

DRAFT**REPORT OF THE PORTFOLIO COMMITTEE ON EDUCATION ON ITS
STUDY TOUR TO GHANA AND MALI ON THE 15-23 OCTOBER 2005****1. BACKGROUND**

A Multi-Party delegation of five Members of the Portfolio Committee on Education visited Mali and Ghana on a study tour on the 15-22 October 2005. On the 17-18 October 2005, the delegation visited Bamako, Mali. On the 17 October 2005, they paid a courtesy call on the South African High Commissioner, Dr Matshoma. Visited the Malian Minister of National Education; Had a welcome and working meeting with the office of the Rector of the University of Bamako; Visited the Faculties of Science and Technics, Languages, Literacy, Arts and Human Sciences at the university of Bamako and visited Brian Mulroney Primary School in Kati. On the 18 October 2005, the delegation visited the Nelson Mandela Primary School in Hippodrome in Bamako and the National School of Engineering. After having visited the Nelson Mandela Primary School and the National School of Engineering, the delegation were escorted by the Protocol Office to the airport in transit to Accra, Ghana and stayed in Ghana from the 18-22 October 2005.

In Ghana, Ms Nokukhanya Matshikwe, 2nd Secretary Political in the Office of the High Commissioner, led by the Protocol officials, welcomed the delegation.

On the 19 October 2005, the delegation paid a courtesy call on the High Commissioner, Mr. Rapu Molekane; A courtesy call on the First Deputy Speaker of Parliament, Hon. Freddie Blay MP; observed the Public Accounts Committee considering budgets of Departments, entities; paid a courtesy call on Hon Minister of Education and Sports, Mr. Yaw Osafo-Maafo, MP; Held a meeting with Mr. Ato Essuman, Chief Director, Ministry of Education and Sports and Mr. Michael Nsowah, Acting Director General, Ghana Education Service. On the 20 October 2005, visited Achimoto School; Met Mr. Paul Effah, Executive Secretary,

National Council, Tertiary Education; Visited Acting Chief Director of Regional Co-operation and NEPAD. On the 21 October 2005, the delegation visited Winneba Secondary School and the University of Education, Winneba and held discussion with the Vice-Chancellor and Members of the University Council.

1.1 DELEGATION

The delegation was led by the Chairperson of the Committee, Prof Shepherd Malusi Mayatula (ANC), accompanied by Ms Puleng Rosaline Mashangoane (ANC), Mr. Ben Mthembu (ANC), Mr. George Gaolatlhe Boinamo (DA), Mr. Alfred Mkhopeni Mpontshane (IFP) and Mr. Steve Itumeleng Morometsi, Committee Secretary.

1.2 PURPOSE

The purpose of the study tour was to consult with the Ministers of Education and Sport and consult on broad plans and goals of education. Visit universities and assess their policies on access, funding, research and through put. Visit schools and assess the school policies on free education, on exemption policies on school fees, the prevalence and impact of HIV/AIDS on educators and teacher development. The roles played with the realization of the Millennium Plan on "Education for All". Their role in incorporating the broad framework of NEPAD in their education policies and the role of Parliamentarians in Forum of African Parliamentarians in Education.

2. THE DELEGATION PAYING A COURTESY CALL ON THE (SOUTH AFRICAN)* HIGH COMMISSIONER TO MALI

The delegation was welcomed by the High Commissioner Dr T Matshoma. He briefed the Members and focused on the official opening of the office, trade relations between South Africa and Mali, twinning programme between Universities of Bamako and University of Pretoria and the Joint Project by South African government and Malian government on the Timbuktu manuscripts. The Embassy started in 2002 and was officially opened in 2003. In relation to trade,

Mali is the third largest producer of gold in Africa after South Africa and Botswana. Anglo-Gold had entered into partnership with the Ashanti-Africa mining co-operation and they had undertaken to de-racialize the Administration which is lily-white. To strengthen the relations between Mali and South Africa, the former Minister of Minerals and Energy, Hon. P. Mlambo-Ngcuka visited Mali in 2003. The Minister after having visited the mines together with the Minister of Minerals of Mali, said that for South Africa to play a meaningful role in the development of mining in Mali, there was a need to attract more skilled artisans to the country. She undertook to pay more attention in that regard.

With respect to any relations between South Africa and Mali in the education sector, the High Commissioner said that there was no formal link between the two countries. However, Anglo-Gold had taken the initiative and had sent ten (10) Malian students to study mining related courses at the University of Pretoria.

He further said that the Embassy and the Malian government had entered into a joint mission and had identified two Malian officials who would be trained in English language at University of Pretoria for three months to become more efficient in performing their official duties. The Embassy is considering of sending South Africans to be trained in French to benefit both countries.

A significant occasion occurred when the State President of South Africa, President Thabo Mbeki visited Mali on a state visit in November. The visit resulted into South Africa pledging to support Mali in preserving its conservation. An amount of R13,7 million was raised. The South African and Malian Governments represented by the Minister in the Presidency, Dr Essop Pahad, and the Malian Minister of Foreign Affairs and Malians Abroad, Mr Lassana Traore, signed an agreement expressing the two countries commitment to undertake a government-to-government project aimed at conserving the manuscripts at the

Ahmed Baba Institute and at rebuilding the library and archival infrastructure of the Institute.

The SA-Mali project has been declared an official South African Presidential Project and has been endorsed by the New Partnership for Africa's Development (NEPAD) as its first cultural project. The delegation left for the Malian Minister of National Education.

Though the delegation had intended to visit the Timbuktu project, due to the short period spent in Mali, the distance from Bamako and the lack of regular flights, this part of the visit was left out.

3. COURTESY CALL ON MALIAN MINISTER OF NATIONAL EDUCATION, HON. MR. MMADOU LAMINE TRAORE

The delegation arrived at the Malian Ministry of National Education. They were welcomed by the Minister, the Hon, Mr. Mamadou Lamine Traore, accompanied by Ms Senegai, the Technical Advisor in the Minister's office, Dr Kaute, the Director-General of National Education and Mr. Djali, the Communication Advisor in the office of the Minister. The leader of the delegation introduced members of his team and explained the purpose of the visit.

3.1 Single Ministry of Education

The Minister briefed the delegation and provided a broad overview of the educational system in Mali. There is only one Minister of National Education in Mali. They used to have three Ministers of Education in the past, but in 2000, the three Ministries were merged into a single Ministry. The education system is divided into three categories, namely, Primary, Secondary and Tertiary. At Primary school level a learner attends school for nine years. At Secondary school level a learner attends school for three years. At Secondary school level if a

learner desires to further his/her studies, at Tertiary level, he or she should have obtained the High School Diploma.

In the first year of schooling learners are taught in French and as they proceeded in their second year, they are taught in English. Over a period of years, students are able to speak French and English fluently. 70% of children attended school and education is free.

Due to cultural resistance, parents preferred to send boys to schools than girls. The reasons for that were based on socio-economic and cultural reasons.

3.2 Types of Higher Institutions of Learning

Two types of institutions exist in the higher educational system from which students have a choice to further their studies. The first is the University of Bamako and the second are the technical colleges that have Faculties of Science and Technics; Languages, Literacy, Arts and Human Sciences; Medicine, Dentistry and Law.

3.3 Prevalence of HIV/AIDS

The prevalence of HIV/AIDS pandemic in schools is not as high as the rate of HIV/AIDS in the country as compared to the Southern African Development Communities. There are educational programs in place to address the effects of the virus.

3.4 Free Education

University education in Mali is free for Malian citizens. Students who obtained best results are provided with a government scholarship. The 100% scholarship covers tuition, accommodation and books. A full scholarship amounts to 26 500 cfa per month for nine months. Each student is given 38 000 once a year and this is the highest that the government offers. Regardless of the student results when registering for the first time, the government allocates an amount of 5 000 cfa for registration. Bamako University has been given a budget of 4 billion cfa.

4. WELCOME AND WORKING MEETING AT THE OFFICE OF THE RECTOR OF THE UNIVERSITY OF BAMAKO

The delegation was welcomed by the Rector of the university, Ms Siby Ginette Bellegarde, accompanied by members of the university Council. The Rector briefed members and focused on the tuition fees, number of registered students, number of faculties, access to university and accommodation, registration of foreign students, academic development and through-put.

4.1 University of Bamako

The Rector reported that the university of Bamako was the only university in Mali. The student population in the last semester was 32 000. In the current semester the numbers had increased with 10 000. The total number of students registered in the Faculty of Science School is 12 000, made up of 10 000 in the Pharmacy and 2 000 in the Medicine School.

4.2 Faculties

The University of Mali is made up of two Faculties namely, Faculty of Science and Technics which offers Medicine, Pharmacy, Dentistry, Technical Sciences and Engineering, the other one is the Faculty of Languages, Literacy, Arts and Human Sciences. This Faculty is called FLASH.

4.3 Gender Equity

Statistics suggest that the participation of female as opposed to male in universities is in the ratio of 30% to 70%. Gender equality at institutions has not been as high at universities as it is at schools. As women proceed further with tertiary education, the number in administrative positions declines. This is mainly caused by a lower number of women who passed their High School Diploma. Those who manage to pass their High School Diploma and proceed for another

four years are often absorbed by the public and private sectors and are placed in Senior Positions.

4.4 Budget of the University

The University receives its budget from the Department ((5%) and also keeps tuition fees. University receives budget for equipment which is usually not enough. A student who did not get a bursary & succeeds to second year automatically gets a bursary. The budget for salaries and administration is derived from a special fund set aside for maintenance. Each year after students have passed their High School Diploma, the office of the Minister compiles a list of those who have obtained good grades and satisfied the minimum requirements to be provided with a scholarship to study further.

4.5 Scholarship

The scholarship that each student receive amounts to R26 500 which covers 100% of the fees. 50% of the bursary is often allocated to students who have obtained good grades and staying far from the university and the remaining 50% who did not receive a bursary, are often provided for by their parents. The budget that is allocated to the university is often not sufficient to cover for administration and maintenance, thus the Minister has set aside a special fund that is used as contingency to cover for administration and maintenance of equipments.

4.6 Foreign Students

The university accepts foreign students and most of these foreign students enroll mostly in the Faculty of Sciences and register to do Medicine and Engineering. The registration fees of foreign students that register to do Medicine and Engineering amounts between R200 000 - 250 000 CDs. The university makes provision to accommodate student on residences. Due to the large numbers of

current and foreign students the university is accepting, pressure is exerted on the infrastructure.

4.7 Student Residences

For student residences, rooms are often not enough to accommodate all students. Often students are pressed to share rooms. Double rooms are often shared by six students. To be able to manage access the university admits between 2-3% of students into residences. The reasons for admitting fewer students into residences, is because the rooms can only accommodate six-hundred students.

4.8 Academic Development

There are no mechanisms to develop academics at the university. Most professors were trained in Russia, France, United States of America, Canada and China and Northern African, for example, Morocco, Tunisia Algeria.

4.9 Internet Facility

The university has an Internet Centre where students do their research.

The university started long ago to get students into Internet to enable them to conduct research. The social stereotype and resistance from the communities with regard to women participation played itself out at university of Bamako. At the university Faculties women participation is very low at administration and at management level except at high school level where their levels are very high. Women who pass their High School Diploma and proceed to do their four year tertiary education often get high positions in the public sector. However, the university has fewer women professors. Out of fifteen academics at the university, two are women. Even though gender equality at the institution is skewed, women felt discrimination at university is neither positive nor negative.

4.10 Business Programs

The university does not have Business school programs, but have professional programs that are offered at the Faculty of Science and Technics.

4.11 Challenges facing the university

Lack of adequate professors;

Lack of infrastructure

Lack of equipments

University requested the Committee to assist in:

establishing partnerships with South African universities in student exchange programs and establishing linkages with other universities to develop Indigenous African languages.

5. VISIT TO THE FACULTY OF LANGUAGES, LITERACY, ARTS AND HUMAN SERVICES, UNIVERSITY OF BAMAKO

At the Faculty of Languages, Literacy, Arts and Human Sciences (FLASH), the delegation was welcomed by the Vice-Principal Mr. Berthe'Salif. He briefed the delegation around courses that are offered at the Faculty, the composition of staff and academics, the total number of students.

5.1 Faculty of Languages, Literacy, Arts and Human Sciences

The Faculty of Languages, Literacy, Arts and Human Sciences falls under the University of Bamako. The Faculty was established in November 1996 when programs were offered. The Faculty of Languages, Literacy, Arts and Human Sciences has got 11 500 students with five different departments. Departments at this institution include, departments of teaching and research, arts and literature, geography, social sciences, which includes, philosophy, educational science, sociology, anthropology and psychology. In the social sciences school, psychology is the largest. Other departments were History, Archeology.

All students are expected to learn one National Language of their choice and a second one in which they are taught. Students are obligated to learn English as a second choice. Due to the lack of Professors specializing in Linguistic, the faculty is pressed to import external Professors from Senegal. The institution also makes use of the Francophone Agency that is an agency that is in the business of placing Professors from Burkina Faso. This agency works closely with UNESCO tracking Malian Professors in foreign countries to assist the institution for three weeks.

5.2 Structure of FLASH

FLASH has 52 staff members who are mostly concentrated in the Administration and Technical Division performing secretarial and technical tasks. For last semester the number of students amounted to 11 500. For this semester 2005/06 the number of students is expected to increase by 5 000. In the beginning, FLASH operated as a Professional institution specializing in Science and Technical courses. Due to the large number of students who were admitted, the situation necessitated the government to consider starting a university in Bamako. The government took a decision in 1996 and established the University of Bamako.

5.3 Academic Staff

The academic staff of FLASH is made up of 139 academics. Out of 139 academics, 134 are men and 5 are women. The institution has committed itself to address the gender imbalances.

5.4 Foreign Students of FLASH

The institution admits foreign students from Gabon, Congo, Chad, Burkina Faso, Ivory Coast and from Central African countries. Some students received scholarships from their respective governments. The government also subsidizes

foreign students particularly those from Niger. They owe the institution large sums of monies.

5.5 Challenges facing the institution

The major challenge facing the institution is the large number of foreign students seeking admission. The university took a decision to accept only students with High School Diplomas for enrolment. The delegation left to visit the Faculty of Science and Technics of University of Bamako.

6. VISIT TO THE FACULTY OF SCIENCE AND TECHNICS UNIVERSITY OF BAMAKO

At the Faculty of Technical Science, the Vice-Dean, Prof Soulaymane Traore, welcomed the delegation. He briefed the delegation on the courses the faculty offers and the duration of study, the number of registered students, the number of academics and staff compliments, the total of Doctorates obtained and the countries in which academics were trained. The Faculty offers Science, Chemistry and Mathematics. The Faculty is made up of 80 permanent and 150 part-time academics. The number of students registered is to 2 402 and staff that provides admin and technical support is made up of 60 people. Out of the 80 permanent academics, 50 have obtained their Doctorate Degrees and studied and trained in countries such as China and United States of America. There are currently 9 doctoral candidates. 3 in Chemistry, 2 in Mathematics, 1 in Physical Science and 3 in Biology.

7. VISIT TO BRIAN MULRONEY PRIMARY SCHOOL IN KATI (NORTH WEST OF BAMAKO)

At Brian Mulroney Primary School, the delegation was accompanied by the Directors of the Academy of Basic Education Service in Kati. The Director of Education Services briefed Members. The main focus of the briefing was on the two-cycles of the education system, the number of learners, the number of

teachers and the role of the School Body. The Academy is made up of 1st and 2nd cycle of Education. First Cycle, Grades 1-6, and second cycle, Grades 7-9. The two cycles run vertically.

7.1 First Cycle Education System

The delegation interacted with a first cycle classroom. The age group of learners in the first cycle ranged from 9-11 years. The classroom was overcrowded. All subjects are taught in Bambara which is the official mother-tongue and English as a second language.

7.2 Second Cycle Education System

The delegation interacted with learners in a Grade 9 classroom. The class had 87 learners which, the delegation was told, was one of those with a fewer number of learners. It was said that classrooms are often filled with a maximum of 100 learners. When a learner passes his/her exams, he/she is issued with a Diploma and proceeds to Secondary level. Subjects such as Mathematics, Science, Geography and French are offered at the school. The number of learners enrolled in the second cycle was 400 learners. The number of teachers teaching second cycle was 11. Out of the 11 teachers, only 1 is a female teacher. The school has got a School Governing Body that oversees parents and teachers. The SGB is actively involved in the management of the school.

8. VISIT TO THE NELSON MANDELA PRIMARY SCHOOL

The delegation visited the Nelson Mandela Primary School which is named after the former President of the Republic of South Africa, Nelson Rolihlahla Mandela and was welcomed by the Director of the Academy of Learning, Ms Diallo Fadimala B Toure. The delegation was briefed about the founders of the school the composition of the different schools, subjects which were offered in the official mother tongue, and the commitment and role of the Nelson Mandela Foundation in assisting the school. The school was jointly opened by the former

President, Nelson Rolihlahla Mandela and Mr. Alpha O Konare in March 1996. It is made up of 4 Primary and 1 Middle Schools. The Middle School is composed of Grades 7-9 that falls under 8 different Inspectorates for Basic Education. It is led by 5 Directors who are supervised by the Head Master of the school.

To differentiate between the different schools, each school is named using the letters of the alphabet, such as school A or B. School A had 450 learners with 6 teachers. Out of the 6 teachers, 4 were Males and 2 Females. Educators teaching at the Middle School were provided with special training courses. As a symbol of friendship between the Japanese and Malian schools, both entered into establishing a twinning programme.

Since 1980 the school had experimented in giving lessons in Bambara. A concerted effort was made this year to teach it from Grades 1-6. As an experiment, all learners in Grade 5 are taught in Bambara. Learners are divided into small groups and work as a team. An observation was made that since the introduction of Bambara at the school, the numbers of learners had decreased because some parents had removed their children from the school.

8.1 CONCERN RAISED BY MANAGEMENT OF THE SCHOOL

Due to the popularity of the school in the area, Management reported that they were promised by the Nelson Mandela Foundation to keep contact with them and consider the possibility of assisting them. They requested the Committee to take up the matter with the Foundation.

8.2 COMMITTEE'S UNDERTAKING

The Committee undertook to make a follow-up on the commitment made by the Nelson Mandela Foundation to assist in building additional classes at the school.

With regard to offering subjects in the mother tongue, the Committee requested that Management provide them with a copy of statistics on the results of the exams taken in Bambara.

9. VISIT TO NATIONAL SCHOOL OF ENGINEERING

The delegation was welcomed by the Rector of the National School of Engineering and members of the Academic Council. The Rector briefed members of the delegation and provided an overview of the programmes the school offers. The delegation toured the school and visited some of the laboratories.

9.1 Technical Colleges

The National Engineering School existed prior to the University of Bamako was created. After independence the government adopted a Higher Education System exclusive of university. The Higher Certificate preceded the university. The government realized that the Higher Education system did not prepare students adequately to learn the Basic subjects at university. Due to the system producing half cooked students, the system was changed and divided into the following four divisions:

9.1.1 Civil Engineering Unit specializing in training students to become engineers.

9.1.2 Industrial Engineering Division specializing in electronics, mechanics, and energy.

9.1.3 Mathematics Division specializing in Mathematics

9.1.4 Department of Geology specializing in mining related matters.

9.2 Level of Entry

To gain entry at the National School of Engineering, a student is required to have studied for 2 years at university, and then study for another 3 years at the Engineering school to qualify as an engineer. Currently for this semester the number of students stood at 400. Taught by an academic staff compliment of 100. Out of 100, 80 are employed on a permanent basis and 20 are employed on a part-time basis. Out of the 80 permanent academic staff, 3 are women. The reason provided for the low number of women academics was that families do not allow girls to study for technical subjects. An average of 80% of students complete their studies and graduate.

9.3 Virtual University

The delegation visited two classes one was a virtual university class and another was a computer networking class. The virtual university offered video conferencing classes electronically through the Canadian university. For admission into the virtual university classes, students should have done and passed for 2 years at university. Based on the performance of the student, they are selected electronically, and then they submit an application to the Canadian university for admission. The admission fee to study costs R200 000 CDs. The class had 27 students, 17 were English speaking and 10 were French speaking. The second class the delegation visited was a computer networking class where students studied computer-networking systems. To specialize in computer networking a student is required to have 1 year Basic knowledge in computer science.

10. STUDY TOUR TO GHANA

On the 18 October 2005, the delegation arrived in Accra, Ghana. They were welcomed at the Airport by the 2nd Secretary, Political, Ms Nokukhanya Matshikwe accompanied by officials in the Protocol Office of the Speaker

11. COURTESY CALL ON HIGH COMMISSIONER MR RAPU MOLEKANE AT THE HIGH COMMISSION OFFICE, NORTH LABONE

On the 19 October 2005 the delegation paid a courtesy call to the office of the High Commissioner, Mr. Rapu Molekane. He warmly received the members of the delegation and welcomed them to Ghana. The leader of the delegation introduced the members of his team and outlined the purpose of the study tour. After the introduction, the Commissioner briefed members of the delegation and focused on the New Patriotic Party that came into power in 2004, the South African Ghana relations and the bi-laterals that existed between Stellenbosch and Ghana universities.

The Commissioner told the delegation that the office was opened in 1996. In 2004 the New Patriotic Party was voted into power replacing the National Democratic Congress. Free Basic Education was introduced together with the new national uniform of brown and yellow. The relation between South Africa and Ghana existed for the past 10 years and the cooperation was signed in the field of defense. A well-established college for Senior Military staff was built. South Africa and Ghana had also working relations in peacekeeping missions. They have signed an agreement in establishing a center for peacekeeping. The two countries have not entered into an agreement on Agriculture but had entered into negotiations on cultural issues.

The joint bi-laterals on Agricultural matters would be launched before the end of the year. Except the avoidance of taxation agreement, the two countries had general trade on aviation matters on a commercial basis. An unofficial exchange

programme exists between University of Ghana Lagos and University of Stellenbosch. The exchange exists in the field of study of HIV/AIDS. A Masters programme exists where academics from Stellenbosch visited the university of Ghana and in return academics from Ghana visited university of Stellenbosch.

25 South African companies are in Ghana. Companies such as Checkers, Woolworths, Stannic and Multi-Choice had put up shop in Ghana and South African companies are doing well.

12. COURTESY CALL ON THE FIRST DEPUTY SPEAKER OF PARLIAMENT, HON FREDDIE BLAY.

The delegation visited the First Deputy Speaker at Ghana Parliament. They were profoundly welcomed by the two Deputy Speakers to Parliament. The Chairperson introduced members of the delegation and provided an overview on the purpose of the visit by the Committee.

The briefing focused around a broad exposition of the Educational System in Ghana. Basic Education in Ghana was free and learners and students were not required to pay. In the new system, it is proposed that 2 pre-primary school years will be added by 2007 followed by the current Primary School phase where a learner is expected to spend 6 years, and then at Junior Secondary School spend 3 years, followed by an expanded 4 year phase at Senior Secondary level and proceed to enroll at tertiary level. In short, the education system will change from a 6: 3: 3 year to a 2: 6: 3: 4 year system. It is envisaged that in the long term, the 4-year degrees will be done in 3 years. This will be due to the fact that by the time the students reach university level, they will be more prepared and more matured. This will also be cost effective as the cost of university education is higher than that of Senior Secondary Schooling. Tuition at university would be free and students contribute only by paying for levies.

The country also experienced the brain drain phenomenon. To retain educators, the government is moving towards implementing a Human Development Programme with emphasis on Science and Technology.

The delegation was allowed to observe the proceedings of the Public Accounts Committee when they were examining the audited accounts of the Departments and entities.

The establishment of the Public Accounts Committee is provided under Order 151 (2) of the Standing Orders of the Parliament of Ghana. The Order 165 (1) of the Standing Orders provides that the Committee shall consist of not more than 25 Members under the Chairperson of a Member who does not belong to the party, which controls the Executive branch of Government. Accordingly, and by convention, the Committee has always been chaired by the Leader of the Main Opposition Party of the House. The primary responsibility of the Committee is to examine the audited accounts of sums granted by Parliament to meet the public expenditure of the Government, and such other accounts before Parliament. The Committee, in carrying out its functions, has the powers, rights and privileges of a High Court or a Justice of the High Court.

The Heads under which the Auditor-General reports to Parliament are as follows:

- Foreign Exchange receipts and payments of the Bank of Ghana;
- The District Assemblies Common Fund;
- The District Assemblies and Traditional Councils;
- Public Boards and Corporations;
- Pre-University Educational Institutions;
- The Ministries, Departments and other Agencies of the Central Government and
- The Consolidated Fund.

The delegation further was taken around the buildings of Parliament where they observed the old Parliament Building or the House of Parliament which was built forty three years ago. The number of Members of Parliament is approximately two hundred and thirty (230). The Majority Party held hundred and twenty-eight (128) seats. Voting system is based on the constituency voting system. Less than 10% are women Parliamentarians. The Constitution states that Ministers who are not members of Parliament should not be less than 50%. Eighty-eight seats of members of Parliament are made up of Deputy Ministers.

The challenge facing the Parliament of Ghana is that there are no Committee rooms. To convene a meeting, parties make use of lobbies. Another challenge is that Members do not have offices. To address the shortfall of offices, they are currently renovating a State House that used to house Government departments for housing all Members of Parliament. Members are not allocated dedicated Researchers.

13. COURTESY CALL ON HON. MINISTER OF EDUCATION AND SPORTS, MR YAW OSAFO-MAAFO, MP

The delegation was welcomed by the Acting Director General Mr Clark who took them to the office of the Hon Minister of Education and Sports, Mr. Yaw Osafo-Maafo. He briefed members of the delegation on the Educational System in Ghana and the New Proposed Structure of Education.

Ghana currently operates a structure consisting of 6 years of Primary Schooling, 3 years of Junior Secondary School (JSS), 3 years of Senior Secondary School (SSS) and generally 4 years of university education. Basic Education in Ghana is free. It is defined as the minimum period of schooling needed to ensure that children acquire basic literacy, numeracy and problem-solving skills as well as for creativity and healthy living.

13.1 Primary Education

Primary education, which covers 6 years after kindergarten, is to consolidate the knowledge and skills acquired at the kindergarten level and lay the foundation for inquiry, creativity and innovation and inculcate good citizenship in children.

The report of "Education in the 21st Century" recommended that at the Primary Education level emphasis should be on literacy, numeracy and problem-solving skills. Creative arts comprising, Art and Craft, Music and Dance, Physical Education and ICT should be taught as practical and creative activities. Children's first home language and Ghana's official language, English, should be used as the medium of instruction at the kindergarten and at primary level.

13.2 Junior Secondary School Education

The Junior Secondary School constitutes a three-year post primary education and provides opportunity for pupils to discover their interests, abilities, aptitudes and other potentials. It introduces them to basic scientific and technical knowledge and skills and prepares them for further academic work and acquisition of technical/vocational skills at the secondary level. To improve the quality of education at this level, teaching should be strengthened at the JSS level through improved supply of well-qualified teachers, especially for English, Mathematics, Science and the Creative Arts.

13.3 Senior Secondary/Technical /Vocational Education

Secondary education is provided at Senior Secondary Schools, technical/vocational institutes and through apprenticeship schemes. The curriculum at this level is diversified to cater for the different aptitudes; abilities, interests and skills of students provide some with the opportunity for further education and training and introduce others to a wide variety of relevant occupational skills.

To address the issue of developing the Technical, Vocational Education and Training (TVET) sub-sector as alternative parallel stream, government should

make a major shift in its state education policy in favour of the TVET sub-sector. Technical Teacher Training facilities at the University College of Education of Winneba, Kumasi and Technical Teachers Training College, Mampong should be expanded to cater for the training of more technical and vocational teachers.

13.4 Tertiary Education

Tertiary education embraces the various types of post-secondary education that offer training leading to the award of Diploma and /or Degree. Tertiary education includes universities, polytechnics, and specialized institutions.

To address problems of access, funding, staffing, quality and relevance, the government should improve and expand significantly academic and physical infrastructure and facilities in all state tertiary institutions to enable them to deliver at optimum capacity. The working conditions, including facilities for research and teaching should be improved to attract and retain staff. Tertiary institutions should set up well-resourced quality assurance units to monitor academic and professional programmes in the institutions. Universities should liaise with industry and Business to set up standards of competencies for skills acquisition.

The objective is to create an intellectually, spiritually, emotionally, and physically well-balanced individuals with the requisite knowledge, skills, values and aptitudes for self-actualization and for the socio-economic and political transformation of the nation, and the Government of Ghana.

There is one National Minister with three Deputy Ministers. Tertiary students receive loan funding through means tests. The state is finding it difficult to recover loans from student who have completed their studies.

14. MEETING MR ATO ESSUMAN CHIEF DIRECTOR, MINISTRY OF EDUCATION AND SPORTS AND MR. MICHAEL NSOWAH, ACTING DIRECTOR GENERAL, GHANA EDUCATION SERVICE

The delegation was welcomed by the Acting Director General Mr. Michael Nsowah at the Education Service Building. He briefed members around the management and administration of Pre-Tertiary Education, the management at the school level, at District and Regional level. The Management of pre-tertiary education is based on a six-tier system namely, School, Circuit, District, Regional, National and Ministry of Education level. The essence of this arrangement was to ensure that all decentralized agencies and units are involved in the management of schools, to ensure effective delivery and supervision of pre-tertiary education.

14.1 Management at the School level

The school is the primary unit of management and the head is the principal instrument through which management is carried out. The head is supported in the management process by a number of agencies, including the School Management Committee (SMC), Board of Governors and the PTA. The class teacher on his/her part provides leadership in the management of the day-to-day teaching and learning environment.

14.2 Circuit level

At the circuit level, the Circuit Supervisor is in charge of the Circuit, which consists of a cluster of schools, numbering between ten and twenty depending on the area of operation.

14.3 Regional level

The Regional Directorate of Education is responsible for the co-ordination, supervision and monitoring of the management functions of the District, Directorates of Education and Regional Education units in order to ensure good quality education in schools.

14.4 Ministry of Education

At the ministerial level, the Ministry of Education, as the body charged with formulating educational policies, has the responsibility for ensuring that educational policies and their implementation harmonize with national developments.

14.5 The school organization

The current system of 6 yrs primary; 3 yrs junior secondary and 3 yrs senior secondary will change in 2007 to 2 yrs pre-primary; 6 yrs primary; 3 yrs JSS and 4 yrs SSS. From this year, levies have been abolished and the government pays capitation.

14.6 Teacher training

The rural areas are faced with a problem of untrained teachers. These teachers are given on the job training through the "Untrained Teachers Programme. There are 38 teacher training colleges in Ghana. These colleges have been upgraded from three year to four year courses offering Diplomas instead of Certificates. Teachers Unions cooperate with the Department. The teacher : pupil ratio is as follows: Primary 32:1; JSS, 22:1; SSS, 20:1

14.7 Challenges

- 14.7.1 Inability of teachers to go to rural schools.
- 14.7.2 Low teacher salaries.
- 14.7.3 HIV/AIDS pandemic.

15. VISIT TO ACHIMOTO SCHOOL

The delegation visited Achimoto School and was welcomed by the Deputy Headmistress. She briefed the delegation and focused on establishment of the school, learners of the school and the subjects the school offers. Achimoto was

established by British Missionaries in 1927. The school produced most of the prominent leaders in the country. It had slightly more girl learners than boys. The school is headed by one Head Mistress and 3 assistants who are not teaching but concentrated on the management of the school. The school has about 80 teachers. The school is the best school in the country. It employed the most experienced teachers who ensured that they were highly motivated. The school enjoyed the support of parents and members of the communities. The normal pass rate in the Senior Secondary School averaged 80-100% pass rate and 95% of its students are admitted in the universities.

The school is divided into four programmes namely, General Science, Creative Arts, Vocational and Visual Arts and General Agriculture. The total number of learners was approximately 1 585, and of the teachers approximately 80. Learners paid levies which covers school fees, boarding and food. Continuous assessment of learners continues every term and that had an effect on acceptable discipline. The final year exams are common throughout Ghana. They fall under the West African Schools (ECOWAS). Teachers are accommodated in bungalows within the schoolyard.

16. MEETING WITH ACTING VICE-CHANCELLOR, UNIVERSITY OF GHANA, LEGON

The delegation visited the University of Ghana, Legon. The Vice-Chancellor, Prof C Gordon who is the Dean of International Programme, welcomed the delegation. He provided an overview of the university. Currently the university is amongst twenty (20) proven universities around the world. The number of courses the university offered equipped more entrepreneurs to become more marketable and information technology was at the thrust of the vision of the university. The university is one of the oldest institutions.

Recently the university participated in the Peer Review Programme. The Institute of Statistical, Social and Economic Research was requested by the Governing

Council of the African Peer Review Mechanism APRM-Ghana to undertake studies into socio-economic development in Ghana with a view to establishing Ghana's performance in relation to national goals and aspirations. The outcome of the exercise was required to be empirically verifiable by an international team using acceptable methodologies. The task was carried out which involved field surveys of 20 districts in all 10 regions of Ghana and several focus group discussions throughout Ghana.

Currently the university of Ghana had signed new agreements with University of Leeds and registered students for full degree. The number of both Regular Foreign students and special admission students continues to increase as mandated by the university of Ghana. The issue of access is quite interesting, because the daily graphics indicate that several hundred million dollars are of student loans that had not been paid back.

Residential fee is approximately \$850. Students are highly subsidized. The real costs is 8-10 times what students paid. They depended on the government for intervention to operate fee paying students. The university had administered foreign students according to the Strategic Plan 2001-2010. A policy is in place to encourage access in output looking with interacting with external bodies. Female access had positive spin offs. The aim is to increase the 3% number of female in admission policies. By this mechanism or policy the institution want to increase the population of female to close to 43,4%. The institution is working towards getting female population to an acceptable numbers.

To increase female access, in the admission policy, the cut off point for women is lower than that for men in mathematics. Every year, a Science and Maths workshop for girls is conducted. This year boys were also included.

Maths and Science are very critical for the development of female students. The university put up a Regional Centre for Science Education for female learners. The university had not got at the point where the institution experienced non-accreditation. Currently the university has 30 000 students.

Problems the university faces are that the population of the students is too large, there are no spaces for residential accommodation. The university is modeled along the Cambridge system.

Exchange programmes do exist but mostly with European Universities. In Africa, they are looking up to South African to provide leadership and assist other universities.

Exodus of staff is mostly tied to aging. People had transcended from money and had a love for the university and want to contribute to the uplifting the economy of the country.

17. MEETING WITH Mr. PAUL EFFAH, EXECUTIVE SECRETARY NATIONAL COUNCIL ON TERTIARY EDUCATION

The delegation was welcomed by Mr. Paul Effah, who briefed members and focused on the core values of the Council, the establishment of the Council and the role the Council plays.

The National Council for Tertiary Education's values stem from its coordinating role which requires it to be visionary, efficient, professional, objective and unbiased in its dealings with all its constituents. The Council will strive to treat all stakeholders with equity and respect without ever compromising its responsibility to the sub-sector and to the nation. In advising the Minister and other stakeholders, the Council must remain objective and free from any external influence.

The 1992 Constitution of Ghana mandates the establishment of a number of bodies, one of them being the National Council for Tertiary Education (NCTE), which was established by an Act of Parliament, Act 454 of 1993.

The NCTE Act 454 of 1993 specifically enjoins the Council; to advise the Minister on the development of institutions of tertiary education in Ghana.

To enquire into financial needs of the institutions of tertiary education, and advise the Minister accordingly, to recommend to the Minister for purposes of the preparation of the annual national education budgets. Block allocations of funds towards running costs and grants towards capital expenditure of each institution of tertiary education and indicating how the allocations are to be disbursed.

To recommend national standards and norms including standards and norms on staff, costs, accommodation and time utilization for approval of the Minister and to monitor the implementation of any approved national standards and norms by institutions.

To advise Governing Councils of institutions of tertiary education on suitable measures for generating additional funds for their institutions. Key to the action plan of the NCTE is to create attractive options within the tertiary education sub-sector to encourage the development of new programmes involving the industry. To facilitate the development of clear and widely accepted definition of tertiary education. To establish mechanisms for monitoring, evaluation and review of standards and norms.

18. MEETING WITH ACTING CHIEF DIRECTOR, REGIONAL CO-OPERATION AND NEPAD (The delegation was scheduled to meet with the Hon. Minister for Regional Co-operation and NEPAD, Dr. Konadu Apraku, who could not make it)

The delegation was welcomed by the Acting Chief Director responsible for Regional Co-operation and NEPAD. To spearhead the conceptualization of

NEPAD, the government decided to create a Ministry for NEPAD to deal with matters related to NEPAD. The major role the Minister responsible on NEPAD issues plays is to coordinate the activities of the structure with the Ministers of Education and Agriculture. In the agricultural sector, the Minister together with the Minister of Agriculture are responsible for the implementation of a comprehensive Agricultural programme.

The Ministry would also be going on an advocacy outreach programme in Ghana where they seek to explain what NEPAD is all about. How the principles in the NEPAD Framework could be synergized in the reduction of poverty. This would be achieved through creating avenues for people to chart forward approaches as to how they could benefit through NEPAD. The country is going through the African Peer Review Mechanism (APRM) and that should be seen as a credible initiative. The Ministry had also coordinated NEPAD agenda through various Ministers' on the ECOWAS side. The emphasis is placed on trade relations, free movement of people and signing of regional protocols to be able to expand the interaction of different markets. A NEPAD School feeding scheme programme had been started on a pilot basis. The programme would be expanded across the country in 2006 to ensure that it reached a maximum of two million children. A special Secretariat had been established to monitor the National Department of Planning Commission in the office of the Manpower Minister. To be able to sustain the programme, the government had put in place a National Health Insurance Scheme to have a social safety net. The school feeding programme had been located and coordinated with the involvement of key Ministries such as Health, Agriculture and Minister responsible for Women and Children Affairs.

They would like to co-operate with some institutions in South Africa. They tried to link with the Institute of International Affairs. They would like to have educational exchanges with South Africa. These relationships should be permanent and not once off.

19. VISITING WINNEBA SECONDARY SCHOOL

The delegation visited Winneba Secondary School and was warmly welcomed by the Head Mistress of the school and her staff members. She focused on the establishment of the school, the subjects the school offered, the number of learners and educators. Winneba was started in 1949 by AJ Hammond a Member of Parliament in a private apartment in town with one chair. Staff compliment is fifty-four in number consisting of 40 males and 14 females. There are 1300 learners. The courses that are offered are; Science, General Arts, Business and Agriculture. The results were steady and impressive. Last semester, they obtained a pass rate of 79,5% in Mathematics, and 83,1% in English. The achievement was regarded as being remarkable for the school based on the background from which learners come which is not good. To sustain the performance of learners, the school arranged extra classes for learners who are performing poorly. Most teachers at the school took their examinations under the West African Examination Council. Teachers who performed exceptionally were cited and awarded a "best teacher" award for excellent performance. The school has got a Science Resource Centre that offers tuition and practical. It has also two qualified nurses who manage an outpatient ward with 12 beds, six dormitories blocks for 600 boys and five dormitories for 700 girls. The number of boys is approximately six hundred and seven hundred girls. The school has got a choir and most of the learners belong to that choir. The school won the North West Choral music and obtained top position in the region.

The challenges facing the school are; the utility vehicle used for internal usage had broken, the sanitation facilities are unacceptable, printing machine to print examination papers had broken. Former students are also assisting the school by donating 300 metal chairs. The Swedish government had assisted the school by contributing R1,4 million to for the school to start an Internet facility. Lee University in the United States of America provided practical teaching. Thirteen

students were on mentorship programmes. At the end of the visit, the school choir performed and sung one of the prescribed songs to the delight of the Members of the delegation. Teachers are accommodated in bungalows within the school- yard.

20. Meeting with Vice-Chancellor of Winneba University of Education

The delegation visited the University College of Education of Winneba and was welcomed by the Vice-Chancellor of the university, Prof Niibi Ay-Boute. Accompanying the Vice Chancellor were the Heads and Deans of the different departments. The Vice-Chancellor briefed the delegation and focused on the establishment, the roots, the vision and mission, the goals, the structure, the faculties, mandate of the institution and the number of campuses constituting the institution.

20.1 Establishment of Winneba

The University College of Education of Winneba was established in 1992 as part of the education reform and mandated to produce professional teachers for Basic, Secondary and Teacher Training Colleges. The institution is therefore expected to play an important role in the reform programme. In 2004 the university became an autonomous institution according to Winneba Act 672.

The University College of Education of Winneba is an advanced specialist teacher training college. By its set up, operates a multi-campus system. It has three campuses, namely, Kumasi Campus, which emphasizes advanced technical and business education. Ashanti-Mampong Campus, which specializes in agricultural education and the third, Winneba Campus, which has three sites and produces teachers in areas such as Science, Social Studies, Music, Art, Home Economics, Basic Education, Special Education, Mathematics, English, French and Ghananian Languages. Due to the uniqueness of University College of Education of Winneba

in advanced teacher education, it was granted full university status with effect from October 2002.

20.2 The Vision and Mission

The University shall become a pre-eminent teacher education university in Ghana, one of the best in Africa, and a higher institution of learning, recognized worldwide. The University shall serve as a centre of excellence which will inculcate in its products the requisite academic ability and professional competencies, and imbue them with humanistic values for teaching at the pre-tertiary level, conduct research, disseminate relevant knowledge and skills, and influence educational policy.

20.3 Goals of the Institution

The major goals of the university is to improve Academic Excellence, improve infrastructure, initiate Innovative Programmes, establish partnerships, address Imbalances in Educational Provision and ensure financial self-sufficiency.

20.4 **The University in brief**

Full time students at the institution for the financial year under review aggregated to 18,317. Full time admissions by sex was, 10 706, Male students and 7 611 Female. The university was allocated a Budget ₵158 billion (US\$17.5m) –2005.

20.5 **Students**

Category	Male	Female	Total
Full Time	8,003	4,459	12,462
Distance Education	2,340	3,058	5,398
Sandwich (Long Vacation)	363	94	457
TOTAL	10,706	7,611	18,317

20.6 Full –time Students

Category	Male	Female	Total
Agriculture Education	664	151	815
Business Education	956	584	1540
Technology Education	688	201	889
Creative Arts	541	269	810
Social Science Education	979	493	1472
Languages	1194	805	1999
Science	1567	853	2420
Educational Studies	1414	1103	2517
Total	8003	4459	12462

20.7 Faculty of Language Education

The Faculty of Language Education continued to focus on research and teaching related to the improvement of performance in languages used in Ghana, that is

English as the official language of the country and the various Ghanaian languages as French, Akan-Nzema, Ewe, GaDangme and Gur-Gonja as vectors of education culture and community interaction.

20.10 Faculty of Technology Education

The faculty continued its primary functions of teaching and research in Information Technology Education. The Faculty is making every effort to reposition itself in order to respond to the rapid changes in information technology and the information economy.

20.11. Faculty of Agriculture Education

The Faculty teaches courses in Agricultural Education and Animal Science. The faculty continued to provide training to an ever-increasing number of students in addition to carrying out its other functions of research and extension. Programmes are available in all areas, namely, Animal Breeding, Meat Science and Technology, Microbiology and Immunology, Nutrition, Pasture and Range Management and Physiology.

20.12. School of Creative Arts Education

The Faculty of Creative Arts Education continued to attract a great deal of patronage from students and research scholars. The school offered both full and short courses to a large number of students in the four areas of Art, Music and Performing arts, Enrichment programme in Music and General Music Diploma.

20.13 Faculty of Science Education

The Faculty of Science Education continued to play a major role in the education of undergraduate students in the Science Faculty. Student interest in the subjects is picking up as could be seen in the increased number of students registering for, Health, Physical Education, Recreation and Sports, Home Economics Education, Mathematics Education, Science Education.

20.14 Distinctive Profile

The year under review was another good year in the life of the Faculty. Besides smooth academic and non-academic work in the Faculty during the period, the Faculty and its members were involved in a number of activities that sought to strengthen the position of the Faculty as an enviable hub in Africa for, PGD Guidance and Counselling, PGD Education Student internship, Distance Education which increased with female enrolment increasing to 60%, Applied Linguistic Project studying 15 local languages and technical, vocational and creative arts.

20.15 Partnership

The university had entered into legal links with outside universities and institutions. Currently the university had signed agreements and established partnership with, Leeds University, UK, Lulea University of Technology, Sweden, Lee University in Cleveland, Tennessee, USA, University of Pennsylvania, USA, Arizona State University, West, University of Jyväskylä, Finland, Ohio University, Athens, USA, Simon Fraser University, Vancouver, Canada, Carnegie Corporation of New York and UNICEF.

20.16 Improvement in Infrastructure

The university had seriously embarked on an epochal drive to re-structure and re-designate the university by upgrading it to a modern university. The improvement in infrastructure was due to the increasing numbers of students. Infrastructural improvements were by erecting, New Library with ICT Lab at Winneba, New Library with ICT Lab at Kumasi, Postgraduate Hostel at Winneba, New Science Laboratory at Mampong, Administration Block at Mampong, Sports Complex at Mampong, Accommodation for Staff at Kumasi, Accommodation for Staff at Winneba, Lecture Hall at Winneba and Lecture Hall at Mampong.

21 Recommendations

Signed on behalf of Committee MALI

21.1 The Portfolio Committee should request the Departments of Education and Foreign Affairs to work out system of promoting partnerships between South African Universities and those in Mali with the aim of developing sustaining the Indigenous African languages. (para. 4.11).

PROF SN MAYATULA

21.2 South Africa should take lessons from Bambara, Mali and consider the method of encouraging schools to teach learners from grade 1-6 in their mother tongue and use English as a second language. (para. 7.1)

21.3 The Portfolio Committee should send a formal letter to the Nelson Mandela Foundation informing them about the visit to the Nelson Mandela primary School in Mali and follow up on the commitment they (the Foundation) made of building additional classes to the school. (para. 8.1)

21.4 The Committee had requested for a copy of statistical package on the results of the exams taken in Bambara. (para 8.2) Follow up to be made by end March 2006.

GHANA

21.5 Children's first home language and Ghana's official language, English, should be used as the medium of instruction at the kindergarten and at primary level. (para. 13.1)

21.6 The Department should introduce measures where South African government can offer assistance by encouraging permanent exchange programmes through the Institute for International Affairs for student within the African countries. (para. 16 and 18).

Signed on behalf of Committee

PROF SM MAYATULA
PORTFOLIO COMMITTEE ON EDUCATION