. It identifies training and professional development needs of teachers

## **90. WHAT ARE THE TYPES OF CONFERENCING AND METHODS OF APPRAISAL?**

### **CONFERENCES**

- a. **Initial conference** – to establish targets (within 3 -5)
- b. **Assessment conference** – to assess progress being made in achieving standards (targets)
- c. **Validation conference** – at the end of the year or cycle to evaluate if targets have or have not been achieved

### **METHODS OF APPRAISAL**

- a. **Classroom observation** – observe the teacher's teaching
- b. **Peer review** – teachers (colleagues) criticizing and appraising colleagues after he/she has finished teaching
- c. **Self-appraisal** – after peer review, the teacher should appraise him/herself individually
- d. **Reports by superior** – the head appraising the teacher and writing his/her report about the teacher as to whether the teacher's work is satisfactory or not

## **91. POWERS OF A HEAD**

The head of a school has three (3) sources of power to enable him/her get things done. The sources of power are;

### **LEGITIMATE POWER**

This is the power conferred on the head by virtue of his/her to the appointment. Once he/she is given the position/rank his/her subordinates unquestionably accept him/her administrative authority. His/her power is also recognized by the appointing authority. The school usually sanctions this form of power with titles such as principal, vice principal, headmaster/mistress

### **COERCIVE POWER**

This takes the form of threatening to punish a subordinate by withholding some of his/her privileges and other entitlements. This power when exercised ensures quick compliance of directives for immediate solution to certain problems. Coercive power can influence a subordinate to be submissive to his/her superior officer (head).

### **REWARD POWER**

This is the ability of the head to give his subordinate(s) the things they want – motivation, to stimulate them to perform effectively to achieve the goals of the school (organization) eg. assigning bungalows, giving them positions such as form master/mistress, house master/mistress, etc.

## **92. GLOBALIZATION**

Globalization (ICT) is the process of bringing together all countries of the world to look like a small community where news or events quickly gets to the members of the community. This process is referred to as the world becoming a global village. The process is made possible through I.C.T

### **AREAS WHERE ICT IS USED/APPLIED**

- a. Broadcasting – sending news around the world
- b. Transmission – transmitting TV pictures around the world
- c. Internet – promoting distance learning and acquisition of knowledge
- d. Aeroplanes – facilitating travels around the world (globe) for business transactions
- e. Fax – sending printed materials around the globe in a matter of seconds
- f. Telephones/mobile phones – communicating directly and instantly with people around the globe.

### **POSITIVE EFFECTS OF ICT**

- a. It promotes international trade
- b. Acquisition of knowledge on various subjects from the internet
- c. It promotes distance learning
- d. Fast and convenient travels
- e. It promotes cultural exchanges
- f. Tracking down information through the use of internet
- g. Sending e-mails through the internet
- h. E-banking

### **NEGATIVE EFFECTS OF ICT**

- a. Cultural adulteration – adopting the culture of other people both negative and positive through films, T.V shows, pictures and magazines

- b. Promotes armed robbery – through mobile phones, robbers are able to network and plan for robbery. People also learn ways of disguising themselves for robbery through films
- c. Immorality – promotion of pornographic pictures, songs and films (movies)
- d. Defamation – peddling false information on opponent or institutions by editing
- e. Terrorism – violent attacks on neighbours eg. 11<sup>th</sup> September 2001 attack on the world trade centre in the USA
- f. Cyber fraud – fraudsters create website to dupe businessmen
- g. Computer viruses – written programmes that damage computer memories
- h. Increase examination malpractices – it is easier to text answers to examination questions to other people before the start of the exam

### **HOW TO REDUCE / CONTROL THE NEGATIVE EFFECTS OF ICT**

- a. Use antivirus for computers
- b. Close supervision
- c. Block sensors on bad websites
- d. Check background of companies before transacting business on the net
- e. Do not keep huge amount of money on you when travelling

### **93. PUBLIC PROCUREMENT ACT OF 2003 (ACT 663)**

This Act seeks to harmonize the process of public procurement in the public service to secure a judicious, economic and efficient use of state resources. This is to ensure that public procurement is carried out in fair, transparent and non-discriminatory manner.

#### **COMPOSITION/ STRUCTURE/ MEMBERSHIP**

Procurement committee is composed of persons competent and experienced in public procurement. The president appoints the members in consultation with the council of state.

- a. **Public sector** – 4 persons of whom one is a representative of the attorney general
- b. **Private sector** – 3 person

#### **The Act 663 of 2003 establishes the following procurement rules (guidelines);**

- a. Qualification of tenders
- b. Pre-qualification proceedings i.e. exhibits of hi/her works
- c. Decision on pre-qualification
- d. Rejection of tenders, proposals and quotas. Application/ tender can be rejected based on proposals and quotas
- e. Description of goods, works or services – describe some of your works
- f. Methods of procurement

- g. Methods and procedures to procure consultants – the methods and procedures to use in hiring consultants to give technical advice should be clearly stated
- h. Review of decisions by a procurement entity
- i. Instructions and guidelines for disposal of unserviceable stores (surpluses) i.e. how do you get rid of surpluses (unserviceable stores)
- j. Offences, resisting to procurement – things that go against procurement
- k. Entity tender committees eg. colleges or school tender committees i.e. those who assist in awarding the contracts.

#### **94. MILLENNIUM DEVELOPMENT GOALS (MDGs)**

The MDGs are international development agenda or plan emerged from the major conferences organized by UN since 1990 based on the following parameters;

- 1. Environment
- 2. Population
- 3. Development level (human resource)
- 4. Women's rights
- 5. Housing
- 6. Social progress (infrastructure)
- 7. Consultation with international agencies such as IMF, world bank, organization for economic cooperation and development (OECD)

In the year 2000, the general assembly of UN met and resolved to address top challenges facing humanity. Members therefore committed themselves to achieving the following goals:

- 1. To eradicate extreme poverty and hunger by the year 2015
- 2. To achieve universal primary education by 2015
- 3. To promote gender equity and empowering women (eliminate gender disparity)
- 4. Reduce child mortality by two-thirds (2/3) by 2015
- 5. To improve maternal health (3/4) by 2015
- 6. To combat HIV/AIDS, malaria, etc. and other deadly diseases by 2015
- 7. To ensure environmental sustainability (develop programmes and policies to reverse loss of environmental resources)
- 8. To develop a global partnership for development through;
  - a. Accessing debt relief
  - b. Tackle unemployment rate of 15 to 24 years old
  - c. Access new technology (ICT) all through development of multilateral and non-discriminatory financial system

## **95. MILLENNIUM DEVELOPMENT ACCOUNT (MDA)**

Ghana is among some few African countries, notably Burkina Faso and Namibia selected by US government in 2006 for a grant of \$547 million to support growth and poverty reduction as a result (in lieu) of good governance. Ghana was granted this facility under President George Bush Jnr's administration. Ghana signed the loan package with United States Millennium Challenge Accountant (USMCA) in respect of achieving the millennium development goals (MDGs)

### **PECULIAR ISSUES ABOUT THE LOAN**

Unlike other traditional assistance, programmes/facilities where donor countries or agencies proposed how the fund should be used, beneficiary countries selected from the Millennium Challenge Account proposed their own programmes to receive funding. Beneficiary countries take ownership and responsibility for funds provided by the Millennium Challenge Corporation of USA.

### **FOCUS**

With this loan package, Ghana focused on agriculture, transportation and rural social services (schools and health facilities)

### **AREAS OF OPERATION**

Ghana selected 28 districts throughout the country to benefit from the account eg. the Afram Plains district where agriculture is being developed.

## **96. NAME FOUR CULTURAL PRACTICES THAT HARM WOMEN AND HINDER THEIR DEVELOPMENT IN THE COUNTRY.**

### **CULTURAL PRACTICES**

- a. Widowhood rites
- b. Female genital mutilation
- c. Ritual murders (human sacrifice)
- d. Troksi system (vestal virgin)
- e. Belief in witch craft (Gambaga witch craft camp)
- f. Facial or tribal marks
- g. Child betrothal (force marriage)

### **HINDRANCES OF THESE PRACTICES**

- a. Loss of lives (deaths)
- b. Health hazards eg. bleeding, infections, etc
- c. Psychological effects – culture, humiliation
- d. Infertility or difficulty in child birth
- e. Loss of job by surviving spouse eg. widowhood rites – sometimes they are kept indoors for days which will lead to loss of job
- f. Loss of sexual sensitivity
- g. Lead to human right abuses eg. troksi

**97. IF A PARENT COMES TO YOU FUMING AND COMPLAINING OF A TEACHER HARASSING HER DAUGHTER/ SEIZING PROVISIONS OF HIS/HER WARD, WHAT WILL YOU DO AS A HEAD?**

- a. Thank the parent for taking the bold decision in reporting the case to you
- b. Calm his/her nerves down and take his/her contact numbers
- c. Assure him/her of your intention to investigate to the bottom of the matter and take necessary action
- d. Call on an inquiry team to investigate the matter
- e. Based on credible reports refer to the district/municipal disciplinary committee
- f. Invoke appropriate sanctions to serve as deterrent to others
- g. Report back to the parent

**98. WHAT MEASURES WILL YOU PUT IN PLACE TO ENRICH THE CURRICULUM?**

**DEFINITION**

**Curriculum** – is a systematic plan of activities that guide teaching and learning in an educational institution.

**SOURCES**

Sources of curriculum include syllabus, textbooks, TLMs, documents on professional development of teachers, assessment of teaching and learning (SBA reports)

Ways of enriching the curriculum

- a. Provision of syllabuses, textbooks, TLMs, tools and equipments to assist teachers performance
- b. Provision of time table for teachers and use of master time table by the head to ensure that teachers comply with the time table to teach
- c. The need to adjust the time table to meet the needs of students and teachers eg. from 8:30 am to 2:30 pm or extend it due to circumstances such as market days which will disrupt morning classes
- d. Provision of SBA records for teachers to give exercises, test and record them
- e. Time book to check punctuality and regularity of teachers so that they can stay in school and teach their lessons
- f. Teachers attendance book to be with class secretary for teachers to sign to indicate that they comply with the time table
- g. Sample class exercise, test given, marked and marks recorded in the SBA files or reports
- h. Organize in-service training and workshops for teachers to upgrade their knowledge
- i. Have co-curricular activities outside the time table eg. gardening, agriculture, practical works, sports and games, culture and clubs or society meetings to enrich both academic and moral activities outside the classroom.



## 99. WHAT ARE SOME THE PROBLEMS OR ISSUES CONFRONTING HEADS OF SCHOOLS?

Some of the problems which militate against heads efforts to ensure effective teaching and learning include:

- a. Absenteeism amongst both teachers and students
- b. Lateness to school on the part of both teachers and students
- c. Inadequate supply of TLMs by GES
- d. Inadequate qualified teachers to handle certain technical and vocational subjects
- e. Lack of accommodation for newly posted teachers
- f. Over enrolment in the urban centres where classes tend to be very large eg. Prempeh College Basic B
- g. Under enrolment (eg. Asem KG – ten (10) pupils). In the rural areas it is difficult to get full complement of classes
- h. Drunkenness on the part of teachers
- i. Teachers failure to submit teaching notes at the right time for vetting
- j. Teachers failure to set adequate class exercises and mark them
- k. Failure on the part of teachers to adequately work on the SBA with the seriousness it deserves.
- l. Encroachment of school lands
- m. Embezzlement of school funds on the part of some heads and teachers

## 100. GRIEVANCES AND DISPUTES

A **grievance** is a feeling of an unfair treatment denying somebody or someone a legitimate right. It can affect teaching and learning negatively. The person who is being treated unfairly may choose not to go to school on time or be truant and not to take instructions from the head.

A **dispute** refers to disagreement over issues on personal interest between two (2) or more people.

These two issues (grievances and disputes) are bound to happen in any human institution.

### SOURCES OF GRIEVANCES AND DISPUTES

- a. Ill motivated transfer – in Kumasi, for a teacher to be transferred from one school to another, the teacher might have spent at least 6 years in his/her current school. If for any reason, a teacher is transferred from his/her present school (irrespective of the distance between his residence and the new school), the teacher will be aggrieved because due process was not followed.
- b. Unfair allocation of teaching periods on the time table ie. when a teacher is overtasked / overburdened with periods
- c. Unfair classification – having a class in all the levels
- d. Discrimination in the selection of staff for awards eg. best teacher awards in the school

- e. Discrimination in the selection of schedule heads of units eg. HODs and housemasters. Some heads of institutions take some masters/teachers as their pets and give them positions even if they are not due.
- f. Unfair administration of sanctions/punishment – bias in determination of cases
- g. Discrimination in the allocation of housing facility – giving bungalows to favourites and non-deserving teachers at the expense of those who qualify
- h. Bias in officiating of games
- i. Clash over a lady staff/ a male staff/ student eg. both the head and a male staff interested in a lady staff/ a lady who is non-staff

Complains and grievances in a written form should be lodged (deposited) at the registry of the district education office with copies to the headteacher/master/mistress and the circuit supervisor. If the complain is about a subject, then the letter should be given to the subject coordinator at the district education office.

If a female student becomes pregnant, the school authorities have to ask her to go home and deliver. If she comes back after her delivery, the head of the institution in consultation with the parents of the girl (student) and the district/municipal/metro director of education should transfer the girl to another school. This is done to save her from shame and to deter other students from emulating her act/behavior

Whenever there is a dispute between two teachers or a teacher and a student, the head should intervene. He should advise the teachers and if possible the counselor should be involved.

In resolving grievances and disputes, the district director should form an investigation team to go into the matter. The investigation team is to submit/forward its findings/report to the district disciplinary committee. The disciplinary committee will also go into the matter and come out with their recommendations which should be sent to the regional director through the district director for necessary action or advice on the matter.

#### **101. FACTORS THAT AFFECT TEACHING AND LEARNING**

- a. The efficiency of the management structure – the school level management is headed by the headteacher and his/her assistants. To ensure effective teaching and learning, the school level management should put the following measures in place;
  - Discipline among teachers and pupils/student
  - Provision of TLMs to enhance teaching and learning
  - Interpersonal relationship ie. headteacher → teacher relationship, teacher → teacher relationship, teacher → student/pupil relationship, student → student relationship, etc.
  - Punctuality, vetting of lesson notes, etc.

If a circuit supervisor (CS) is doing other things other than the core supervisory work expected of him, heads and teachers will also do their own thing in the school and that will affect teaching and learning.

- b. Intelligence and efforts of student /pupils – when students are intelligent and have the zeal to learn teachers are always prepared and willing to help such students in their classroom work. The intelligence and efforts of students go a long way to affect teaching and learning.
- c. Teaching itself – preparation of scheme of work and lesson plan by using the three (3) basic curriculum materials – syllabus, teacher guides/handbook and pupils textbook. Classroom – give a clear and concise instruction linking it with R.P.K of the students; involve the students in the teaching by distributing questions fairly and evenly. Presentation and evaluation of the lesson.
- d. Infrastructure – standard classrooms, tables and chairs, urinal and toilet facility (urinal and toilet facilities should be gender friendly), playing ground and a very conducive atmosphere should be provided to enhance effective teaching and learning.
- e. Role of parents – provision of exercise books for their wards, regular visit to schools to know the performance of their wards, pay all approved fees and levies of their wards

## 102. FINANCIAL ADMINISTRATION IN SCHOOLS

Basic schools – all monies collected should go to the head. The head is responsible for the financial administration of the school ie. the head is the spending officer. The district director should be signatory to all school accounts so as to check embezzlement.

Second cycle – the heads are spending officers whiles the accountants are the financial advisors.

### SOURCES OF SCHOOL FUNDS/MONEY

- **Imprest** – eg. feeding subsidies in SHS. It is from government of Ghana to schools. It is given in bulk to schools for the day to day running of schools. It is not applicable to basic schools.
- **Capitation grants** – this is given to basic schools per the number of students in the schools. Parents are not to contribute any amount
- **Examination fees** – collected by schools on behalf of WAEC
- **Internally generated funds (IGF)** – from school farm proceeds, house dues, open days, SRC dues, school facilities used for programmes or hiring eg. for church activities, funerals, etc.
- **PTA dues (SHS) collected on behalf of PTA**
- **Donations from past students, individuals and NGOs**
- **Grants from the government** – for ongoing projects

- **Development levies** eg. for computer laboratory. A percentage of such monies is kept in the school)

### **MODE OF COLLECTION AND CONTROL OF EMBEZZLEMENT**

It is the sole responsibility of the heads to collect fees but due to the heavy task of the heads they sometimes ask form masters/mistresses and sometimes committees to do the collection on their behalf.

#### **MODE**

The head is responsible for the collection of all school monies; however, the head may delegate his/her deputy or class/form teachers to do the collection. The head should ensure that proper account is rendered to him/her by the close of the day.

#### **CONTROL**

1. Official GES/PTA receipts should be issued to payees of fees to cover the amount collected
2. Entries should be made in the cash analysis book
3. The total amount collected for the day should be entered in the cash analysis book
4. Monies collected should be sent to the appropriate quarters (the bank, the district office, etc.) within the shortest possible time
5. Amount paid to the bank/office should be entered in the cash book. Receipts covering the payment should be filed for auditing purposes. Similar action should be taken for bank pay in slips
6. The school's own money spent should be entered in the cash books
7. District directors of education should ensure that heads obtain permission from them before spending the money for the benefit of the school
8. District education office internal audit unit should be made and encouraged to audit school accounts regularly
9. District directors of education (DDE) should be signatories to all bank withdrawals made by the schools
10. Headteachers should be given regular in-service training on how to keep simple books of accounts ie. the use of financial records

### **103. MONETARY AND FISCAL POLICIES**

Monetary policies are economic tools used by the central bank to deliberately control the supply of money in the economy/system in order to control/lower inflation.

Fiscal policies are tools/measures used by the government through the ministry of finance to ensure macroeconomic stability. The fiscal policies consist of;

1. Increased taxation – direct tax
2. Prices and incomes policy – the government can introduce wage freeze policy so that wages and salaries are not increased for a certain period
3. Using tariffs and quotas
4. Subsidies

### **CENTRAL BANK TOOLS OF CONTROLLING/ENSURING MONEY SUPPLY**

1. **Open market operations (OMO)** – when the central bank wants to reduce the money supply it sells out treasury bills to the general public. This has the effect of reducing the quantity of money in the hands of the public. On the otherhand, if it wants to increase the money supply in the economy, it buys bonds, treasury bills from the general public.
2. **Cash ratio/reserve ratio/reserve requirement** – commercial banks are required by regulation to keep a certain fraction of their deposits in cash and other liquid assets. If the central bank wants to restrain the commercial banks from expanding money supply (credit) it can raise the cash ratio or the liquidity rate. In the opposite direction, the central bank can reduce the proportion to be kept in cash and liquid assets.
3. **Bank rate** – if the central bank wants to restrict/reduce money supply it may raise the bank rate. This is the rate at which the commercial banks can borrow from the central bank. If the bank rate is high it will deter borrowers from going in for more loans. On the otherhand, if the central bank wants to increase the money supply, it may reduce the bank rate.
4. **Moral suasion** – this is an appeal that the central bank makes to the commercial banks to either reduce or increase the interest rate on loans.
5. **Directive and selective credit control** – the central bank can instruct the commercial banks to either reduce or to cease lending to particular sectors. If the central bank wants the agricultural sector to improve, it will direct more credit is given to that sector. It can also set the maximum credit that must be created and thus control the money supply in an economy.
6. **Special deposits** – apart from the reserve requirement, the central bank can ask the commercial banks for special deposit, normally a percentage of the banks own deposits. This reduces the amount of money available for creating further credit. On the otherhand, if the central bank wants to increase the money in circulation, it will reduce the percentage.

### **104. POLITICAL CRISIS**

This term refers to the instability or danger that results from a crisis involving politics. Crisis can be defined as an event that is likely to lead to an unstable or unsafe situation. This situation can affect an entity, group, society or humanity. Crisis is reckoned as a negative change in economy or security, especially when it occurs without a warning.

**105. LOWER MIDDLE INCOME STATUS COUNTRIES**

These are countries who have assumed lower middle income status economically with income levels between \$1,036 and \$4,085 a year. Some of these middle income countries are;

- a. Ghana
- b. Cote d'Ivoire
- c. Cameroun
- d. Nigeria
- e. Senegal
- f. Sudan
- g. Mauritania
- h. Swaziland

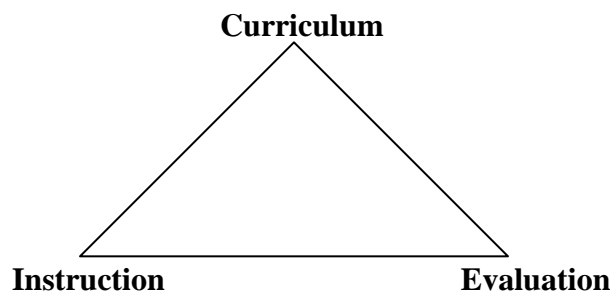
**106. EXPLAIN THE FOLLOWING TERMS**

**a. Educational programme**

What the school teaches learners. It answers the question what is to be taught. That is, all the planned and unplanned learned activities that the school takes care of. It is the curriculum and all other learning experiences for the child. Unplanned learned activities include quizzes, fieldtrips, excursions, etc.

**b. Educational process** – this is the interaction between the teacher and the learner to enable the learner acquire skills and knowledge. This is the instruction given based on the curriculum. Evaluation is conducted to identify the learning differences among the students and these learning differences are corrected by the teacher. It includes the curriculum evaluation and instruction.

After a curriculum is taught through instruction, the learners are evaluated and the learning differences are corrected by revisiting the curriculum. This is a process or a cycle because it does not have a starting point or an end. Evaluation is done to find out the extent of learning.



Curriculum – planned, written down activities eg. syllabus; planned but not written down ie. co-curricular or extra-curricular or hidden curriculum eg. culture, worship, sports, etc.

**Curriculum changes** become necessary due to societal needs or demands.

**Learning:** Is the permanent change in behavior.

- c. **Content** – Curriculum and other educational experiences that schools provide to the pupils/learners/students to learn to acquire knowledge, skills and values and accepted norms of society.
- d. **Pedagogy** (children) and **Andragogy** (adult) – It is the science and art or skill of teaching. That is knowledge and understanding of the methods of imparting particular needs of pupils/students.  
**Pedagogy** is one of the components of educational process (Instruction)  
**Art:** skills that can be learnt  
**Science:** factual systematic way of doing something.

**107. WHAT IS THE DIFFERENCE BETWEEN MARKING AND VETTING?**

- With marking marks are awarded but with vetting marks are not awarded
- With marking corrections are made but with vetting insertions are made

**108. WHAT IS PSYCHOLOGY?**

**Psychology** is the study of the state of mind.

**109. WHAT IS SOCIOLOGY?**

**Sociology** is the study of human behavior.

**110. STATE THE DIFFERENCE BETWEEN KNOWLEDGE AND SKILL.**

**Knowledge** is an acquired body of learning and **skill** is the use of the acquired knowledge.

**111. STATE THE DIFFERENCE BETWEEN MATURATION AND LEARNING.**

**Maturation** is the study of the growth of a child and learning is a permanent change in behaviour.

**112. WHAT ARE THE TWO MAIN FACTORS THAT ENHANCE STUDENTS LEARNING?**

**Hereditary** and **Environment**

**113. HOW MANY TYPES OF TRANSFER DO WE HAVE IN GES?**

There are **three (3)** types of transfers in GES. **They are;**

- a. Inter-regional transfer
- b. Inter-district transfer (from one district to another district within the same region)
- c. Intra-district transfer – from one school to another school within the same district.

**NB:** when you are transferred, you have to fill a new personal records form at your new place of work.

**114. AT WHAT POINT WILL A TEACHER BE TRANSFERRED FROM ONE SCHOOL TO ANOTHER?**

- Disciplinary transfer
- Number of years spent in a school (mandatory)
- In the interest of the service
- Teachers own special request

**115. WHAT IS THE DIFFERENCE BETWEEN MISAPPROPRIATION AND MISAPPLICATION OF FUNDS?**

**Misappropriation** is embezzlement of funds while **misapplication** is diverting the funds for other purposes other than the intended purposes.

**116. WHAT ARE THE MAIN COMPONENTS OF ANY EDUCATIONAL SYSTEM?**

- a. Infrastructure – tables, chairs, etc.
- b. Contents – syllabus, books, curriculum
- c. Personnel – students, teachers, parents, government, education administrators

**117. WHAT ARE THE SOURCES OF FUNDS FOR SCHOOLS?**

- a. Government (GOG)
- b. MMDAs
- c. Donors
- d. Credit from World Bank, IMF, GTZ (German Technical Corporation), etc.

**118. WHAT ARE SOME OF THE SOCIAL INTERVENTIONS IN GES?**

- a. Free exercise books
- b. Free text books
- c. School feeding
- d. Capitation grants
- e. One child one laptop

**119. WHAT IS THE TITLE OF THE HEAD OF THE GES COUNCIL?**

- **Chairman**



- 120. WHICH ITEMS CONSTITUTE STORES?**  
Stores are consumables and non-consumables. To apply for any item from the stores;
- You have to fill requisition form
  - The form must be approved by the head or his/her representative
  - Books borrowed should be returned at the close of the term
  - Misplaced books should be replaced by the borrower (teacher or student)
- 121. APPOINTMENT OF ASSISTANT HEADS**  
In the absence of the head, the assistant head administration takes over the day to day administration of the school. The work of each of the assistant heads should support each other.
- 122. STAFF ACCOMMODATION**  
The head, assistant heads, senior housemaster/mistresses and housemasters/mistresses are entitled to free accommodation. It is only the head who is exempted from the payment of bills like electricity, water, etc.
- 123. WHEN IS A TEACHER CONSIDERED TO HAVE VACATED POST?**  
A teacher is said to have vacated his/her post if he/she absents himself/herself for more than ten (10) continuous working days without permission.
- 124. PAYMENT OF TRAVELLING AND TRANSPORT (T & T)**  
**Travelling components** include out of station allowance, night allowance, etc.
- 125. STUDY LEAVE POLICY**
- Every region is given a quota
  - In awarding the study leave the number of years taught must be considered
  - The courses must be related to GES approved courses for study leave
  - Priority should be given to the sciences, mathematics and languages
- 126. WHICH COUNTRY IS THE LATEST TO GAIN INDEPENDENCE?**  
**South Sudan (9<sup>th</sup> July, 2011)**  
**President – Salva Kiir Mayadit**  
**Capital – Juba**
- 127. HOW DOES THE GOVERNMENT PAY TEACHERS?**  
Through the GES budget to the ministry of education which is also forwarded to the central government.

**128. HOW CAN THE STATUS OF TEACHERS BE RAISED?**

- Study leave (further studies)
- Rapid promotion
- Introduction of teacher's awards

**129. DIFFERENTIATE BETWEEN MINISTRY OF FINANCE AND BANK OF GHANA.**

Ministry of finance prepares the country's budget while the bank of Ghana is the treasury of the country.

**130. WHEN A TEACHER HAS A PROBLEM, WHAT IS THE FIRST PLACE TO SEEK REDRESS?**

- HOD, counselor, Assistant head and finally head.

**131. IS THE CHILD'S MIND EMPTY OR TABULA RASA?**

The child's mind is not empty. It is full of potentials but it takes the efforts of the teacher to develop them.

**132. WHAT ARE THE LEVELS OF MANAGEMENT WITHIN THE GES?**

- a. School level management
- b. District/municipal/metropolitan level management
- c. Regional level management
- d. National level management

**School level management**

The school level management is headed by the school head (headteacher/headmistress) and his/her assistants (heads and their assistants).

**District/municipal/metro level management**

This is headed by the district/municipal/metro directors of education and the four (4) front line deputy directors.

**Regional level management**

This level of management is headed by the regional director of education and his/her deputy. The current Ashanti regional director of education is Mrs. Mary Owusu Achiaw.

**National level management**

This level of management is headed by the director general and his/her two deputy director generals (ie. access & quality -AQ and management services- MS) as well as the 10 divisional directors. **Access and Quality** – opportunity to be in school. To ensure this all necessary provisions should be in place eg. infrastructure, textbooks, furniture, in-service training for teachers, etc.

**NB:** all regional directors and divisional directors at the headquarters are of the same rank.

**133. WHAT DO YOU UNDERSTAND BY SELF CONCEPT?**

**Self-concept** refers to the totality of an individual. The individual self consists of attributes and personality traits that differentiate us from other individuals (eg. introverts) ie. what an individual wants to become in life.

**134. GIVE THE COMPOSITION AND FUNCTIONS OF EITHER THE SMC, BOARD OF GOVERNORS OR D/MEOC. SCHOOL MANAGEMENT COMMITTEE (SMC) COMPOSITION**

District director's representative, PTA representative, unit committee representative, two teacher representatives, one representative of local manager/regional/manager of school (if the school is a unit school), one old students' representative and one co-opted member to represent women's interest (selected from the community). The SMC should not interfere in the day to day running/activities of the school.

**MAIN FUNCTIONS**

1. To control the general policy of the school. If a teacher constantly misconducts himself/herself, the SMC can report to the head about the conduct of the teacher.
2. To ensure effective management of the school by the head eg. the SMC chairman endorses the SPIP (School Performance Improvement Plan) for the capitation grants.

**BOARD OF GOVERNORS**

**COMPOSITION**

Director general's representative (regional director), two (2) staff members (one for teaching and one for non-teaching), two old students representatives, two members to represent historical interest (eg. Prempeh College was established by Methodist and Presby so they must have a representative each), traditional council representative, regional director's representative, district director's representative (a renowned educationist), one representative of PTA, two (2) representatives of the district assembly/social services committee (welfare) and finally the headmaster/mistress of the school.

**NB:** the assistant head administration serve as the secretary to the board. He/she only act as the secretary and do not take part in any decision taken by the board.

**FUNCTIONS**

1. To ensure good administration of funds of the school/institution. Any additional fee charged on the students should pass through the fair laboard for approval. The budget of the school should be approval by the board.

2. Ensures good discipline among staff and students. In dismissing students the head has to write to the director general through the board. If a teacher is non-performing, the board can release him/him.
3. Assist the head in the discharge of his/her duties but not to encroach upon his/her administrative duties eg. classification
4. Submits to the Ministry of Education (MOE) through the director general, annual report(s) of the school and accounts of revenue and expenditure.

## **D/M/MEOC**

### **COMPOSITION**

D/M/MCE- Chairman, D/M/M director of education should be the secretary but the D/M/M inspector of schools is usually appointed by the director to be the secretary, D/M/M director of health services, D/M/M inspector of schools (acts as secretary), D/M/M social welfare officer, two (2) representatives of the D/M/M assembly (one male, one female), one representative of traditional rulers/council, one representative each of the Christian and Muslim groups, one representative of the teacher associations (such as GNAT, NAGRAT, CCT, etc.), one representative of the D/M/M PTA and one woman identified with social group(s) in the district/municipal/metro

### **FUNCTIONS**

It is established in all the districts to be concerned with and oversee:

1. Conditions of school buildings and infrastructural requirements such as tables and chairs, school field, sanitation ie. repairs and maintenance of such facilities
2. Supply of textbooks and other teaching learning materials to ensure effective teaching and learning.
3. Matters relating to general discipline
4. Complains to and from teachers, non-teaching staff and students/pupils
5. Provision of teachers and ensure that teachers and pupils/students are regular and punctual to school
6. Environmental cleanliness (sanitation) of schools and facilities therein. Keeping the surroundings and facilities tidy.

### **135. GIVE THE MAIN STAKEHOLDERS OF EDUCATION WITHOUT WHICH EDUCATION CANNOT GO ON AND THE ROLES THEY PLAY.**

**Stakeholders of education** refer to the bedrock/core/foundation/pillars on which education rests or revolves. ie. If these stakeholders are not there, teaching and learning will not go on smoothly. Stakeholders of education include; the central government,

students/pupils, teachers, parents, district education office, district assembly, district education oversight committee (DEOC), old students, SMC, PTA, board of governors, traditional leaders(chiefs), NGOs, development partners, religious bodies including faith based organizations(FBOs)

## **ROLES**

### **a. CENTRAL GOVERNMENT**

1. Formulation of policies on education through the ministry of education
2. Free tuition ie. the government pays for the tuition of every student/pupil
3. Pays the salaries of teachers and other educational workers
4. Provision of textbooks
5. Construction of classrooms, libraries, dormitories, laboratories, etc. ie. infrastructure
6. Provision of vehicles for educational institutions
7. School feeding programme ie. provision of food for pupils
8. Free bursary for pupils(subsidy)
9. Best teacher award
10. Provision of computers to schools (for ICT laboratory)

### **b. DISTRICT ASSEMBLY**

1. Provision of classrooms
2. Provision of furniture- tables and chairs
3. Provision of exercises books
4. Sponsoring of teacher trainees
5. Scholarships for needy but brilliant students/pupils
6. Sponsors girl child education- this is done through the organization of STME clinics. Giving scholarships to girl child students to take part in STME clinics. With the STME clinics, girls from selected schools are housed at one place during vacation and they are taking through science, technical and mathematics (ST&M) courses.
7. Sponsor best teacher awards at the district level

### **c. CHURCHES AND FBOs**

1. Provision of furniture
2. Provision of schools
3. Scholarship for needy but brilliant students/pupils
4. Establishment of ECDC (Early Childhood Development Centres)
5. Provision of library and library books
6. Provision of ICT centres
7. They partner government in establishing schools

**d. DEVELOPMENT PARTNERS**

1. They partner government in establishing schools
2. Counterpart funding of education eg. DFID, JICA, USAID, etc
3. They give technical assistance eg. JICA
4. Provision of man power eg. VSO- Voluntary Services Overseas; US, Japan, etc.
5. Establishment of institutions eg. KTI was established by CIDA- Canadian International Development Agency
6. Scholarship awards to train personnel overseas
7. Training workshops to upgrade skills and cultural exchange programmes to share common beliefs, ideas, etc eg. Canadian Teachers Federation (CTF)
8. Provision of textbooks, computers and accessories or equipments eg. USAID, CIDA, DFID, JICA, KFW/GTZ, DANIDA(Danish International Development Agency)

**e. NGOs**

1. Scholarship for needy students
2. Provision of kits and reading materials
3. Establishment of schools in deprived areas
4. Conduct INSET for teachers
5. Provision of furniture to schools
6. Award schemes at the district level ie. sponsoring some students
7. They sponsor reading competitions, debate, etc
8. Provision of boreholes for schools in deprived areas
9. Provision of food aid to schools eg. CRS- Catholic Relieve Services, Care International, ISODEC, ADRA, OTUMFOO Educational Fund, 31<sup>st</sup> December Women's Movement, etc.

**f. COMMUNITY AND CHIEFS**

1. Provide land for schools
2. Produce pupils and students for the schools
3. Communal labour for school projects
4. Provide accommodation for teachers
5. Pay levies for school projects eg. Prempeh Basic School B's computer laboratory was put up by the parents' contribution (ie. PTA)
6. Provide awards such as exercise books, school bags, etc (essentials)
7. Attend PTA meetings
8. Settle disputes among teachers and parents
9. School visits to motivate both teachers and students/pupils eg. Donnyina, Asem, Asokore, etc.
10. Reward teachers through teacher motivation fees

**136. CONTENT AND PEDAGOGY, WHICH OF THE TWO IS MORE IMPORTANT?**

**Content** is what teachers teach students (is all about what we teach) and **pedagogy** is the method for impacting or teaching the content (is about how we teach the content). Both content and pedagogy are equally important. The objectives of the content cannot be achieved without pedagogy.

**137. WHAT ARE THE FUNCTIONS OF THE DEPUTY DIRECTORS (4 FRONTLINE DEPUTY DIRECTORS) AT THE DISTRICT, MUNICIPAL AND METRO EDUCATION OFFICES**

These four (4) people work directly under the district, municipal and metro directors of education. The accountant also works directly under the director but he/she is not a deputy director. The accountant is the financial advisor to the director.

- ✚ **Deputy Director (HRMD)** – in charge of postings/transfers, leaves, IPPDs, SSNIT, training officer, promotions, welfare, assurances. This division has the chunk of work at the office. Disciplinary committee is headed by the HR.
- ✚ **Planning and statistics** – in charge of facilities in various schools, collection of data such as number of toilets in a school, classrooms in the schools, tables and chairs, etc. (infrastructure)
- ✚ **Administrative and finance (A&F)** – in charge of mails (letters); all letters to the office should pass through A & F (EMIS – education management information system). Administrators including the accountant and his staff (budget officer, accounting staff), drivers, vehicles, labourers, security men/watchmen are all under A & F. In charge of the movement of vehicles to and from the office. The PRO, procurement committee, internal auditors, registry, logistics (stores and depot), storekeepers, typists, etc. are under A & F.
- ✚ **Inspectorate, supervision and monitoring** – they have the chunk of all the circuit supervisors. They go round and report to the director what goes on in the schools. Circuit supervisors are to visit each school under their supervision at least twice a term. All the coordinators such as subject coordinators, sports coordinators, examination coordinators, girl child, culture, etc. are under inspectorate, supervision and monitoring.

**138. WHAT IS THE DIFFERENCE BETWEEN ACT 506 OF 1995 AND ACT 778 OF 2008?**

**Act 506 of 1995** – this is an act of parliament that establishes the GES council and the GES. This Act created the position of the Director General and his two (2) deputies,

divisional directors, regional directors, district, municipal and metro directors, heads of schools and classroom teacher. This act is in conflict with Act 778 of 2008.

**With Act 778 of 2008**, the district education office should be part of the district assembly (decentralization). The issuing of registered numbers to teachers should be done by the National Teacher Council (NTC)

**139. WHAT ARE THE CHARACTERISTICS OF DEVELOPED COUNTRIES?**

- a. High literacy rate
- b. Stabilized economy ie. high growth rate (GDP), low inflation (stable prices)
- c. High per capita income
- d. Political stability
- e. Full employment (90%)
- f. Well-developed socio-economic infrastructure
- g. Industrialised economy

**140. WHAT IS A TEST?**

A test is a set of stimuli presented to an individual to elicit responses on the basis of which numerical scores can be assigned.

**141. WHAT ARE THE REASONS FOR TESTING?**

- a. It helps to identify the strengths and weaknesses of the students as well as their progress so that necessary procedures can be taken to correct the weaknesses
- b. To provide feedback on the effectiveness of the teacher's teaching methods
- c. Test also help students to pay attention in class and also help them to do homework and assignment
- d. For certification
- e. For selection and placement of students in higher education and job seekers
- f. To promote record keeping on students' achievement

**142. WHAT ARE THE FUNCTIONS OF THE FAIR WAGES AND SALARY STRUCTURE (FWSC)?**

- a. Ensure fair, transparent and systematic implementation of the GoG public service pay policy
- b. Undertake negotiations where compensation is financed from public funds
- c. Advise government and ensure that decisions are implemented on matters relating to wages and salaries.



**143. WHO IS THE UN SECRETARY GENERAL? STATE HIS COUNTRY OF NATIONALITY?**

The current UN secretary general is ANTONIO GUTERRES, the former Portuguese prime minister. He succeeded Mr. Ban Ki-moon; the eighth secretary general of the United Nations took office on 1<sup>st</sup> January, 2007. Mr. Antonio Manuel de Oliveira Guterres took over from Mr. Ban Ki-moon in 1<sup>st</sup> January, 2017.

**144. WHAT ARE THE FUNCTIONS OF CHRAJ?**

To protect universal human rights and freedom especially those vested in the 1992 constitution. The Commission on Human Rights and Administrative Justice exists to enhance the scale of good governance, democracy, integrity, peace and social development by promoting, protecting and enforcing fundamental human rights and freedoms and administrative justice for all persons in Ghana. Its anti-corruption powers stem from Articles 218(a) & (e); 284-288 of the 1992 Constitution and Section 7 (1) (a), (e) & (f) of Act 456. The Commission both investigates and works to prevent corruption. It is mandated to investigate abuse of power and “all instances of alleged or suspected corruption and the misappropriation of public monies by officials” [Article 218 (e)]. The Commission investigates allegations of Conflict of Interest under Chapter 24 of the 1992 Constitution.

**Functions**

The Commission is entrusted with the following functions:

1. to investigate complaints of violations of fundamental rights and freedoms, injustice, corruption, abuse of power and unfair treatment of any person by a public officer in the exercise of his official duties;
2. to investigate complaints concerning the functioning of the Public Services commission, the administrative organs of the State, the offices of the Regional co-ordinating Council and the District Assembly, the Armed Forces, the Police Service and the Prisons Service in so far as the complaints relate to the failure to achieve a balance structuring of those services or equal access by all to the recruitment of those services or fair administration in relation to those services
3. to investigate complaints concerning practices and actions by persons, private enterprises and other institutions where those complaints allege violations of fundamental rights and freedoms under this Constitution
4. to take appropriate action to call for the remedying, correction and reversal of instances specified in paragraphs (1), (2) and (3) of this clause through such means as are fair, proper and effective measures including-
  - o negotiating a compromise between the parties concerned;

- causing the complaint and the finding on it to be reported to the superior of an offending person;
  - bringing proceedings in a competent Court for a remedy to secure the termination of the offending action or conduct or the abandonment or alteration of the offending procedures; and
  - bringing proceedings to restrain the regulation by challenging its validity if the offending action or conduct is sought to be justified by subordinate legislation or regulation which is unreasonable or otherwise ultra vires;
5. to investigate all instances of alleged or suspected corruption and the misappropriation of public moneys by officials and to take appropriate steps, including reports to the Attorney-General and the Auditor-General, resulting from such investigations
  6. to educate the public as to human rights and freedoms by such means as the Commissioner may decide, including publications, lectures and symposia; and
  7. to report annually to Parliament on the performance of its functions.

**145. WHAT IS TERRORISM?**

Terrorism is commonly defined as violent acts (or treat of violent acts) intended to create fear (terror), perpetrated for a religious, political or ideological goal and which deliberately target or disregard the safety of non-combatants (eg. neutral military personnel or civilians).

**146. WHAT IS BOKO HARAM?**

Boko Haram means “western education is forbidden”. Boko Haram is an Islamist terrorist movement based in northern Nigeria, also active in Chad, Niger and northern Cameroun. The group is led by Abubakar Shekau. The group had been linked to al-Quada and in 2014 expressed support for Islamic State, pledging formal allegiance to it in 2015. Boko Haram killed more than 5000 civilians between July, 2009 and June, 2014. Since 2009, Boko Haram has abducted more than 500 men, women and children, including the kidnapping of 276 school girls from Chibok in April, 2014.

**147. GIVE THE FULL MEANING OF THE FOLLOWING ORGANISATIONS AND STATE THEIR FUNCTIONS.**

- a. **JICA-** stands for Japan International Cooperation Agency

**Function(s)**

It is part of Japan’s official development assistance programme with a role in providing technical cooperation, capital grants and loans.

- b. **CIDA-** stands for Canadian International Development Agency

**FUNCTIONS**

- Social development - it supports programmes relating directly to the treatment of STDs in developing countries. It also cites basic education

and child protection as priorities in the social development of countries that it aids

- Economic well being
- Environmental sustainability – CIDA focuses on issues such as climate change, land degradation and water supply. CIDA help developing countries to maintain healthy ecosystems eg. providing biological pesticides for locust control
- Governance – CIDA stands for human rights, democracy and good governance. The agency also supports gender equality

**c. USAID – United States Agency for International Development**

**FUNCTIONS**

- Extending economic assistance to developing countries
- To support long term and equitable economic growth
- Helps in conflict prevention
- Gives humanitarian assistance

**d. UNESCO – United Nations Educational, Scientific and Cultural Organisation**

**FUNCTIONS**

- To ensure peace and security in the world by promoting collaboration among nations through education, science, culture and communication
- To ensure universal respect for justice and rule of law
- To promote human rights and fundamental freedoms which are affirmed for people of the world without distinction of race, sex, language or religion.

**e. ADRA – The Adventist Development and Relief Agency** is a humanitarian agency operated by the Seventh-day Adventist Church for the purpose of providing individual and community development and disaster relief. It was founded in 1956 and it is headquartered in Silver Spring, Maryland, United States of America. ADRA areas of expertise include: Education, Emergencies, Food/nutrition, HIV/AIDS, primary health, Refugees and IDPs, Shelter, Training and development, Water and sanitation, Monitoring and evaluation, Women and children, programme management and security.

**f. DFID - The Department for International Development (DfID)** is a United Kingdom government department responsible for administering overseas aid. The goal of the department is "to promote sustainable development and eliminate world poverty". DfID is headed by the United Kingdom's Secretary of State for International Development. The position is held since 14 July 2016 by Priti Patel. In a 2010 report by the Development Assistance Committee (DAC), DfID was described as "an international development leader in times of global crisis". The **UK aid** logo is often used to publicly acknowledge DfID's development

programmes are funded by UK taxpayers. DfID's main programme areas of work are **Education, Health, Social Services, Water Supply and Sanitation, Government and Civil Society, Economic Sector (including Infrastructure, Production Sectors and Developing Planning), Environment Protection, Research, and Humanitarian Assistance.**

- g. VSO** - Voluntary Service Overseas (**VSO**) is an international development charity with a vision for a "world without poverty" and a mission to "bring people together to fight poverty". VSO recruits professionals to work as volunteers, living and working alongside local populations in developing countries. Founded in 1958, VSO has sent over 50,000 volunteer. As of 2015 VSO worked in 23 countries in Africa, Asia and the Pacific. VSO currently works in the following areas: **Education, Health and HIV & AIDs, Participation and governance and secure livelihoods.** And has three cross cutting themes that are relevant to all the areas: **Gender, Climate Change and Disability.**
- h. KfW** - The **KfW**, formerly KfW Bankengruppe (banking group), is a German government-owned development bank, based in Frankfurt. Its name originally comes from **Kreditanstalt für Wiederaufbau** ("Reconstruction Credit Institute"). It was formed in 1948 after World War II as part of the Marshall Plan. It is owned by the Federal Republic of Germany (80 percent) and the States of Germany (20 percent). It is led by a six-member Managing Board headed by Ulrich Schröder, which in turn reports to a 37 member Supervisory Board. The chair of the Supervisory Board changes annually between the German Federal Ministers of Finance and Economic Affairs. The chairman for 2015 is Wolfgang Schäuble. It provides funds for **housing, infrastructure, environmental protection, and venture capital.** Additionally, KfW finances **telecommunications, transportation, energy infrastructure, and industrial projects worldwide.** The bank receives funds from the federal budget, as well as through investments in the domestic and international capital markets.
- i. DANIDA** - Danish International Development Agency (**DANIDA**), is the brand used by the Ministry of Foreign Affairs of Denmark when it provides humanitarian aid and development assistance to other countries, with focus on developing countries. DANIDA focuses on these four areas of interest:

  - Human rights and democracy
  - Green growth
  - Social progress
  - Stability and protection.

As of 2015, DANIDA is involved in a total of 73 countries and regions across the

world, with 21 countries of high priority. Most of the priority countries are among the poorest of the world, located in Africa and Asia.

- j. CRS - Catholic Relief Services** is a humanitarian aid organization which helps the poor and the vulnerable people overseas to overcome emergencies, fight diseases, earn a living through agriculture and access affordable health care. Programming Areas are; Emergency Response & Recovery, Agriculture, Health, Education, Microfinance, Water & Sanitation, Justice & Peace building and Partnership & Capacity Strengthening
- k. ISODEC - The Integrated Social Development Centre (ISODEC)** is an indigenous non-governmental organization committed to the promotion of human rights (especially social and economic rights) and social justice for all, especially those suffering marginalisation, injustice and powerlessness. ISODEC, formed in 1987, has a long history of support to grassroots groups in Ghana. From a **peri-urban health and sanitation, basic education base, it grew into a formidable force in rural water and sanitation delivery**. ISODEC also provides services in the areas of **Girl Child Education, Family Reproductive Health and national budget analysis**. ISODEC works in an integrated and multidisciplinary manner linking the grassroots to the national and global to effectively implement its programme.

**Other services of ISODEC are;**

- Defending and promoting public goods (water, education and health) and basic human rights
- Promoting accountable use of public resources
- Promoting alternative macroeconomics
- Promoting responsible regional integration
- Our target groups include, policy makers, duty bearers at national and international levels, the civil society
- Providing strong link between Civil Society Organisations in Ghana and in the Sub region.
- Ability to organize and facilitate discussion platforms on any development related issues at all levels
- Effectively linking the grassroots to global policy issues
- Becoming a lead civil society organizations in extractive issues
- Develop the capacity to monitor full implementation of Economic, Social and Cultural Rights by the State.

- l. GTZ - The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH** or **GIZ** in short (English: *German Corporation for International Cooperation GmbH*) is a German development agency headquartered in Bonn and

Eschborn that provides services in the field of international development cooperation. GTZ operates in Africa, Asia and Latin America.

Areas of work: GTZ works in 30 development activity areas, some of which are listed below;

- Water, waste management and resource conservation
- Education and science
- Multi-sectorial urban and rural development
- Health, population and nutrition
- Agro-policies and agricultural service systems
- Energy and transport
- Financial systems and the promotion of small scale enterprise
- Environmental protection

**m. CTF** - Canadian Teachers' Federation. The CTF is affiliated to Education International. The CTF organizes in-service training courses for teachers teaching in pre-tertiary institutions in Anglophone and Francophone countries across the world.

#### **148. DIFFERENTIATE BETWEEN DECENTRALISATION, DELEGATION AND DEVOLUTION -3Ds.**

**Decentralization** is the devolution of power from the centre (headquarters) to the grassroots (districts) for the local people to take decisions and inform the central authority for approval.

**Delegation** is the process whereby a superior officer assigns some of his/her duties to a subordinate and grants him/her adequate authority to perform while the superior officer remains accountable for the delegated task.

**Devolution** is the statutory delegation of powers from the central government of a sovereign state to govern at a subnational level, such as a regional or local level. It is a form of administrative decentralization. (transfer of administrative and financial powers to an institution which is backed by law).

#### **149. WHAT IS AL-SHABAB?**

Al-shabab means “the youth in Arabic”. It emerged as the radical youth wing of Somalia. Al-shabab is a Somali terrorist group with global ambition. It is an al-Qaeda linked militant group based in Somalia. Al-shabab advocates the Saudi-inspired Wahhabi version of Islam, while most Somalis are Sufis. It has imposed a strict version of Sharia in areas under its control, including stoning to death women accused of adultery and amputating the hands of thieves. Al-shabab poses a potent threat in East Africa and it is responsible for regular gun and grenade attacks across east Africa especially in Kenya, Somalia, Uganda and Ethiopia. In most of these attacks, the militants spared muslims

while killing those unable to recite verses from the Koran. The group wants to turn Somalia into a fundamentalist Islamic State. The group claimed responsibility for the July, 2010 suicide bombing in Kampala, Uganda, that killed more than 70 people including a U.S citizen who had gathered at different locations to watch the broadcast of the world cup final soccer match between the Netherland and Spain (Spain won by 1-0) and the deadly attack at a Kenyan Mall in September, 2013.

**150. WHAT IS AL-QAEDA?**

Al-Qaeda (Arabic) which means “the base”, the foundation” or “the fundamental” and is a militant Islamic multinational organization founded in 1988 by Osama bin Laden, Abdullah Azzam and several other Arab volunteers who fought against the Soviet invasion of Afghanistan in the 1980s. It operates as a network made up of Islamic extremist, salafist jihadist. It has been designated as a terrorist group by the United Nations Security Council, the North Atlantic Treaty Organisation (NATO), the European Union, the United States, Russia, India and various other countries.

**151. WHAT IS ISIS?**

**ISIS – Islamic State of Iraq and Syria.** It follows an extremist interpretation of Islam; promotes religious violence and regards muslims who do not agree with its interpretations as infidels and apostates. Their philosophy is represented by the symbolism in the Black Standard variant of the legendary battle flag of prophet mohammed that it has adopted: the flag shows the seal of mohammed within a white circle, with the phrase above it “there is no God but Allah”. Such symbolism has been said to point to ISIS’s belief that it represents the restoration of the caliphate of early Islam with all the political and religious ramifications that this would imply.

**ABBREVIATIONS**

<b>CBI</b>	–	Cluster Based INSET
<b>INSET</b>	–	In-Service Education and Training
<b>JICA</b>	–	Japan International Corporation Agency
<b>NTC</b>	–	National Teaching Council
<b>SBI</b>	–	School Based INSET
<b>ADRA</b>	–	Adventist Development and Relief Agency
<b>FWSC</b>	–	Fair Wages and Salary Structure
<b>USAID</b>	–	United States Agency for International Development
<b>UNESCO</b>	–	United Nations Educational, Scientific and Cultural Organisation
<b>CIDA</b>	-	Canadian International Development Agency
<b>DFID</b>	–	Department For International Development
<b>VSO</b>	-	Voluntary Services Overseas
<b>CTF</b>	-	Canadian Teachers Federation

<b>KFW</b>	-	Kreditanstalt für Wiederaufbau ("Reconstruction Credit Institute")
<b>GTZ</b>	-	Deutsche Gesellschaft für Internationale Zusammenarbeit ( <b>GIZ</b> ) <b>GmbH</b> or <b>GIZ</b> in short (English: <i>German Corporation for International Cooperation GmbH</i> )
<b>DANIDA</b>	-	Danish International Development Agency
<b>CRS</b>	-	Catholic Relieve Services
<b>ISODEC</b>	-	Integrated Social Development Centre
<b>CRDD</b>	-	Curriculum Research Development Division
<b>SPIP</b>	-	School Performance improvement Plan