



Ministry of Education
REPUBLIC OF GHANA

ACCESS TO AND QUALITY OF BASIC AND SECONDARY EDUCATION IN GHANA (2000 - 2023)

GHANA



**GHANA STATISTICAL SERVICE
MARCH 2025**



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FOREWORD

In the ever-evolving landscape of education, access and quality are not just ideals to strive for, but also the very essence of equitable and effective learning systems. The significance of understanding access to education and the quality of education cannot be overstated. It is within this context that we present this report, which draws upon administrative data from the Education Management Information System (EMIS) spanning from 2000/01 through to 2022/23 to illuminate the nuances of access and quality in education.

Administrative data on education, with its wealth of information on enrolment, attendance, resources, and outcomes, provides a powerful lens through which to examine the landscape of education. By harnessing this data, we gain an understanding of who has access to education, who is left behind, and the factors that influence the quality of education.

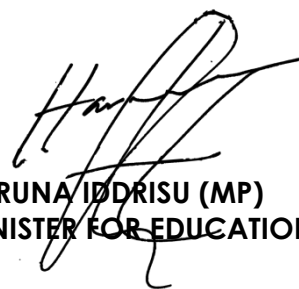
This report offers a clear and empirical analysis of the challenges and opportunities that shape access to education and its quality by identifying disparities in enrolment rates among different educational levels. The report also uncovers patterns and trends that are crucial for informed decision-making and targeted interventions.

This publication is important for policy planning. It provides an illumination on the gaps and deficit in the provision of quality basic and secondary education.

Additionally, the report serves as a call to action for stakeholders including policymakers and educators. It underscores the importance of leveraging administrative data not only for diagnostic purposes but also for driving evidence-based policy reforms and resource allocation by identifying effective interventions and monitoring progress towards achieving universal access and high-quality education for all, as enshrined in the Sustainable Development Goals.



PROFESSOR SAMUEL KOBINA ANNIM
GOVERNMENT STATISTICIAN



HARUNA IDDRISU (MP)
MINISTER FOR EDUCATION

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We also express our deep appreciation to the Director General, and the Regional and District Directors of the Ghana Education Service (GES) for their leadership in consistently compiling the educational data. We equally acknowledge the commitment of all district EMIS officers and school heads in gathering the data.

A special thank you is extended to the management and staff of the Ghana Statistical Service (GSS), the National Service Personnel attached to the Social and Demography Statistics directorates, and the Harmonising and Improving Statistics in West Africa Project (HISWAP) for the financial resources allocated for this task. We appreciate the financial support from Statistics Denmark through the Strategic Sector Cooperation in Statistics for covering the cost of printing of these reports.

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ABBREVIATIONS AND ACRONYMS

| | |
|--------|--|
| ASC | Annual School Census |
| AU | African Union |
| BECE | Basic Education Certificate Examination |
| CESA | Continental Education Strategy for Africa |
| CTVET | Commission for Technical and Vocational Education and Training |
| EMIS | Education Management Information System |
| ESP | Education Strategic Plan |
| FCUBE | Free Compulsory Universal Basic Education |
| GER | Gross Enrolment Rate |
| GES | Ghana Education Service |
| GPI | Gender Parity Index |
| GSS | Ghana Statistical Service |
| HISWAP | Harmonising and Improving Statistics in West Africa Project |
| ICT | Information and Communications Technology |
| INSET | In-Service Education and Training |
| JHS | Junior High School |
| JSS | Junior Secondary School |
| KG | Kindergarten |
| MoE | Ministry of Education |
| NER | Net Enrolment Rate |
| PDF | Portable Document Format |
| PTR | Pupil Teacher Ratio |
| PTTR | Pupil to Trained Teacher Ratio |
| SC | Secondary Cycle |
| SDG | Sustainable Development Goal |
| SHS | Senior High School |
| SRIM | Statistics, Research, and Information Management |
| SSS | Senior Secondary School |
| WASSCE | West African Senior School Certificate Examination |

ADMINISTRATIVE MAP OF GHANA



1. BACKGROUND

While significant progress has been made in improving the quality and accessibility of education worldwide, many challenges persist in numerous countries, particularly in middle and low-income nations. These challenges encompass poverty, insufficient educational resources, and gender inequality. In alignment with the United Nations Sustainable Development Goal 4, which seeks to ensure inclusive and equitable access to quality education and promote lifelong learning opportunities for all, there is a growing demand for accessible quality education.

Despite commitment and efforts towards achieving the Sustainable Development Goals (SDGs), several African countries still encounter diverse challenges related to the quality and equitable access of education. While some countries have made substantial strides in improving education, others lag. Issues like gender discrimination, inadequate infrastructure, proximity to schools, and unfavorable learning environments continue to impede access to quality education in some of these nations.

Like many of its counterparts in the West African sub-region, Ghana has grappled with educational challenges over time. Successive governments have implemented various educational reforms aimed at enhancing access and quality. A high-quality, inclusive, and accessible education offers individuals opportunities to fulfil their potential and lead productive lives while contributing to community and national development. In pursuit of maximizing the impact of education provision for its citizens, Ghana has consistently emphasized quality and inclusivity. Over the years, several policies, including Free Compulsory Universal Basic Education (FCUBE), Education Strategic Plans (2003-2015 and 2010-2020), Inclusive Education Policy, and the current Education Strategic Plan (2018-2030), have been designed to ensure that citizens from all walks of life can participate in and benefit from education, regardless of their unique circumstances, including location, ethnicity, religion, gender, disability, economic or social status, while ensuring the desired outcomes.

To gauge progress made in access to and quality of education through the various sector policies, several indicators are used. For instance, in assessing the accessibility and inclusivity of Ghana's education system, indicators such as gender parity, enrolment rates, attendance rates, and proximity to schools are considered. Similarly, the quality of education can be measured by pupil to teacher ratio, pupil to trained teacher ratio, pupil to textbook ratio, and the availability of libraries and computer laboratories. Policymakers and other stakeholders in education rely on these indicators to evaluate the effectiveness of educational policies at any given time.

This report aims to contribute to the analysis and monitoring of education policies, which are crucial for understanding the progress in access to and quality of education in Ghana.

The report will also serve as a valuable guide to engender public discourse in identifying areas that require additional action and resources to achieve the Strategic Sector Policy and the SDGs by 2030. Given that the available data spans approximately two decades, it presents a unique opportunity to compare the performance of the various policy regimes by examining trends in some education access and quality indicators from 2000/01 to 2022/23 academic years.

Another objective of this report is to demonstrate the value of administrative data, and the insights derived from their reuse in producing official statistics. The efforts put into compiling the data for this report underscore the importance of investing in setting up and maintaining administrative data through digitalisation.

1.1 Ghana's Education Policy Landscape

Ghana's educational policies are anchored in the 1992 Constitution and various strategic plans that prioritise equal access and quality education. The Constitution guarantees equal educational opportunities, with a focus on free basic education and accessible higher education, while prohibiting discrimination in any form. The Free Compulsory Universal Basic Education (FCUBE) was introduced in 1995 to achieve universal education by 2005. Building on these foundations, the Education Strategic Plan (ESP) from 2003 to 2015 aimed to improve access and quality, with a focus on infrastructure and curriculum development. Similarly, the Inclusive Education Policy of 2015 aimed to create an inclusive educational system with learner-friendly environments and accessible teaching materials.

The second Education Strategic Plan of 2010-2020 made continued efforts to enhance access to and the quality of Basic and Second Cycle Education, with goals of achieving gender parity and improving quality of teaching. It emphasized resource provision and capacity building to meet diverse learner needs and bridge gender gaps. The current Education Strategic Plan 2018–2030 aims to further improve access and quality, particularly in Science, Technology, Engineering and Mathematics (STEM) education, with an emphasis on inclusivity and high standards for all students. These policies reflect Ghana's commitment to fostering a learning society and enhancing its human resources, contributing to sustainable development and the goals of the 2030 Global Agenda.

1.2 Education Strategic Plan (ESP) Targets

To effectively monitor and evaluate the implementation process and achieve the policy objectives, specific performance targets were formulated in the Education Strategic Plan (ESP). These targets encompass various access, inclusiveness, and quality milestones tailored to each ESP.

1.3 Summary of Relevant ESP Targets by Level of Education

Table 1 summarises key targets from Ghana's Education Strategic Plan (ESP) across different education levels: Kindergarten (KG), Primary, Junior High School (JHS), and Senior High School (SHS) for three strategic periods (2003–2015, 2010–2020, and 2018–2030). The table covers four indicators: Gross Enrolment Ratio (GER), Net Enrolment Ratio (NER), Gender Parity Index (GPI), and Pupil to Trained Teacher Ratio (PTTR). The symbol "x" denotes the absence of a specified target in the respective ESP or school level.

TABLE 1. ESP TARGETS BY LEVEL OF EDUCATION

| ESP duration | GER Targets | | | |
|--------------|--------------|---------|------|------|
| | KG | Primary | JHS | SHS |
| 2003 - 2015 | 86 | 100 | 90 | x |
| 2010 - 2020 | x | 120 | 110 | x |
| 2018 - 2030 | 116 | 116 | 91 | 60 |
| | | | | |
| | NER Targets | | | |
| | KG | Primary | JHS | SHS |
| 2003 - 2015 | x | x | x | x |
| 2010 - 2020 | 90 | x | x | x |
| 2018 - 2030 | 90 | 92 | 53 | 34 |
| | | | | |
| | GPI Targets | | | |
| | KG | Primary | JHS | SHS |
| 2003 - 2015 | x | x | x | x |
| 2010 - 2020 | 1.00 | 1.00 | 1.00 | 1.00 |
| 2018 - 2030 | x | x | x | x |
| | | | | |
| | PTTR Targets | | | |
| | KG | Primary | JHS | SHS |
| 2003 - 2015 | x | x | x | x |
| 2010 - 2020 | x | x | x | x |
| 2018 - 2030 | 45 | 40 | 28 | x |

2. DEFINITION OF CONCEPTS

This section presents the definitions of the key concepts used in the report:

2.1 Access to Education

It refers to the opportunity for individuals to enter and participate in the education system, regardless of socioeconomic background, location, or other barriers.

2.2 Basic Education

It refers to the foundational level of education that aims to provide essential knowledge, skills, and competencies necessary for personal development and participation in society. It covers the levels from KG1 to JHS3.

2.3 Gender Parity Index

Ratio of female-to-male value of a given indicator. A GPI of 1 indicates parity between sexes; a GPI that varies between 0 and 1 means a disparity in favour of boys; a GPI greater than 1 indicates a gap in favour of girls.

2.4 Gross Enrolment Rate

Total enrolment at a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.

2.5 Net Enrolment Rate

Number of pupils enrolled who are of the official age group for a given category of early childhood education expressed as a percentage of the population of the official age for the respective category.

2.6 Quality Education

It refers to education that is inclusive, equitable, relevant, and effective, providing all learners with the knowledge, skills, and attitudes needed for personal fulfilment, active citizenship, and sustainable development.

2.7 Pupil Teacher Ratio

It is the average number of students per teacher in a class, used as an indicator of the level of individual attention and support available to students.

2.8 Pupil to Trained Teacher Ratio

The ratio of the number of students to the number of teachers who have received formal training in teaching methods and educational principles.

2.9 Secondary Education

The educational level following basic education, providing more specialised and advanced instruction.

3. DATA SOURCE AND METHODOLOGY

3.1 Data Source

This report uses data from the Annual School Census (ASC), covering academic years from 2001/02 to 2022/23, sourced from the Education Management Information System (EMIS) in Portable Document Format (PDF) format.

TABLE 2. PERIOD OF DATA FOR ANALYSIS ON ACCESS TO EDUCATION

| Indicator | Level | Period |
|-----------|----------------|-------------------|
| GER/NER | KG | 2003/04 - 2022/23 |
| | Primary | 2001/02 - 2022/23 |
| | JHS | 2001/02 - 2022/23 |
| | SHS | 2005/06 - 2022/23 |
| GPI | KG/Primary/JHS | 2007/08 - 2022/23 |

TABLE 3. PERIOD OF DATA FOR ANALYSIS ON QUALITY OF EDUCATION

| Level | Indicator/Examination | Period |
|---------|-----------------------|-------------------|
| KG | PTR | 2003/04 - 2022/23 |
| | PTTR | 2010/11 - 2020/21 |
| Primary | PTR | 2001/02 - 2022/23 |
| | PTTR | 2010/11 - 2020/21 |
| JHS | PTR | 2001/02 - 2022/23 |
| | PTTR | 2010/11 - 2020/21 |
| SHS | BECE | 2003/04 - 2020/21 |
| | WASSCE | 2005/06 - 2020/21 |

3.2 Data Extraction and Quality Assurance

Given that the ASC data currently does not exist in machine-readable formats, there was the need to first convert them into Excel tables for analysis using R programming language. Using R's powerful packages, this workflow automated the process of extracting and structuring the educational data. Essential R packages were loaded for PDF scraping, text analysis, data reshaping, and cleaning. A 'for-loop' function iterated through each page of the PDF, converting the tables into readable data frames.

To ensure data quality, the extracted tables were validated against the original PDF. Additionally, a validation meeting was held between the Ghana Statistical Service and the Ministry of Education to confirm data integrity before final use in analysis and reporting.

3.3 Data Analysis

The report used basic descriptive data analysis methods, including graphical representations such as bar charts, line graphs and maps to communicate the findings. This allows users to identify trends and patterns easily.

3.4 Limitations

Data for certain years and educational levels were not available, leading to the omission of specific years and levels from the presented findings. However, this omission did not impact on the analysis since several data points were used.

A notable observation is that Gross Enrolment Rates (GER) frequently exceeded 100%. This phenomenon can be attributed to instances where the numerator (total student enrolment) surpassed the denominator (school-age population). Contributing factors include grade repetition, cross-regional student enrolment, and school lag, where students enrol at ages outside the standard range.

4. JUSTIFICATION FOR MEASURING ACCESS TO AND QUALITY OF EDUCATION

This report provides a comprehensive analysis of two foundational pillars of Ghana's education system: access to education and quality of education. Access to education ensures that all individuals, irrespective of their background or circumstances, can enrol and remain in school. Quality education, on the other hand, equips students with the knowledge, skills, and competencies necessary to thrive in an increasingly competitive global landscape. These pillars are integral to Ghana's alignment with key national and international frameworks, including the Education Strategic Plan (ESP) 2018–2030, the African Union's Agenda 2063, and the Sustainable Development Goals (SDGs). Each of these frameworks emphasizes the imperative of inclusive, equitable, and high-quality education as a cornerstone for driving social transformation and sustainable development.

Over the past decade, Ghana has made notable strides in broadening access to education. Despite this progress, persistent challenges such as regional disparities, gender-based inequalities, and inconsistent learning outcomes continue to impede the realization of equitable and inclusive education for all. An analysis of these issues is vital for identifying existing gaps and formulating evidence-based policy interventions. Such measures are indispensable for ensuring that Ghana's education system remains responsive to national development goals while fulfilling its commitments to global agendas.

4.1 Why Measure Access to Education

Access to education is a fundamental human right and a key priority of Ghana's Education Strategic Plan (ESP) 2018–2030, which seeks to achieve universal basic education and expand secondary and tertiary enrolment. It is also aligned with Sustainable Development Goal 4 (SDG 4), which promotes inclusive and equitable education for all, and the African Union's (AU) Continental Education Strategy for Africa (CESA 16-25), which aims to eliminate barriers to education and foster lifelong learning across the continent.

Measuring access to education is critical, as inequitable access perpetuates social and economic disparities. In Ghana, regional disparities in enrolment rates and gender parity, continue to challenge efforts toward universal education. Access to education in this report was measured using gross and net enrolment rates and gender parity rates. A data-driven analysis of access provides valuable insights for policymakers by identifying underserved regions and communities that require targeted interventions, evaluating the effectiveness of education policies in improving school enrolment and retention and

tracking Ghana's progress toward ESP targets, SDG 4, and AU education goals to ensure that all children receive quality education.

4.2 Why Measure Quality of Education

Ensuring access to education is not enough if learning outcomes remain poor. Quality education is central to Ghana's ESP 2018–2030, which prioritises teacher development, curriculum relevance, and student performance to enhance learning. It also aligns with SDG 4.1, which advocates for universal primary and secondary education with meaningful learning outcomes, and Agenda 2063's Aspiration 1, which envisions a well-educated, skilled citizenry for Africa's transformation. This report assesses three key indicators on the quality of education: pupil teacher ratio, pupil to trained teacher ratio and core subject pass rates at BECE and WASSCE level.

5. HIGHLIGHTS OF RESULTS

Statistics presented in this section are generated using Education Management System administrative data from 2001 to 2023.

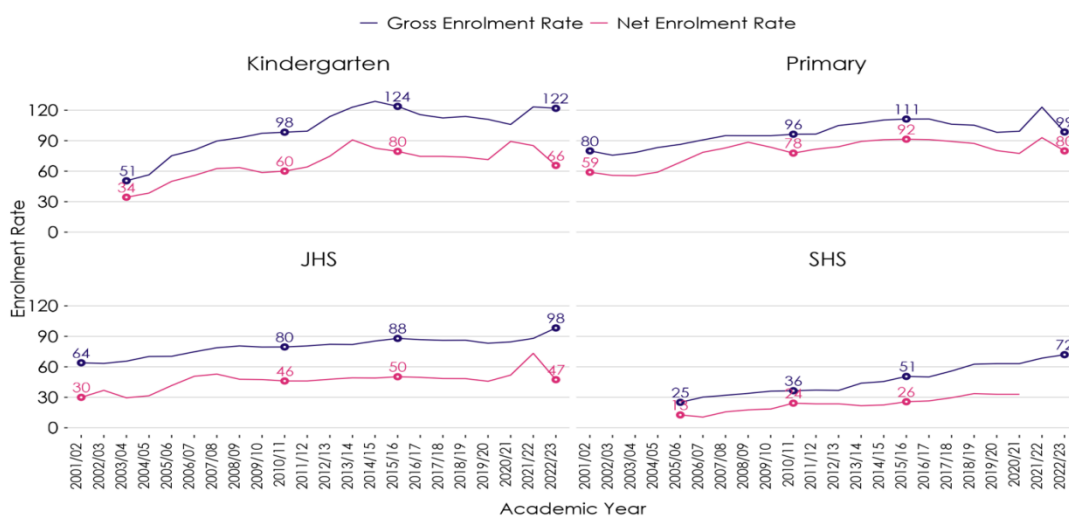
5.1 Access to Education

This section presents results on three key indicators of access to education: Gross Enrolment Rate (GER), Net Enrolment Rate (NER), and Gender Parity Index (GPI). The section assesses performance at the national and regional levels and compares these outputs to policy targets.

Gross enrolment rate at kindergarten level has more than doubled in the last two decades from 51.0 percent to 122.0 percent. Similarly, NER increased from 34 percent to 66.0 percent in the same period. At the primary level, about 20.0 percentage point increase is recorded for both GER and NER over the two decades. In the 2022/23 academic year, less than half of the number of children are within the expected age bracket at the junior high school level as GER and NER were 98.0 percent and 47.0 percent respectively.

Gross enrolment rate at the SHS level has nearly tripled from 25.0 percent in 2005/06 to 72.0 percent in 2022/23, and NER has about doubled between 2005/06 and 2020/21 from 16.0 percent to 31.0 percent.

FIGURE 5.1.1. GROSS AND NET ENROLMENT RATES FOR KINDERGARTEN, PRIMARY, JUNIOR AND SENIOR HIGH



Across the four academic levels, a lot more children at SHS are outside the official age (averaging about 50.0 percent over the period 2005/06 to 2019/20), closely followed by JHS (averaging about 45.0 percent over the period 2001/02 to 2019/20); Kindergarten (averaging about 30.0 percent over the period 2003/04 to 2019/20); and Primary (averaging about 20 percent over the period 2001/02 to 2019/20).

FIGURE 5.1.2. SHARE OF PUPILS OF OFFICIAL AGE BY SCHOOL LEVEL

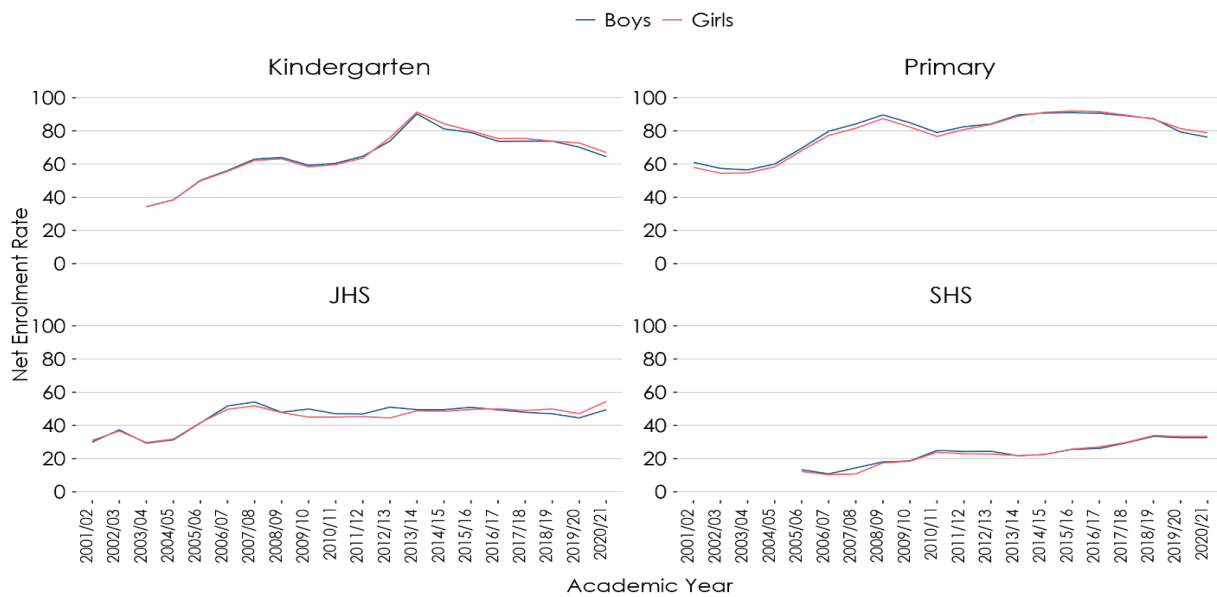


The net enrolment rate for girls in kindergarten was slightly higher than for boys, especially after the peak in 2014/15.

For more than a decade, since 2001/02, NER for boys in primary school remained higher, and parity was subsequently achieved till 2019/20 when that of girls became higher with 2.1 percentage points difference.

From 2017/18, the NER for girls in JHS surpassed that of boys, contrasting the evidence from previous years.

FIGURE 5.1.3. NET ENROLMENT RATE FOR BOYS AND GIRLS IN KINDERGARTEN, PRIMARY, JUNIOR AND SENIOR HIGH

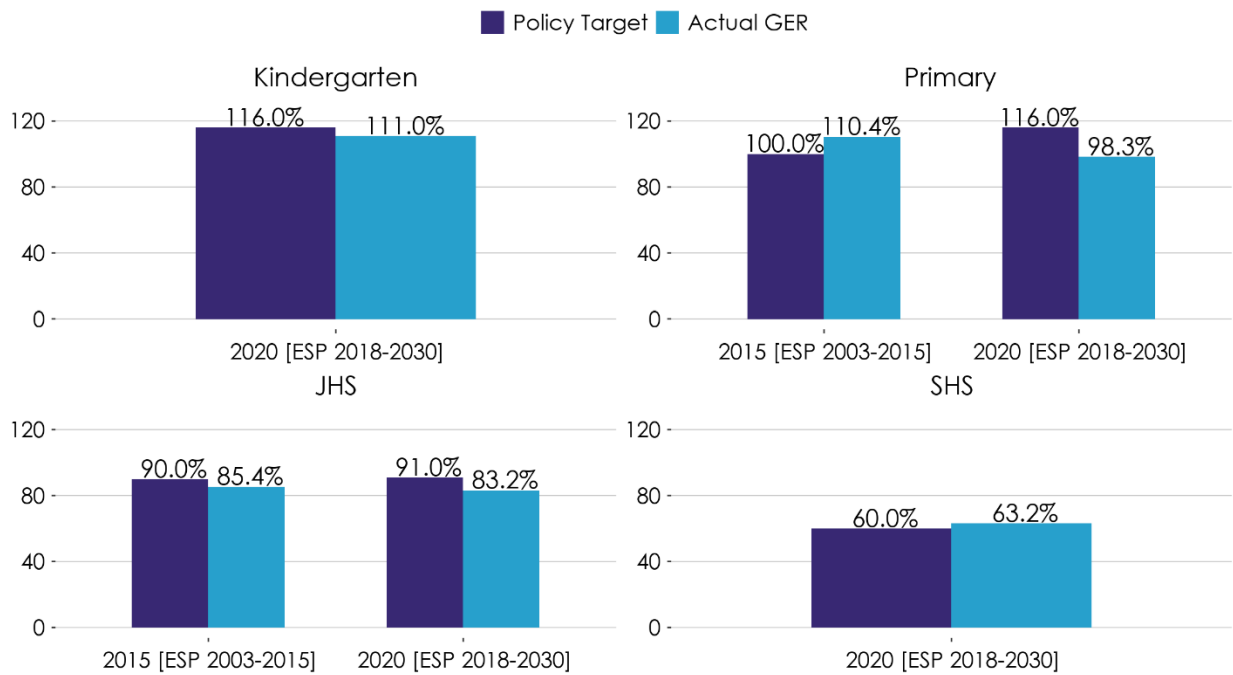


In 2020, the GER for kindergarten and primary were below the ESP targets by 5.0 and 17.7 percentage points respectively.

Both the 2015 and 2020 ESP targets for gross enrolment at the JHS level recorded shortfalls: 4.6 percentage points and 7.8 percentage points respectively.

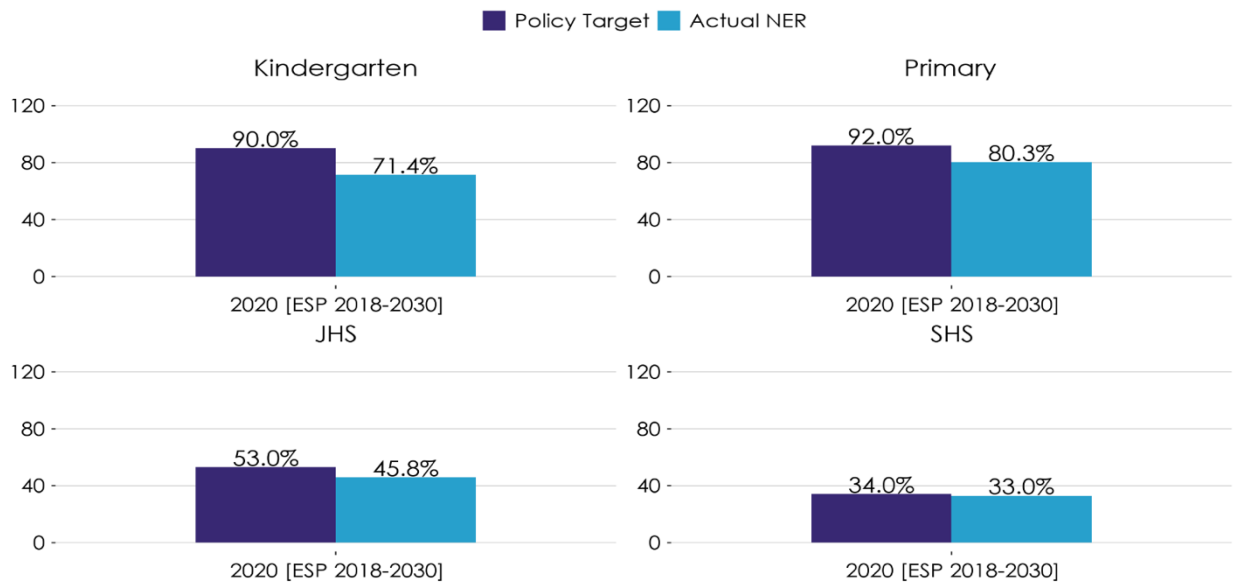
The 2020 ESP target for gross enrolment at the SHS level was exceeded by 3.2 percentage points.

FIGURE 5.1.4. GROSS ENROLMENT RATES AND POLICY TARGETS ACROSS EDUCATION LEVELS



Across all educational levels the ESP targets for NER in 2020 were not achieved, with kindergarten and primary levels recording the highest shortfalls of 18.6 and 11.7 percentage points respectively.

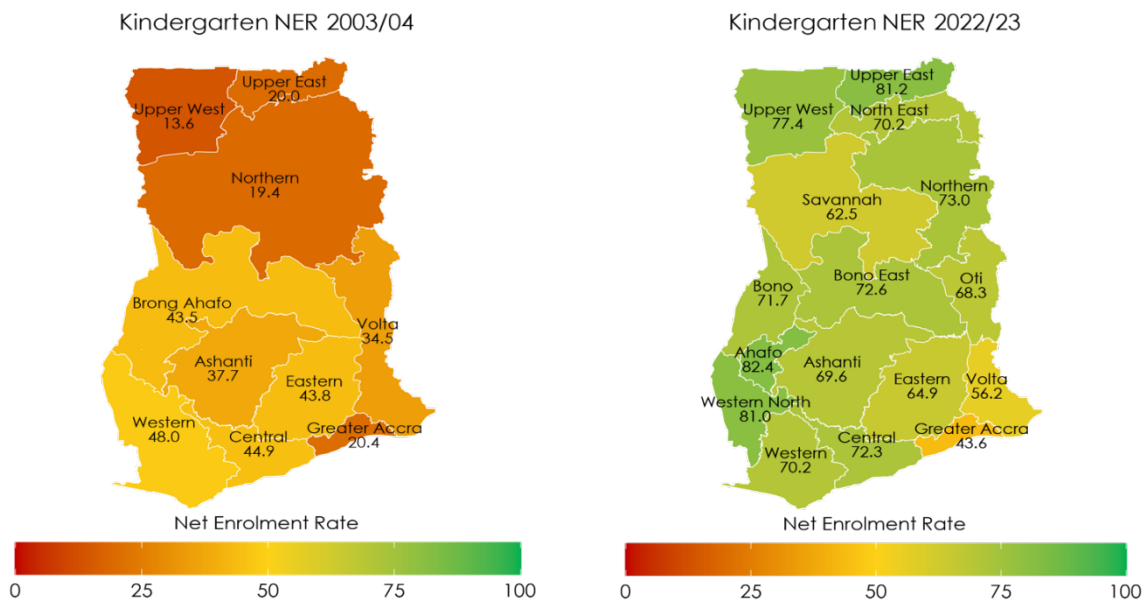
FIGURE 5.1.5 NET ENROLMENT RATES AND POLICY TARGETS ACROSS EDUCATIONAL LEVELS



At the kindergarten level, the regions in the northern part of the country observed greater improvements in NERs between 2003/04 and 2022/23, with Upper West experiencing the highest increase from 13.6 percent to 77.4 percent.

The Greater Accra (43.6%) and Volta (56.2%) regions recorded the lowest NER in 2022/23 academic year.

FIGURE 5.1.6. NET ENROLMENT IN KINDERGARTEN BY REGION¹ FOR 2003/04 AND 2022/23

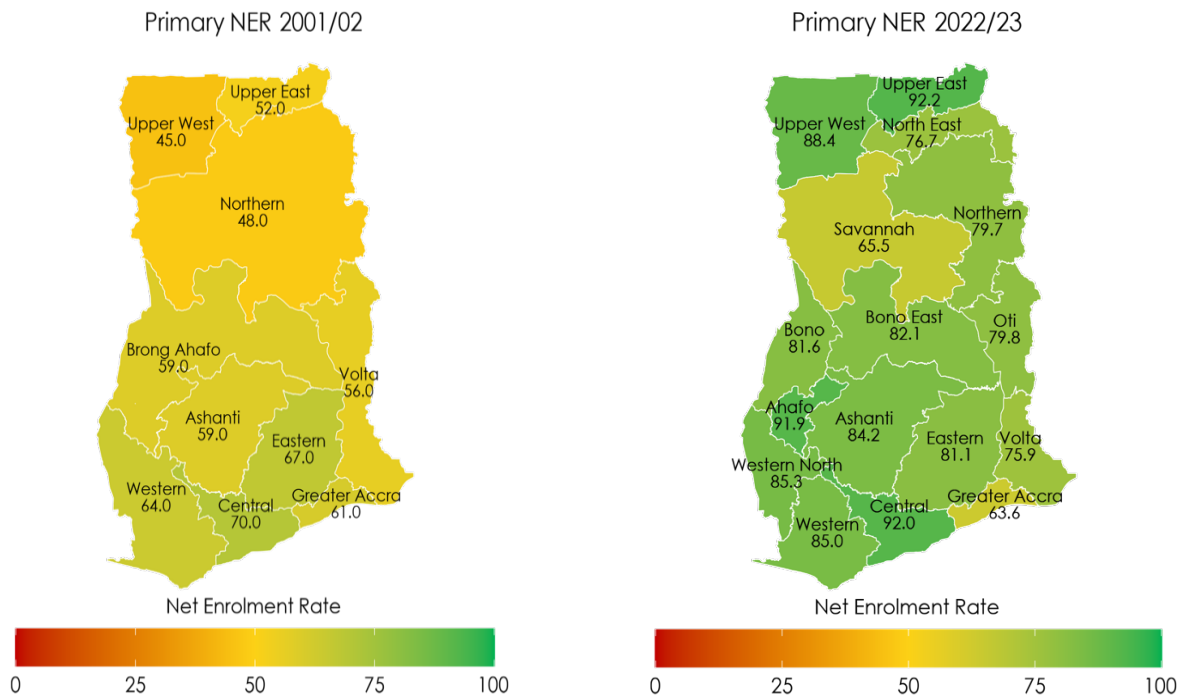


¹ Until 2018, Ghana had 10 administrative regions. Subsequently, five (5) of the Ten (10) regions were re-demarcated for the creation of new regions: Volta Region (Volta and Oti), Northern Region (Northern, Savannah, and North East), Brong-Ahafo Region (Bono, Bono East, and Ahafo), and Western Region (Western and Western North).

Similar to the trend observed at the kindergarten level, Upper West Region recorded the highest increase in NER at the primary level, from 45 percent in 2001/02 to 88.4 percent in 2022/23, and Greater Accra Region recorded the least improvement with a 2.6 percentage point increase.

In 2022/23 academic year, three regions recorded NER above 90: Upper East (92.2%), Central (92.0%) and Ahafo (91.9%) at the primary level.

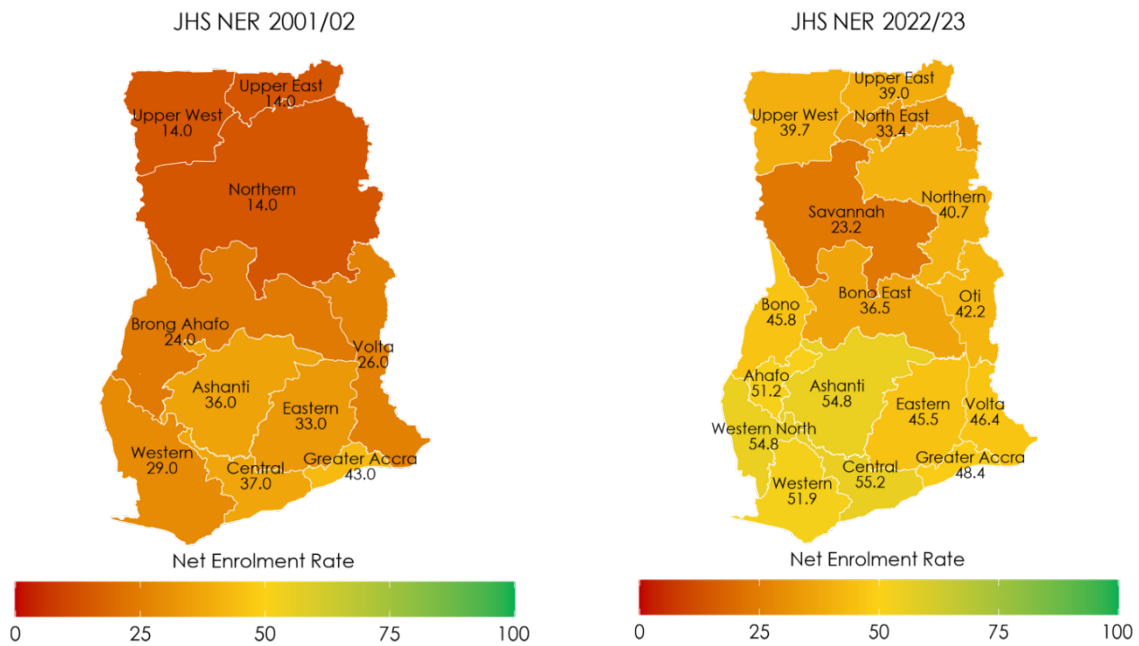
FIGURE 5.1.7. NET ENROLMENT IN PRIMARY SCHOOL BY REGION FOR 2001/02 AND 2022/23



The Upper West and Upper East regions experienced the highest increases in NER at the JHS level, from 14.0 percent in 2001/02 in each of the regions to 39.7 percent and 39.0 percent in 2022/23 respectively.

The Savannah Region recorded the least NER in 2022/23 of 23.2 percent, although this is an improvement over the regional rate of 14.0 percent in 2001/02.

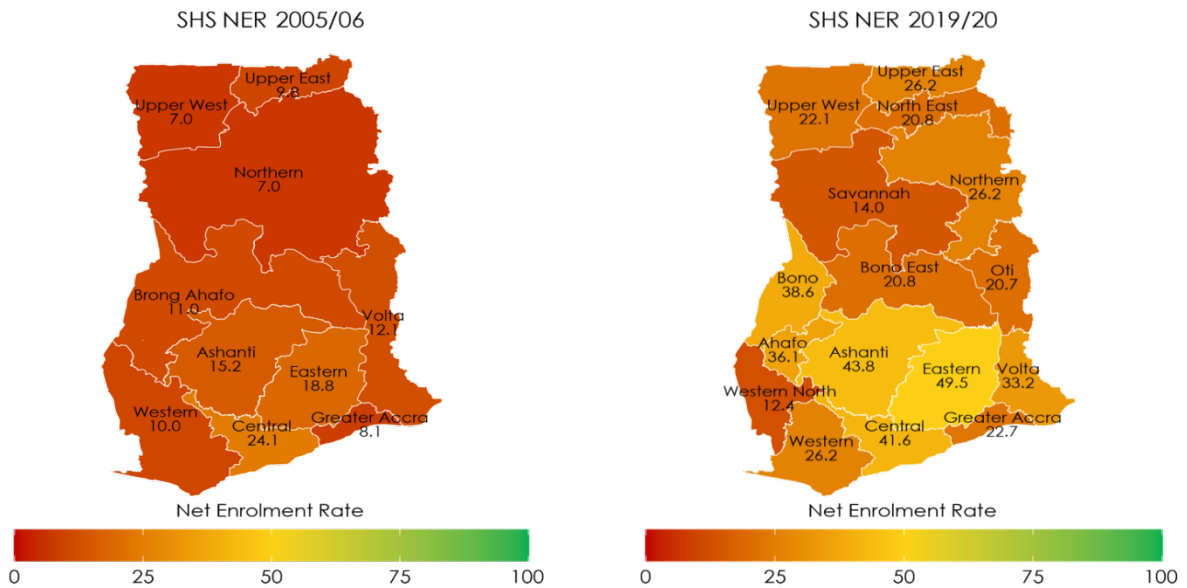
FIGURE 5.1.8. NET ENROLMENT IN JUNIOR HIGH SCHOOL BY REGION FOR 2001/02 AND 2022/23



In the 2005/06 academic year, the NER at the SHS level was below 20 percent in nine out of the former ten regions, with the three regions of northern Ghana recording rates below 10 percent.

By the 2019/20 academic year, NER had more than doubled across all regions. The Western North Region recorded the lowest rate at 12.4 percent, while the Eastern Region recorded the highest rate (49.5%).

FIGURE 5.1.9. NET ENROLMENT IN SENIOR HIGH SCHOOL BY REGION FOR 2005/06 AND 2019/20



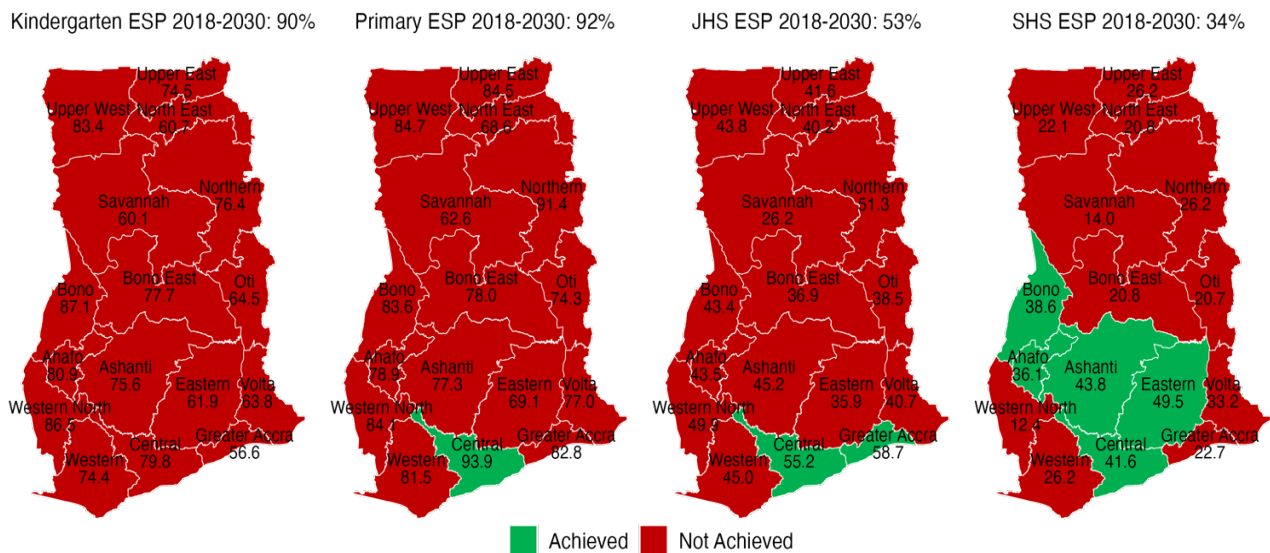
The ESP (2018-2030) target of 34 percent NER at the Senior High School was achieved by four out of the 16 regions. Western North (12.4%) and Savannah (14.0%) regions are the farthest from the 2020 target.

Greater Accra (58.7%) and Central (55.2%) are the only regions that achieved the 2020 ESP target of 53.0 percent NER at the JHS, with the Savannah Region being two times farther away from achieving it.

Central Region (93.9%) is the only one that achieved the NER target of 92.0 percent by 2020 at the Primary School level. Three regions [Eastern (69.1%), North East (68.6%), Savannah (62.6%)] are more than 20 percentage points farther away from achieving the target.

At the Kindergarten level, no region achieved the 2020 ESP target of 90.0 percent NER, with the Greater Accra Region (56.6%) being the farthest behind the target.

FIGURE 5.1.10 NET ENROLMENT BY REGION, LEVEL OF EDUCATION, AND ESP (2018-2030) 2019/20 TARGET

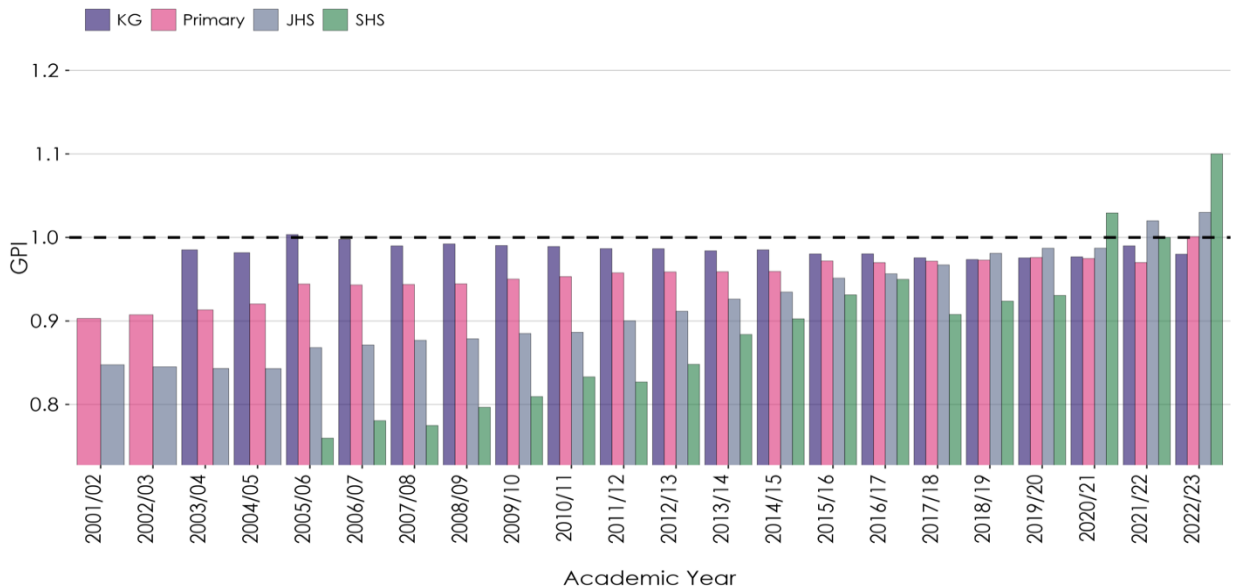


Between 2001/02 and 2019/20, enrolment across all four education levels steadily progressed toward gender parity. By 2022/23, girls outnumbered boys in both senior and junior high schools. Gender parity was achieved at the primary level, while kindergarten remained the only level where boys were enrolled in higher numbers than girls.

Incrementally over the years, from 2001/02 to 2019/20, gender parity (1.0) was recorded for all levels except for kindergarten which declined to 0.98 in 2022/23, following parity (1.0) in 2005/06 and 2006/07.

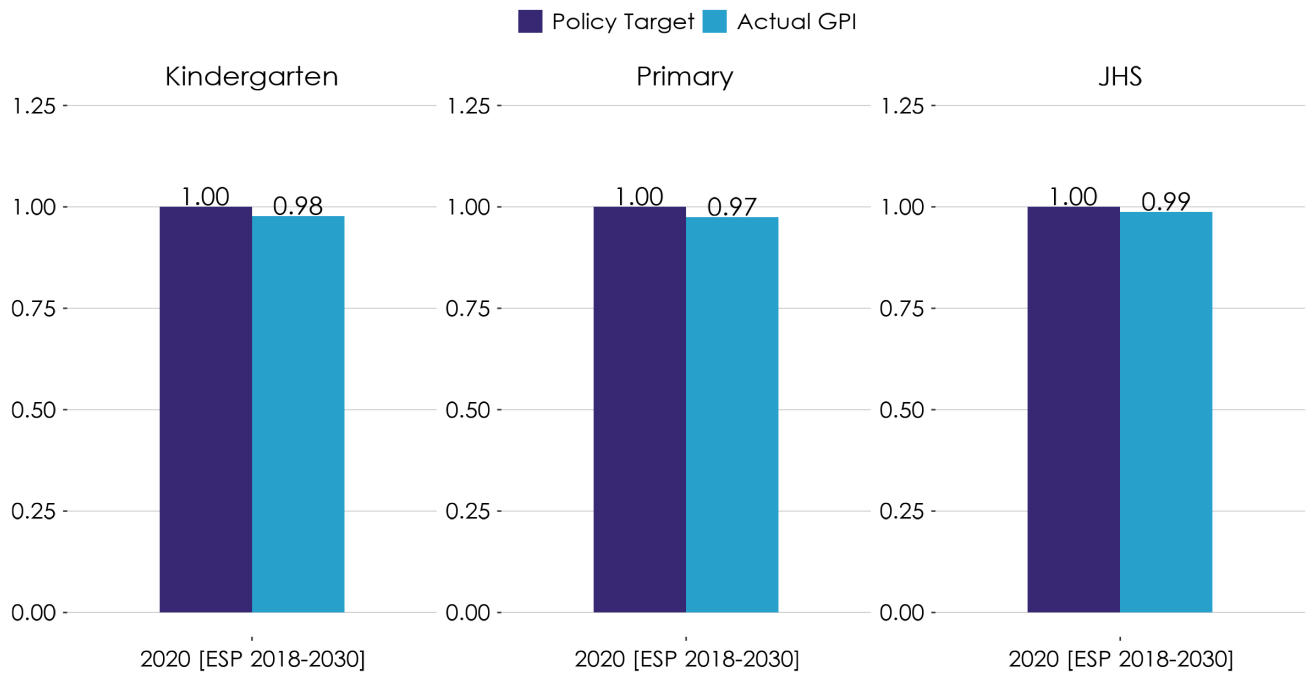
In the last three years at the SHS level, more girls have been enrolled than boys with a peak of 1.1 in 2022/23.

FIGURE 5.1.11. GENDER PARITY INDEX, 2001/02 – 2022/23



By 2020, gender parity had not been achieved at any level of Ghana's basic education as targeted in the ESP (2018-2030) as there were at least two percent less girls at kindergarten, primary and one percent at JHS.

FIGURE 5.1.12 GENDER PARITY INDICES AND POLICY TARGET ACROSS EDUCATIONAL LEVEL



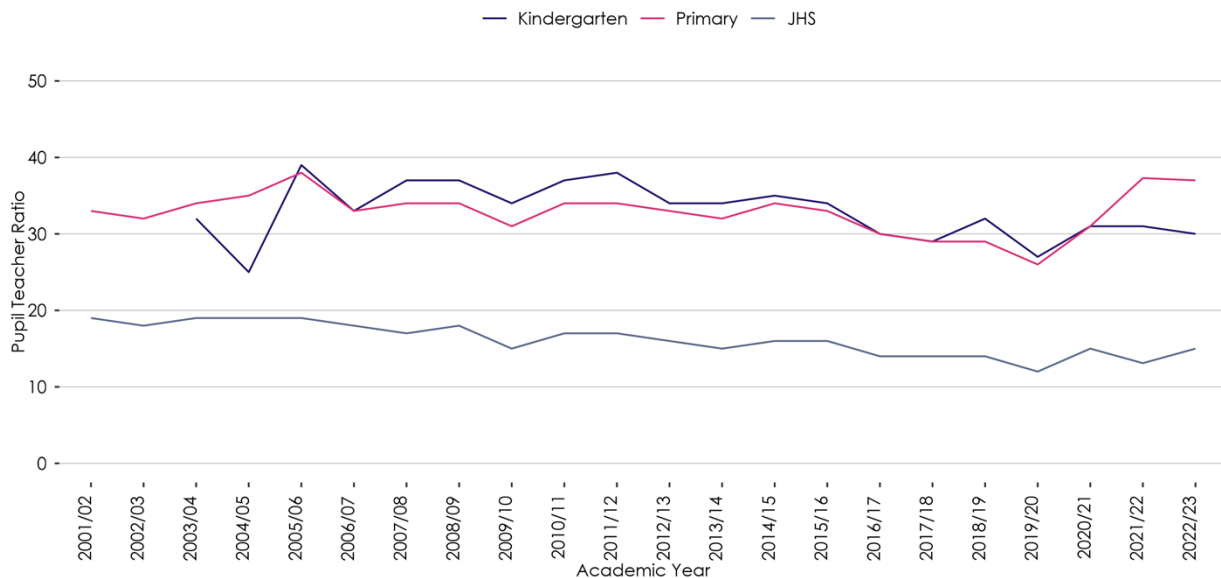
5.2 Quality of Education

This section examines key indicators of education quality, including Pupil Teacher Ratio (PTR) at Kindergarten, Primary, and Junior High School (JHS) levels, Pupil to Trained Teacher Ratio (PTTR) at Kindergarten and Primary levels and Student Pass Rates in core subjects at JHS and Senior High School (SHS) levels, based on external examinations (BECE and WASSCE).

The analysis highlights the performance of these indicators, one of which aligns with targets set in the Education Strategic Plan (ESP) 2018-2030, providing insights into the quality of education over time.

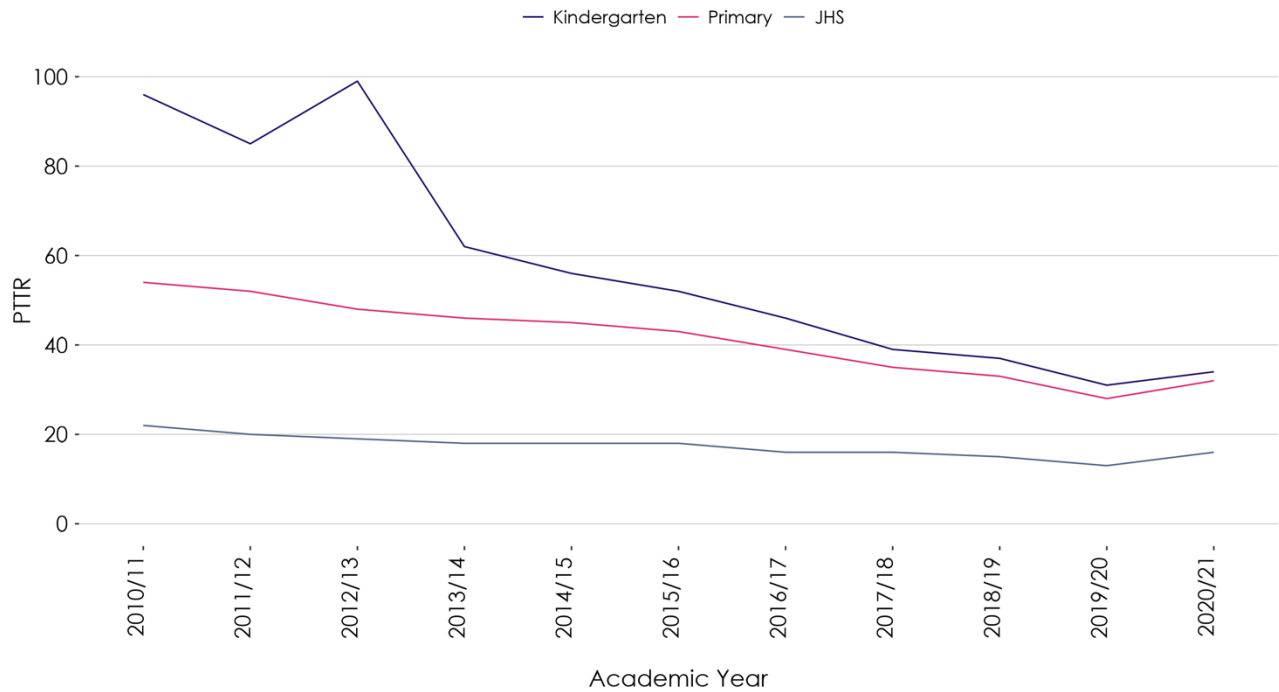
Over the past two decades, the pupil teacher ratio (PTR) has shown a slight decline across three educational levels (kindergarten, primary and JHS), with some fluctuations. However, at the primary level, the PTR increased to approximately 38 pupils per teacher in 2022/23, up from about 33 in the 2001/02 academic year.

FIGURE 5.2.1. PUPIL TEACHER RATIO (PTR) AT KINDERGARTEN, PRIMARY AND JHS, 2001/02 – 2022/23



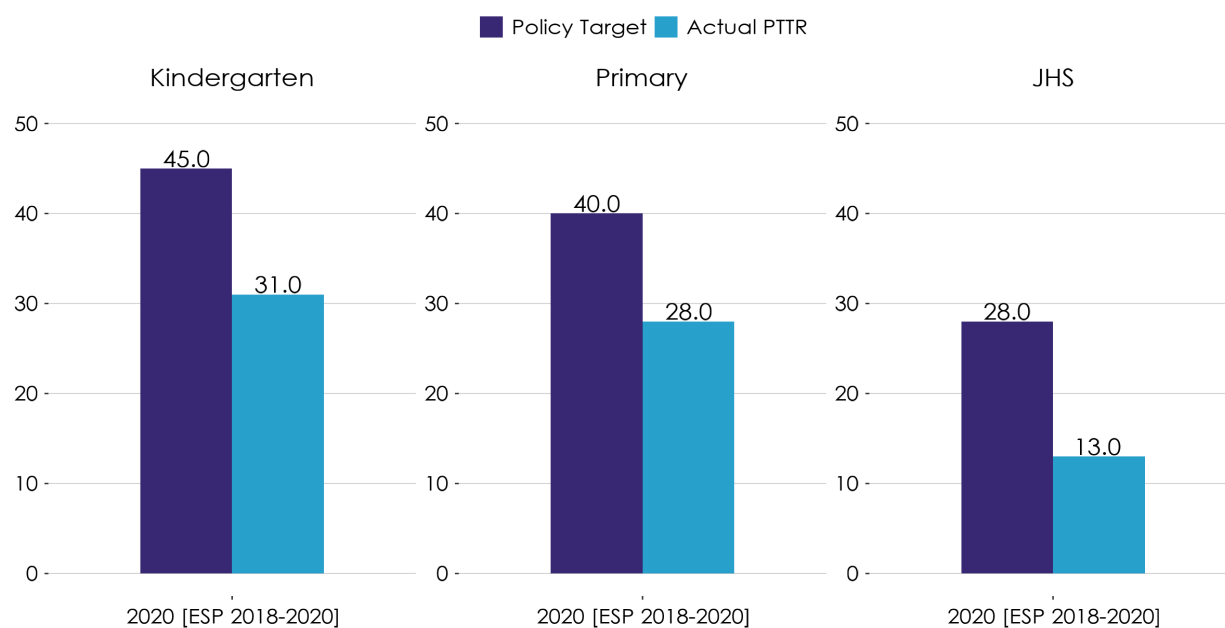
Pupil to trained teacher ratio (PTTR) for both kindergarten and primary levels recorded remarkable improvements in the decade 2010/11 to 2020/21, reducing from over 90 pupils to a trained teacher to about 35 for kindergarten and from about 55 to about 31 pupils to a trained teacher for primary school.

FIGURE 5.2.2. PUPIL TO TRAINED TEACHER RATIO (PTTR) AT KINDERGARTEN AND PRIMARY, 2010/11 – 2020/21



The ESP targets for 2020 were achieved and exceeded for pupil to trained teacher ratio for all levels of basic education.

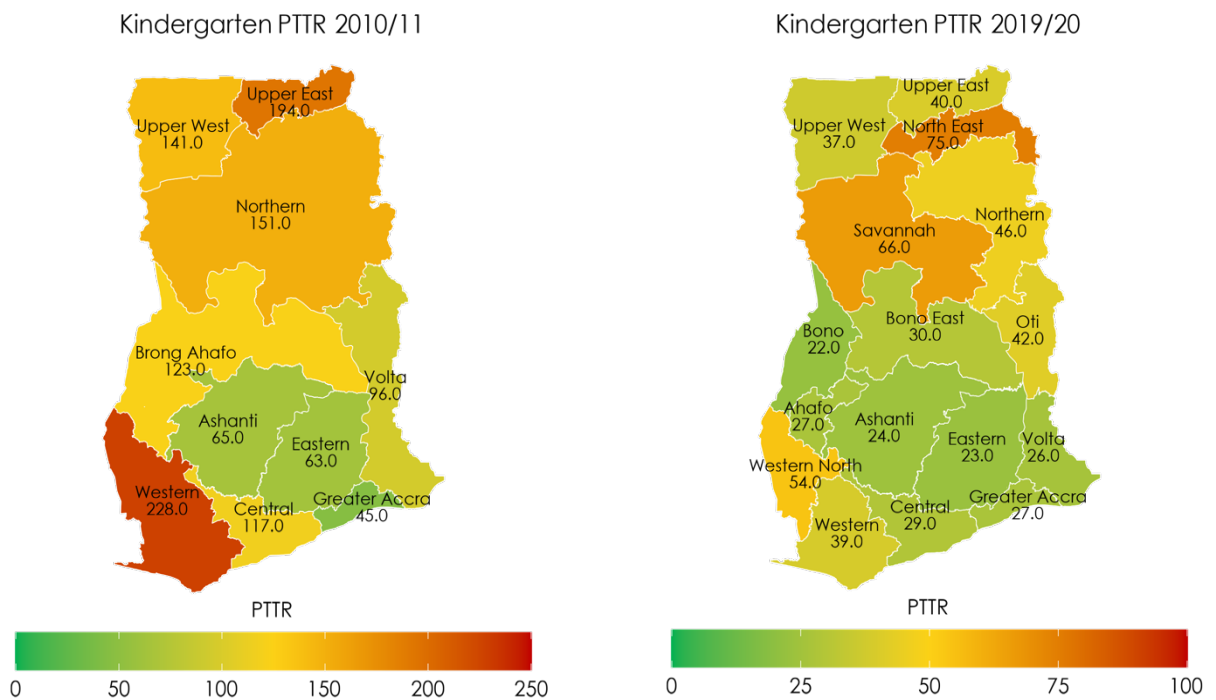
FIGURE 5.2.3. PUPIL TO TRAINED TEACHER RATIO AT NATIONAL LEVEL AND POLICY TARGET ACROSS EDUCATIONAL LEVELS



Pupil to trained teacher ratio at kindergarten level improved from 2010/11 to 2019/20 academic years across all the regions with a remarkable decline occurring in Western (228 to 39) and Upper East (194 to 40) regions.

In the 2019/20 academic year, four regions (North East, Savannah, Western North and Northern) recorded PTTR higher than the national average of 45 pupils per trained teacher.

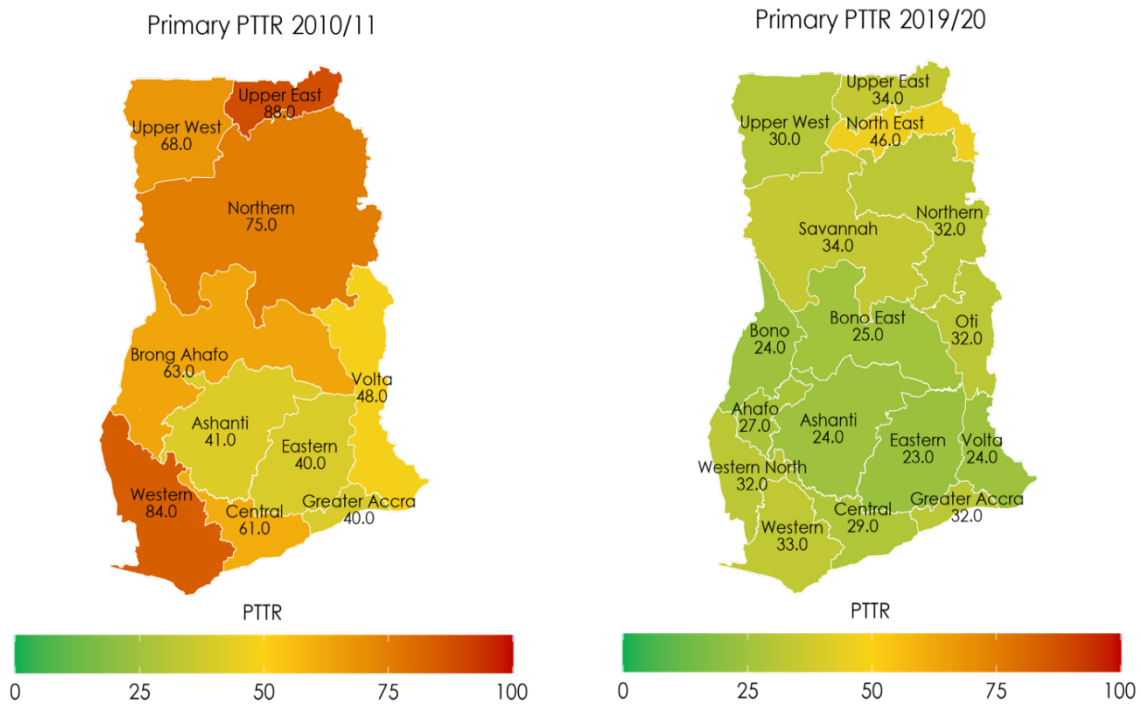
FIGURE 5.2.4. PUPIL TO TRAINED TEACHER RATIO AT KINDERGARTEN, 2010/11 – 2019/20



In 2010/11, four regions (Greater Accra, Eastern, Ashanti and Volta) had PTTR below 50 pupils per trained teacher at the Primary level.

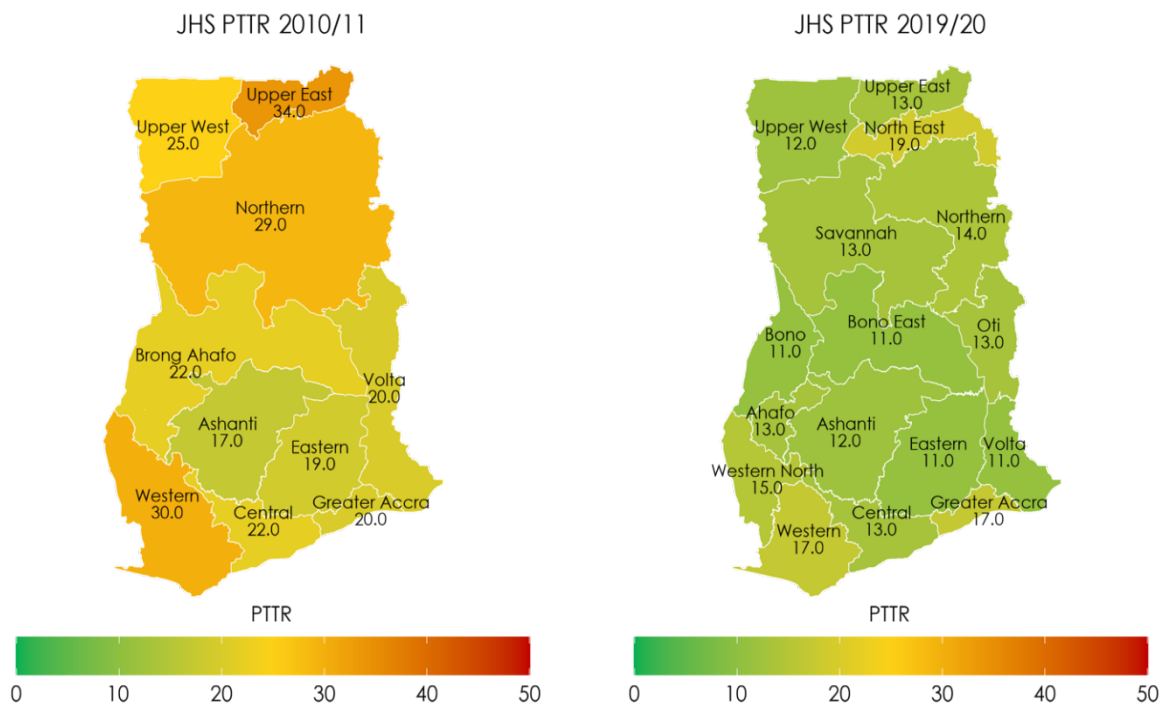
There was improvement in PTTR in the 2019/20 academic year across all the regions, ranging from 23 in Eastern to 46 in the North East. The biggest decline in PTTR were observed in the Upper East (88 to 34) Western (84 to 33) and Western North (84 to 32) regions.

FIGURE 5.2.5. PUPIL TO TRAINED TEACHER RATIO AT PRIMARY, 2010/11 – 2019/20



The pupil to trained teacher ratio at the JHS level improved across the country, with Upper East (34 to 13) and Western North (30 to 15) regions recording the highest ratios in 2019/20.

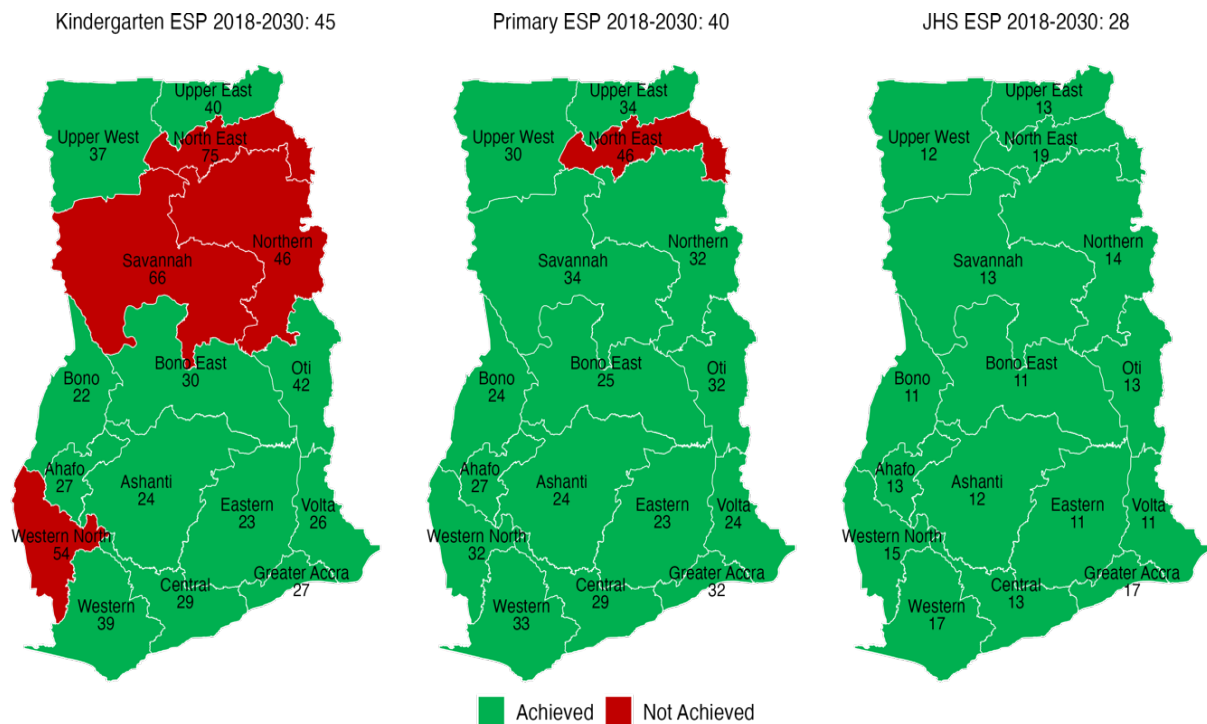
FIGURE 5.2.6. PUPIL TO TRAINED TEACHER RATIO AT JUNIOR HIGH SCHOOL, 2010/11 – 2019/20



In 2019/20, Western North (54), Savannah (66) and North East (77) were still far from achieving the target of 45 pupils per trained teacher, and the Northern Region (46) missed the target narrowly.

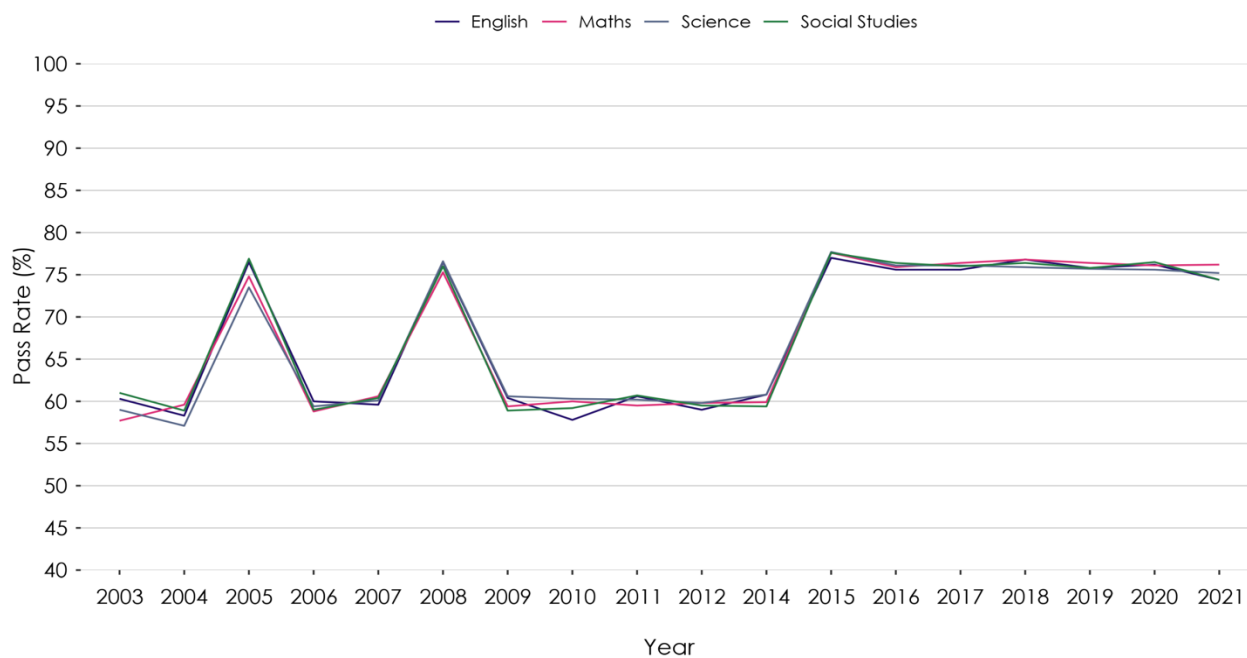
At the primary level, the North East Region (46) failed to meet the target of 40 pupils to a trained teacher. However, at the Junior High School level, all regions achieved the ESP (2018-2030) target of 28 by the year 2020.

FIGURE 5.2.7. PUPIL TO TRAINED TEACHER RATIO BY REGION, LEVEL OF EDUCATION, AND 2020 ESP (2018-2030) TARGET



The pass rates in core subjects (English, Mathematics, Science, and Social Studies) at the BECE level improved from about 60.0 percent in 2003 to a stagnating average of 75.0 percent over a seven-year period (2015 to 2021).

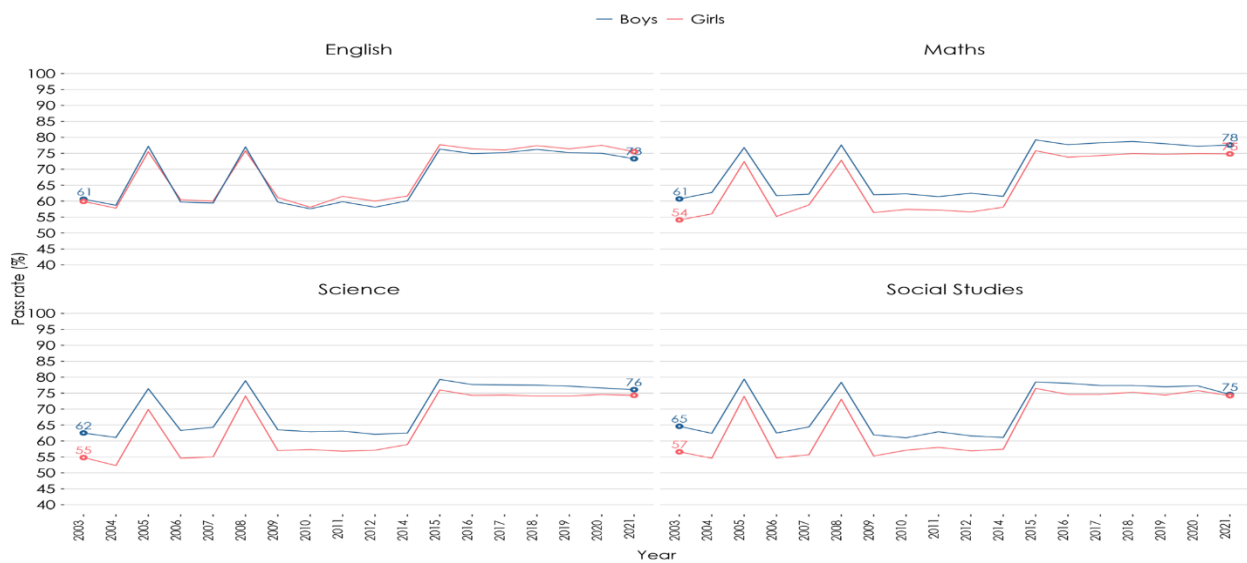
FIGURE 5.2.8. CORE SUBJECTS PASS RATE IN BECE



Over the period, boys recorded higher pass rates than girls in three of the core subjects (Mathematics, Science, and Social Studies) in BECE, except in English Language, where girls have achieved higher pass rates since 2009.

While the gender gap has gradually been narrowing in Science, Social Studies and Mathematics, in contrast, the gap for English is marginally widening since 2019.

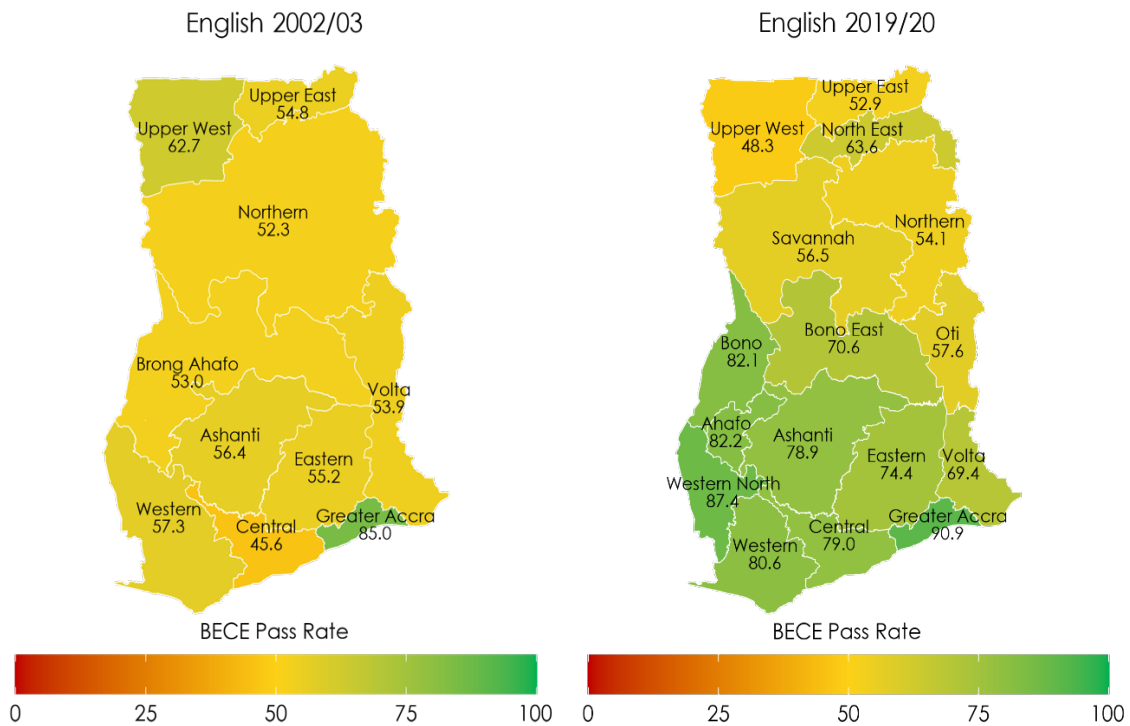
FIGURE 5.2.9. GENDER PARITY IN BECE CORE SUBJECTS PASS RATE



The Central Region recorded the highest improvement in the BECE English Language pass rate from 45.6 percent in 2002/03 to 79 percent in 2019/20. In contrast, the performance of Upper East and Upper West worsened, decreasing from 62.7 and 54.8 percent to 48.3 percent and 52.9 percent, respectively.

The regional divide is obvious, observing that all regions in the northern part of Ghana except North East Region had pass rates below 60.0 percent, whereas those in the southern part recorded at least 70.0 percent.

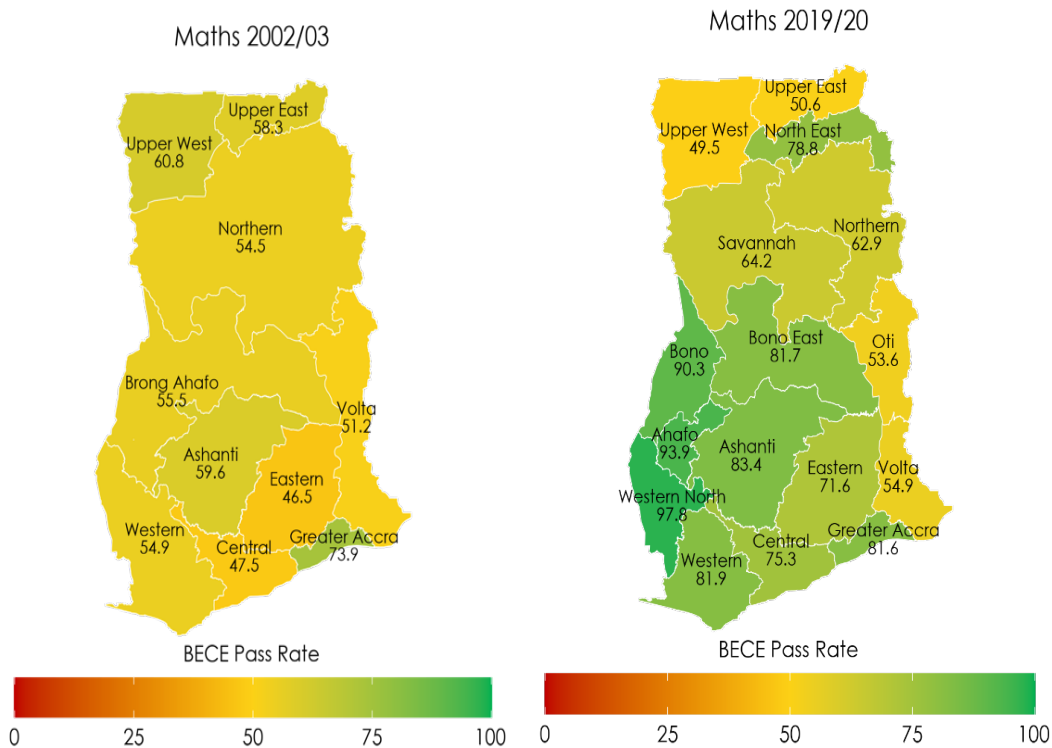
FIGURE 5.2.10. BECE PASS RATE IN ENGLISH LANGUAGE BY REGION, 2002/03 AND 2019/20



The pass rate in BECE Mathematics improved in all regions, except Upper West (60.8% to 49.5%) and Upper East (58.3% to 50.6%) regions which declined.

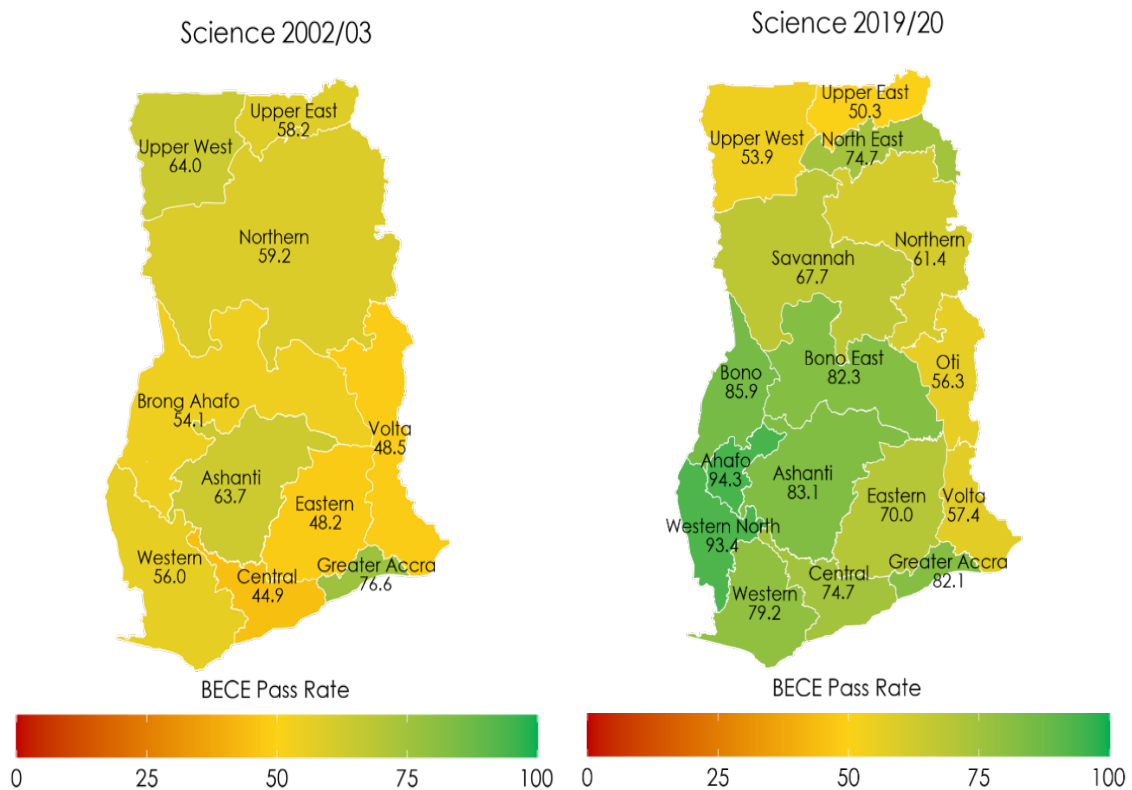
Between the period 2002/03 and 2019/20, Western North (97.8%), Ahafo (93.9%), Bono (90.3%), and North East (78.8%) regions made the most progress in Mathematics.

FIGURE 5.2.11. BECE PASS RATE IN MATHEMATICS BY REGION, 2002/03 AND 2019/20



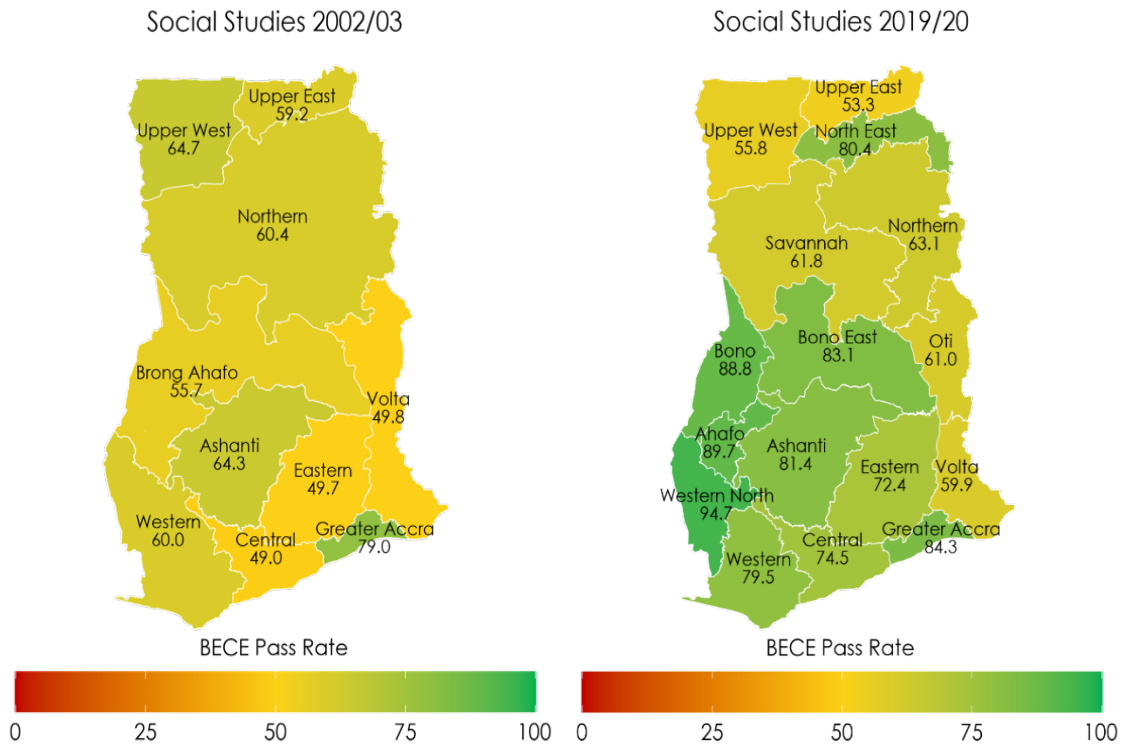
All regions, except Upper West and Upper East regions, recorded an improvement in BECE. The Western North (56% to 93.4%), Ahafo (54.1% to 94.3%), and Bono (54.1% to 85.9%) regions observed the highest increases in the Science pass rate.

FIGURE 5.2.12. BECE PASS RATE IN SCIENCE BY REGION, 2002/03 AND 2019/20



The BECE pass rates in Social Studies from 2003/04 to 2019/20 improved in all regions, except in the Upper West (55.8%) and Upper East (53.3%) regions that recorded declines.

FIGURE 5.2.13. BECE PASS RATE IN SOCIAL STUDIES BY REGION, 2002/03 AND 2019/20

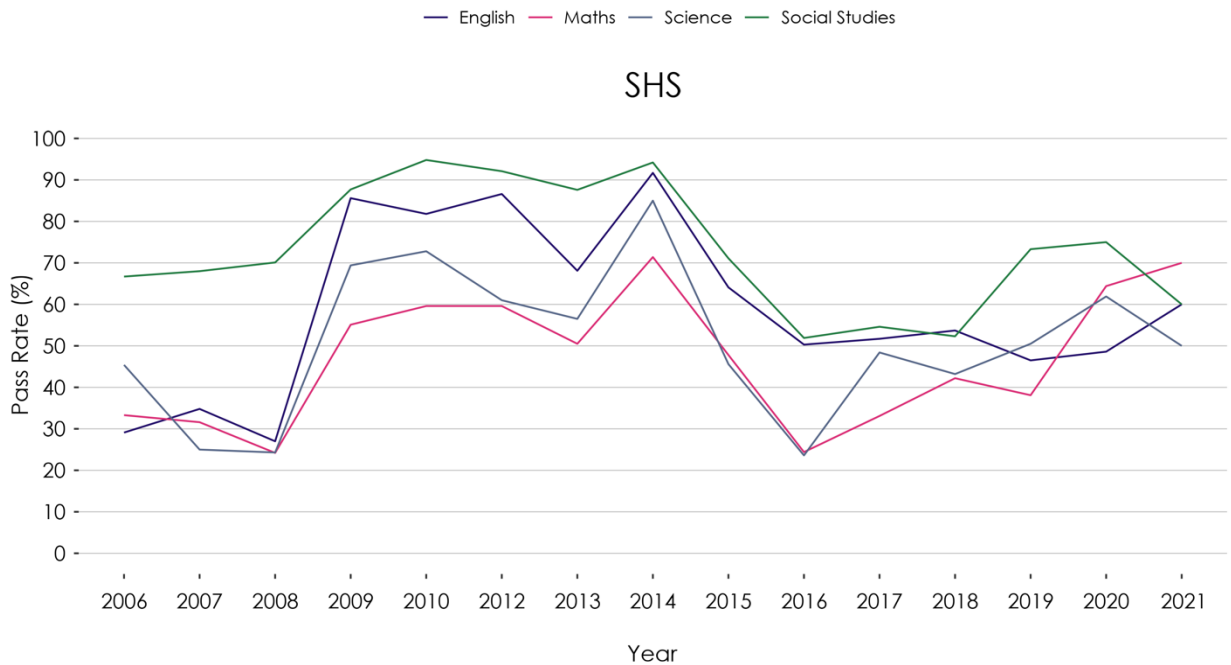


Since 2014, the WASSCE pass rate generally declined, with the steepest being 2014 to 2016.

Over the period 2006 and 2021, Social Studies, except for two years (2018 and 2021) recorded the highest pass rate.

Mathematics and Science recorded the lowest pass rate for about a decade (between 2008 and 2018), but Mathematics soared to the highest spot in 2021.

FIGURE 5.2.14. CORE SUBJECTS PASS RATE IN WASSCE FOR 2006 TO 2021

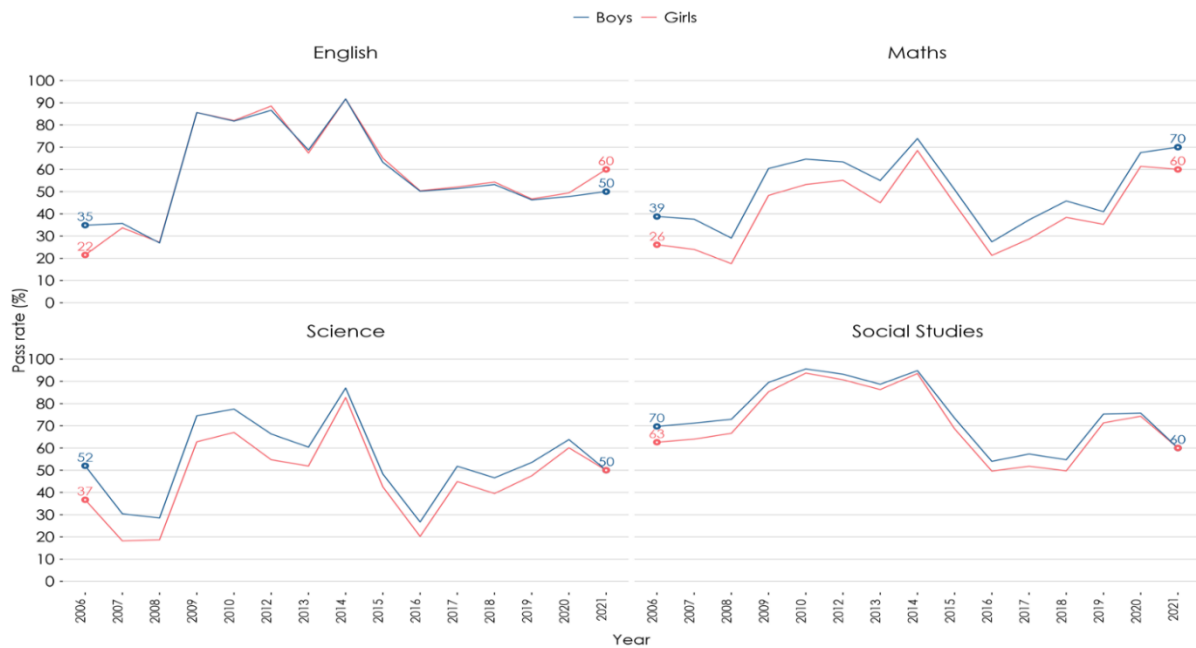


Throughout the period 2006 to 2021, boys recorded higher pass rates than girls in three core subjects (Mathematics, Science, and Social Studies) in WASSCE.

Girls recorded a higher pass rate in English Language of about 10.0 percentage points in 2021, reversing the 17.0 percentage points difference in favour of boys in 2006.

The gender gap in pass rate for Science and Social Studies was closed in 2021 with a pass rate of 50.0 percent and 60.0 percent respectively for both sexes.

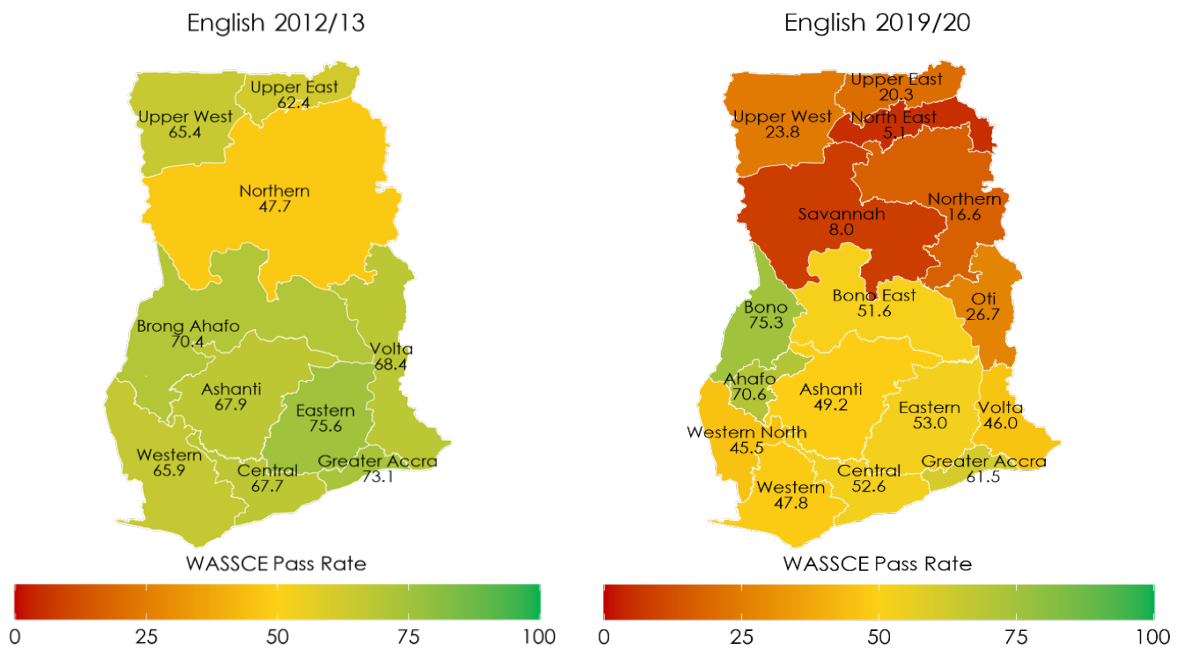
FIGURE 5.2.15. GENDER PARITY IN WASSCE CORE SUBJECTS PASS RATE



Generally, there was a decline in the WASSCE pass rate in English Language across all regions between 2013 and 2020 except in Bono and Ahafo regions.

The worst performance was observed in North East Region, which is nine times lower in 2020 than the pass rate of 2013, and Savannah Region, which is almost eight times lower in 2020.

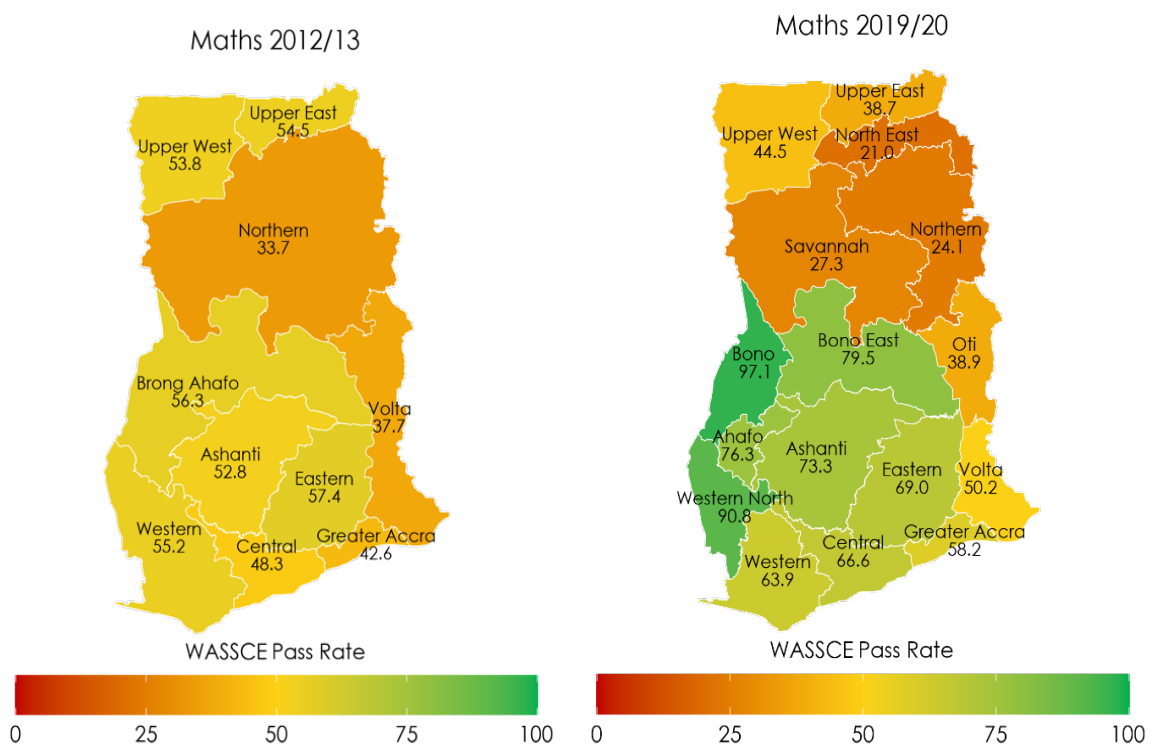
FIGURE 5.2.16. WASSCE PASS RATE IN ENGLISH LANGUAGE BY REGION, 2002/03 AND 2019/20



The five regions in the northern part of the country all recorded a decline in the WASSCE Mathematics pass rate between 2012/13 and 2019/20, with Upper East (54.4% to 38.7%), the worst.

The remaining 11 regions improved in their pass rates within the period, with the most significant being Bono (56.3% to 97.1%) and Western North (55.2% to 90.8%).

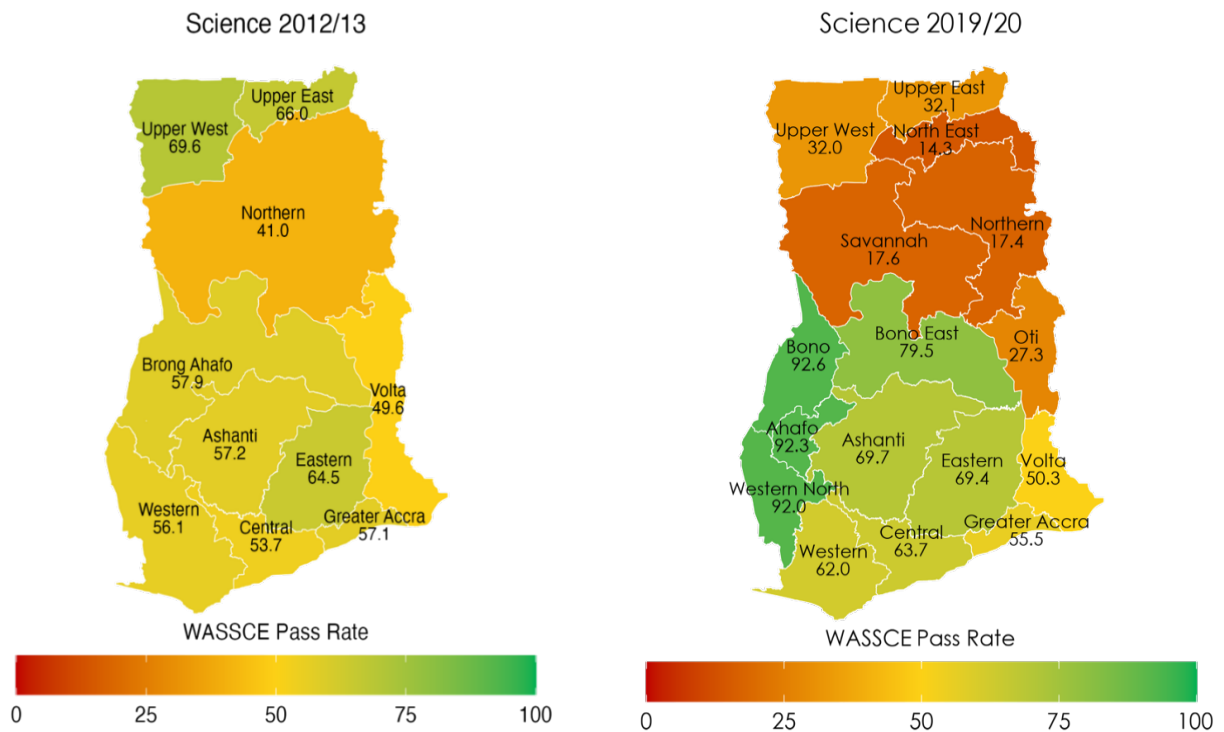
FIGURE 5.2.17. WASSCE PASS RATE IN MATHEMATICS BY REGION, 2002/03 AND 2019/20



Seven regions recorded lower pass rates in WASSCE Science in 2019/2020 than the rates in 2012/13, the worst performance being North East (41.0% to 14.3%), Northern (41.0% to 17.4%) and Savannah (41.0% to 17.6%) regions.

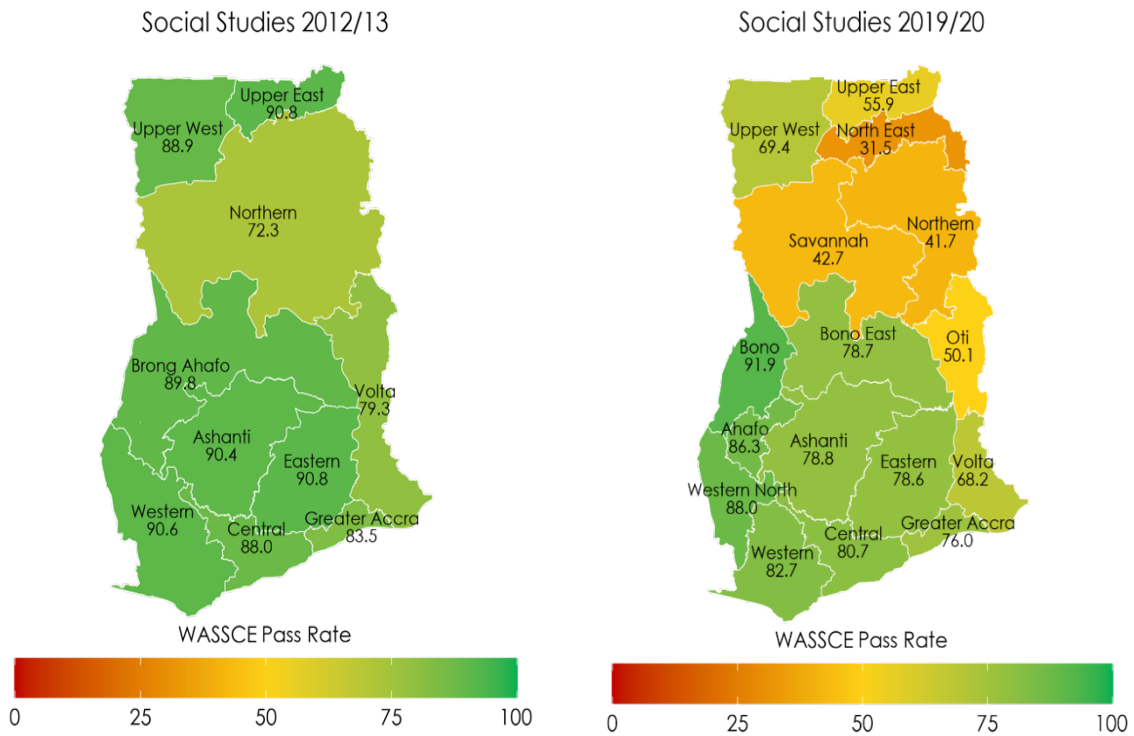
Three regions [Bono (57.9% to 92.6%), Ahafo (57.9% to 92.3%), and Western North (56.1% to 92.0%)] recorded an increase in their Science pass rates by nearly 40 percentage points for WASSCE between 2012/13 and 2019/20.

FIGURE 5.2.18. WASSCE PASS RATE IN SCIENCE BY REGION, 2012/13 AND 2019/20



Over the period 2012/13 to 2019/20, only Bono Region recorded an increase in its WASSCE pass rate from 89.8 percent to 91.9 percent in Social Studies. All the remaining 15 regions recorded lower pass rates, with the worst being North East Region (72.3% to 31.5%).

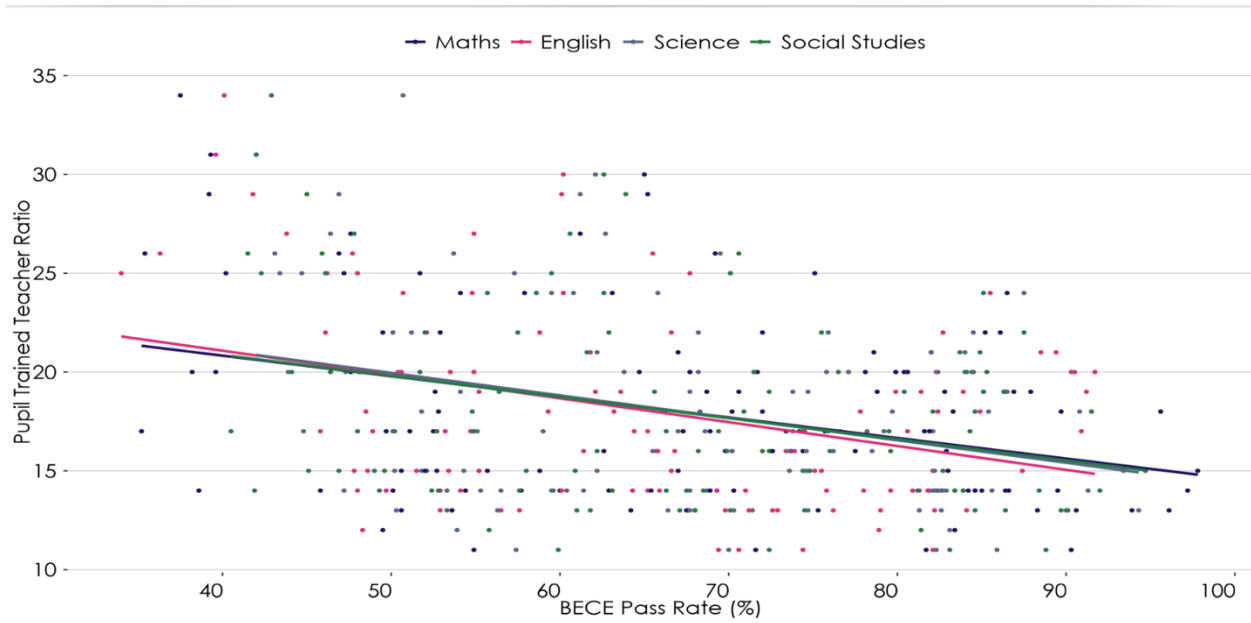
FIGURE 5.2.19. WASSCE PASS RATE IN SOCIAL STUDIES BY REGION, 2002/03 AND 2019/20



5.3 Relationship between PTTR and BECE Pass Rate

Over a decade (2010/11 to 2020/21), decreases in Pupil to Trained Teacher Ratio (PTTR) across the four subjects (Mathematics, English, Science and Social Studies), was observed to be strongly associated with increases in the pass rates of all subjects.

FIGURE 5.3.1 CORRELATION OF PTTR AND CORE SUBJECTS' PASS RATE, 2010/11 TO 2020/21



6. CONCLUSION

This report analyzed over a decade of administrative data from Ghana's Education Management Information System (EMIS) to assess progress toward key targets in the Education Strategic Plans (ESP). It examined trends across four educational levels, Kindergarten, Primary, Junior High School, and Senior High School, focusing on access to and quality of education. The report measured access through Gross Enrolment Rate (GER), Net Enrolment Ratio (NER), and Gender Parity Index (GPI), and quality through Pupil Teacher Ratio (PTR), Pupil to Trained Teacher Ratio (PTTR), and student pass rates in core subjects at JHS and SHS levels. The findings provide valuable insights to guide policy decisions and targeted interventions for improving educational outcomes in Ghana.

At the national level, while some progress has been made in increasing enrolment and improving gender parity, significant gaps remain, particularly in access to quality education. Regionally, Greater Accra and Ashanti regions continue to lead in Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) at both primary and secondary school levels. Eastern and Central regions have also shown improvements, particularly in NER, indicating steady progress in ensuring more children are enrolled at the appropriate age. In contrast, Northern, North East, and Savannah regions remain below national averages, with persistent enrolment gaps that suggest ongoing challenges in access to education.

Gender Parity Index (GPI) has improved in most regions, with Volta and Bono regions recording near equal participation rates between boys and girls. However, disparities remain in Northern and Upper West regions, where female participation still lags.

On teacher quality, the Pupil to Trained Teacher Ratio (PTTR) remains a concern in the northern regions, where shortages of trained teachers continue to affect education quality. Greater Accra and Western regions recorded relatively better PTTRs, but improvements are needed across board to meet policy targets.

Regarding pass rates, the Greater Accra, Ashanti, and Bono regions achieved the highest pass rates in both BECE and WASSCE, reflecting relatively better learning outcomes. Conversely, the Northern, North East, and Savannah regions recorded the lowest pass rates in the examinations, although the performance of North East in BECE is among the highest.

Overall, while progress is evident in certain regions, the observed regional inequalities highlight the need for deliberate, data-driven policy actions to bridge gaps in access to and quality education.

Special attention must be given to underperforming regions to accelerate progress toward SDG 4 and ensure that every child, regardless of location or background, has equal access to quality education.

7. MAIN TABLES

TABLE 7.1: GROSS ENROLMENT RATIO (NATIONAL)

| YEAR | KG | PRIMARY | JHS | SHS |
|---------|-------|---------|------|------|
| 2001/02 | | | 80.0 | 64.0 |
| 2002/03 | | | 75.7 | 63.4 |
| 2003/04 | 50.6 | | 78.4 | 65.6 |
| 2004/05 | 56.5 | | 83.3 | 70.2 |
| 2005/06 | 75.2 | | 86.4 | 70.4 |
| 2006/07 | 80.8 | | 90.8 | 74.8 |
| 2007/08 | 89.7 | | 95.0 | 78.8 |
| 2008/09 | 92.9 | | 94.9 | 80.6 |
| 2009/10 | 97.3 | | 94.9 | 79.5 |
| 2010/11 | 98.4 | | 96.4 | 79.6 |
| 2011/12 | 99.4 | | 96.5 | 80.6 |
| 2012/13 | 113.8 | 105.0 | 82.2 | 36.8 |
| 2013/14 | 123.0 | 107.3 | 82.0 | 43.9 |
| 2014/15 | 128.8 | 110.4 | 85.4 | 45.6 |
| 2015/16 | 123.8 | 111.3 | 88.0 | 50.6 |
| 2016/17 | 115.6 | 111.4 | 86.8 | 50.1 |
| 2017/18 | 112.4 | 106.2 | 86.1 | 55.9 |
| 2018/19 | 113.9 | 105.3 | 86.2 | 62.6 |
| 2019/20 | 111.0 | 98.3 | 83.2 | 63.2 |
| 2020/21 | 106.0 | 99.3 | 84.6 | |
| 2021/22 | 123.3 | 123 | 88.0 | 68.6 |
| 2022/23 | 121.9 | 98.6 | 98.3 | 72 |

TABLE 7.2: NET ENROLMENT RATIO (NATIONAL)

| YEAR | KG | PRIMARY | JHS | SHS | |
|---------|------|---------|------|------|------|
| 2001/02 | | | 59 | 30 | |
| 2002/03 | | | 55.9 | 36.9 | |
| 2003/04 | 34.4 | | 55.6 | 29.5 | |
| 2004/05 | 38.5 | | 59.1 | 31.6 | |
| 2005/06 | 50 | | 68.8 | 41.6 | |
| 2006/07 | 55.8 | | 78.6 | 50.7 | |
| 2007/08 | 62.6 | | 82.9 | 52.9 | |
| 2008/09 | 63.6 | | 88.5 | 47.8 | |
| 2009/10 | 58.7 | | 83.6 | 47.5 | |
| 2010/11 | 60.1 | | 77.8 | 46.1 | |
| 2011/12 | 64.2 | | 81.7 | 46.1 | |
| 2012/13 | 74.8 | | 84.1 | 47.8 | |
| 2013/14 | 90.8 | | 89.3 | 49.2 | 23.6 |
| 2014/15 | 82.7 | | 91 | 49 | 21.8 |
| 2015/16 | 79.5 | | 91.5 | 50.3 | 22.5 |
| 2016/17 | 74.6 | | 91.1 | 49.7 | 25.7 |
| 2017/18 | 74.6 | | 89.3 | 48.5 | 26.5 |
| 2018/19 | 73.8 | | 87.3 | 48.4 | 29.6 |
| 2019/20 | 71.4 | | 80.3 | 45.8 | 33.7 |
| 2020/21 | 89.3 | | 77.5 | 51.9 | 33 |
| 2021/22 | 85.2 | | 93 | 73.3 | |
| 2022/23 | 65.7 | | 80 | 47.4 | |

TABLE 7.3: GENDER PARITY INDEX (NATIONAL)

| YEAR | KG | PRIMARY | JHS |
|---------|------|---------|------|
| 2007/08 | 0.98 | 0.96 | 0.92 |
| 2008/09 | 0.99 | 0.96 | 0.92 |
| 2009/10 | 0.98 | 0.96 | 0.92 |
| 2010/11 | 0.98 | 0.97 | 0.93 |
| 2011/12 | 0.98 | 0.97 | 0.94 |
| 2012/13 | 1.03 | 0.99 | 0.93 |
| 2013/14 | 1.01 | 0.99 | 0.95 |
| 2014/15 | 0.99 | 1.00 | 0.96 |
| 2015/16 | 1.03 | 1.01 | 0.97 |
| 2016/17 | 1.04 | 1.01 | 0.98 |
| 2017/18 | 1.01 | 1.00 | 1.00 |
| 2018/19 | 1.00 | 1.00 | 1.02 |
| 2019/20 | 1.00 | 1.02 | 1.02 |
| 2020/21 | 1.00 | 1.00 | 1.00 |
| 2021/22 | 1.00 | 1.00 | 1.00 |
| 2022/23 | 0.98 | 1.00 | 1.00 |

TABLE 7.4: NET ENROLMENT RATIO – KINDERGARTEN (REGIONAL)

| REGION/YEAR | 2003/04 | 2004/05 | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | | | | |
| Ashanti | 37.7 | 44.3 | 52.4 | 59.1 | 66.4 | 65.3 | 58.1 | 57.4 | 62.7 | 76.6 |
| Bono | | | | | | | | | | |
| Bono East | | | | | | | | | | |
| Brong Ahafo | 43.5 | 47.3 | 67.9 | 73.4 | 80.2 | 78.7 | 74 | 74.1 | 77 | 87.5 |
| Central | 44.9 | 46.7 | 66.4 | 72.3 | 78.3 | 76.7 | 69 | 75.2 | 72.9 | 80.4 |
| Eastern | 43.8 | 46.7 | 51.2 | 57.7 | 63.6 | 64.9 | 59.7 | 59.1 | 61 | 73.3 |
| Greater Accra | 20.4 | 24.7 | 27.9 | 34.7 | 38.2 | 41.2 | 33.5 | 31.9 | 39.8 | 43.7 |
| North East | | | | | | | | | | |
| Northern | 19.4 | 20.9 | 35.7 | 40.9 | 51.1 | 57.2 | 54.4 | 61.8 | 68 | 72.1 |
| Oti | | | | | | | | | | |
| Savanna | | | | | | | | | | |
| Upper East | 20 | 21.3 | 37.7 | 41.6 | 48.3 | 50.5 | 47.5 | 49.3 | 51.9 | 71.9 |
| Upper West | 13.6 | 15.8 | 41.4 | 40.2 | 46.9 | 49.8 | 51.5 | 58.5 | 58 | 78.9 |
| Volta | 34.5 | 38.6 | 47.7 | 52.8 | 60.4 | 60.2 | 54.7 | 58 | 62.4 | 74 |
| Western | 48 | 56.1 | 66.4 | 73.1 | 79.8 | 79.9 | 80 | 77.1 | 82.8 | 101.6 |
| Western North | | | | | | | | | | |

TABLE 7.4: NET ENROLMENT RATIO – KINDERGARTEN (REGIONAL)

| REGION/YEAR | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | 80.9 | 85.4 | 111.4 | 82.4 |
| Ashanti | 88.3 | 81.3 | 79.1 | 73.6 | 74.2 | 72.4 | 75.6 | 98.6 | 88.6 | 69.6 |
| Bono | | | | | | | 87.1 | 106.8 | 92.1 | 71.7 |
| Bono East | | | | | | | 77.7 | 90.3 | 106.5 | 72.6 |
| Brong Ahafo | 110.2 | 95.5 | 90.4 | 85.5 | 86.3 | 85.4 | | | | |
| Central | 93.2 | 81.2 | 82.4 | 81.5 | 80.9 | 80.9 | 79.8 | 102.2 | 95.1 | 72.3 |
| Eastern | 85.6 | 76.7 | 67.5 | 63.1 | 63.4 | 62.3 | 61.9 | 74.2 | 93.3 | 64.9 |
| Greater Accra | 48.6 | 43 | 43.4 | 43.8 | 50.3 | 54.4 | 56.6 | 100.4 | 61.8 | 43.6 |
| North East | | | | | | | 60.7 | 68.4 | 56.0 | 70.2 |
| Northern | 97.9 | 94.8 | 99.4 | 89.4 | 87.6 | 83.7 | 76.4 | 86.9 | 74.0 | 73 |
| Oti | | | | | | | 64.5 | 73.1 | 90.9 | 68.3 |
| Savanna | | | | | | | 60.1 | 67.9 | 66.8 | 62.5 |
| Upper East | 103.9 | 98.5 | 91.1 | 84.2 | 79.7 | 79.1 | 74.5 | 82 | 86.1 | 81.2 |
| Upper West | 114.1 | 112.8 | 102.7 | 98.9 | 99.3 | 94.1 | 83.4 | 84.4 | 98.1 | 77.4 |
| Volta | 89.7 | 83.7 | 74.3 | 69.7 | 68.8 | 68.3 | 63.8 | 66.6 | 87.9 | 56.2 |
| Western | 118.3 | 104.4 | 94.2 | 85.6 | 80.9 | 80.2 | 74.4 | 89.4 | 96.8 | 70.2 |
| Western North | | | | | | | 86.5 | 100.1 | 114 | 81 |

TABLE 7.5: NET ENROLMENT RATIO – PRIMARY (REGIONAL)

| REGION/YEAR | 2001/02 | 2002/03 | 2003/04 | 2004/05 | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | | | | | |
| Ashanti | 59 | 57 | 56.2 | 61.5 | 70.3 | 78.9 | 83.2 | 89.4 | 82.9 | 75.8 | 83 |
| Bono | | | | | | | | | | | |
| Bono East | | | | | | | | | | | |
| Brong Ahafo | 59 | 58.3 | 54.2 | 57.4 | 77.3 | 82.3 | 87.5 | 95.9 | 88.2 | 80.2 | 86.1 |
| Central | 70 | 65.9 | 62.7 | 66.5 | 82.6 | 96.9 | 99.4 | 103.6 | 96.9 | 95.9 | 92 |
| Eastern | 67 | 66.6 | 61.5 | 61.7 | 67.3 | 80.1 | 83.9 | 86 | 80.2 | 72.3 | 73.9 |
| Greater Accra | 61 | 48.2 | 53.7 | 56.5 | 52.1 | 74.5 | 80 | 79.6 | 75.8 | 67.6 | 74.5 |
| North East | | | | | | | | | | | |
| Northern | 48 | 45.3 | 49 | 52.4 | 65.4 | 67.5 | 71.8 | 84 | 82.8 | 80.7 | 85.3 |
| Oti | | | | | | | | | | | |
| Savanna | | | | | | | | | | | |
| Upper East | 52 | 52 | 53.2 | 55.5 | 67 | 72.8 | 77.7 | 80.7 | 81.1 | 73.5 | 76.9 |
| Upper West | 45 | 47.3 | 49.7 | 54.5 | 70 | 70.1 | 77.2 | 79.1 | 85.8 | 78.4 | 79.4 |
| Volta | 56 | 53 | 51.2 | 53.4 | 67.2 | 73.7 | 77.9 | 83.2 | 76.2 | 74.3 | 72.2 |
| Western | 64 | 58.9 | 59.2 | 65.4 | 73.3 | 83.1 | 86.6 | 96.5 | 89.8 | 84.2 | 90.8 |
| Western North | | | | | | | | | | | |

TABLE 7.5: NET ENROLMENT RATIO – PRIMARY (REGIONAL)

| REGION/YEAR | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | | 78.9 | 74.6 | 90.3 | 91.9 |
| Ashanti | 84.3 | 89.5 | 92.3 | 88.5 | 86.7 | 84.2 | 84.4 | 77.3 | 75.4 | 87.4 | 84.2 |
| Bono | | | | | | | | 83.6 | 80.5 | 87.6 | 81.6 |
| Bono East | | | | | | | | 78 | 74.4 | 94.5 | 82.1 |
| Brong Ahafo | 85.4 | 92.9 | 93.3 | 90.4 | 91 | 91.2 | 85.6 | | | | |
| Central | 87 | 92.3 | 93.3 | 100.7 | 101.1 | 100.7 | 98.9 | 93.9 | 89.2 | 107.8 | 92.0 |
| Eastern | 78.3 | 81.5 | 83.9 | 80.8 | 80.7 | 77.5 | 74.5 | 69.1 | 65.1 | 88.6 | 81.1 |
| Greater Accra | 77.5 | 75.4 | 75.6 | 78.6 | 81.6 | 86.3 | 91.2 | 82.8 | 85.9 | 90.4 | 63.6 |
| North East | | | | | | | | 68.6 | 69.4 | 74.5 | 76.7 |
| Northern | 83.5 | 86 | 88.6 | 100.8 | 98.6 | 92.7 | 89.4 | 91.4 | 90.4 | 85.7 | 79.7 |
| Oti | | | | | | | | 74.3 | 69.4 | 96.0 | 79.8 |
| Savanna | | | | | | | | 62.6 | 59.4 | 79.2 | 65.5 |
| Upper East | 86.3 | 103.2 | 110.7 | 103.8 | 104.4 | 98 | 92.6 | 84.5 | 77.5 | 111.0 | 92.2 |
| Upper West | 84 | 100.8 | 104.8 | 107.2 | 108.1 | 103.8 | 95.9 | 84.7 | 77.4 | 117.7 | 88.4 |
| Volta | 79.4 | 86.2 | 90.2 | 87.7 | 88.6 | 87.8 | 82.6 | 77 | 68.4 | 85.6 | 75.9 |
| Western | 97.9 | 105.8 | 102.5 | 99 | 95 | 91.2 | 88.6 | 81.5 | 78.3 | 107.9 | 85.0 |
| Western North | | | | | | | | 84.1 | 77.2 | 88.0 | 85.3 |

TABLE 7.6: NET ENROLMENT RATIO – JUNIOR HIGH SCHOOL (REGIONAL)

| REGION/YEAR | 2001/02 | 2002/03 | 2003/04 | 2004/05 | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | | | | | |
| Ashanti | 36 | 42.5 | 34.9 | 38.2 | 41.6 | 53.6 | 54.4 | 47.8 | 47.8 | 49.5 | 50.9 |
| Bono | | | | | | | | | | | |
| Bono East | | | | | | | | | | | |
| Brong Ahafo | 24 | 34.4 | 22.2 | 23.6 | 39.8 | 50.7 | 53.2 | 41.8 | 47.1 | 46.5 | 42.1 |
| Central | 37 | 45 | 35.3 | 37.1 | 65 | 67 | 69.8 | 70.6 | 57.1 | 59.3 | 54.1 |
| Eastern | 33 | 41.2 | 31.1 | 31.6 | 37.6 | 50.6 | 52.1 | 43.5 | 44.5 | 47.5 | 40.2 |
| Greater Accra | 43 | 44.4 | 40.7 | 42.8 | 50 | 51.3 | 53.3 | 60.4 | 45.2 | 40.3 | 49.4 |
| North East | | | | | | | | | | | |
| Northern | 14 | 22.4 | 16.7 | 19.2 | 24.5 | 35.1 | 40.5 | 32.9 | 42.2 | 44.2 | 45.2 |
| Oti | | | | | | | | | | | |
| Savanna | | | | | | | | | | | |
| Upper East | 14 | 19.1 | 15.4 | 15.4 | 24.5 | 36.6 | 38.2 | 28.7 | 49.4 | 30.1 | 35.4 |
| Upper West | 14 | 21.9 | 14.9 | 17.4 | 28 | 41.4 | 48.3 | 34 | 50 | 40.3 | 41.8 |
| Volta | 26 | 32.2 | 24.8 | 26 | 43.4 | 50 | 50.9 | 43.3 | 45.9 | 44.1 | 38 |
| Western | 29 | 34.8 | 29.1 | 32.6 | 39.9 | 53.2 | 55.8 | 50.1 | 50.2 | 46.3 | 50.3 |
| Western North | | | | | | | | | | | |

TABLE 7.6: NET ENROLMENT RATIO – JUNIOR HIGH SCHOOL (REGIONAL)

| REGION/YEAR | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | | 43.5 | 43.3 | 83.1 | 51.2 |
| Ashanti | 52.1 | 53.6 | 56.7 | 53.5 | 52.2 | 50.4 | 49.7 | 45.2 | 53.3 | 92.8 | 54.8 |
| Bono | | | | | | | | 43.4 | 47.1 | 75.7 | 45.8 |
| Bono East | | | | | | | | 36.9 | 35.2 | 62.0 | 36.5 |
| Brong Ahafo | 41.6 | 44.6 | 43.3 | 45.6 | 45.9 | 44.4 | 43.1 | | | | |
| Central | 52.3 | 53.6 | 50.2 | 57.7 | 60 | 57.1 | 57.5 | 55.2 | 63.3 | 78.0 | 55.2 |
| Eastern | 43.4 | 42.6 | 43.2 | 41 | 41 | 39.4 | 39.1 | 35.9 | 38.6 | 73.9 | 45.5 |
| Greater Accra | 60.6 | 55.7 | 54.3 | 55.2 | 53.8 | 57.8 | 62.4 | 58.7 | 88.2 | 76.9 | 48.4 |
| North East | | | | | | | | 40.2 | 33.6 | 43.9 | 33.4 |
| Northern | 41.3 | 43.8 | 43 | 50.4 | 46.4 | 45.5 | 43.3 | 51.3 | 55.3 | 54.5 | 40.7 |
| Oti | | | | | | | | 38.5 | 37.5 | 57.0 | 42.2 |
| Savanna | | | | | | | | 26.2 | 21.4 | 37.6 | 23.2 |
| Upper East | 32.8 | 38.3 | 40.6 | 47 | 51.7 | 44 | 42.1 | 41.6 | 31.3 | 67.7 | 39.0 |
| Upper West | 35 | 47.8 | 41.7 | 47.9 | 49.4 | 45.3 | 45.1 | 43.8 | 30.5 | 62.0 | 39.7 |
| Volta | 42.2 | 44.2 | 43.1 | 44.4 | 43.3 | 43.1 | 43.1 | 40.7 | 39 | 61.6 | 46.4 |
| Western | 51 | 55.7 | 56.3 | 52.7 | 51.4 | 49.2 | 49.2 | 45 | 51.1 | 75.8 | 51.9 |
| Western North | | | | | | | | 49.9 | 51.2 | 71.1 | 54.8 |

TABLE 7.7: NATIONAL PASS RATE FOR BECE

| Year | ENGLISH | | | MATHS | | | SCIENCE | | | SOCIAL STUDIES | | |
|---------|---------|-------|-------|-------|-------|-------|---------|-------|-------|----------------|-------|-------|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 2002/03 | 60.6 | 59.9 | 60.3 | 60.7 | 54.1 | 57.7 | 62.5 | 54.8 | 59.0 | 64.6 | 56.6 | 61.0 |
| 2003/04 | 58.7 | 57.8 | 58.3 | 62.7 | 56.0 | 59.6 | 61.1 | 52.3 | 57.1 | 62.4 | 54.6 | 58.9 |
| 2004/05 | 77.2 | 75.5 | 76.5 | 76.8 | 72.4 | 74.8 | 76.4 | 69.9 | 73.5 | 79.4 | 74.0 | 76.9 |
| 2005/06 | 59.7 | 60.4 | 60.0 | 61.7 | 55.2 | 58.8 | 63.3 | 54.6 | 59.4 | 62.5 | 54.7 | 59.0 |
| 2006/07 | 59.4 | 60.0 | 59.6 | 62.2 | 58.8 | 60.6 | 64.3 | 55.0 | 60.1 | 64.4 | 55.7 | 60.4 |
| 2007/08 | 77.0 | 75.8 | 76.5 | 77.6 | 72.8 | 75.3 | 78.9 | 74.1 | 76.6 | 78.4 | 73.1 | 76.0 |
| 2008/09 | 59.7 | 61.1 | 60.4 | 62.0 | 56.4 | 59.4 | 63.5 | 57.0 | 60.6 | 61.9 | 55.3 | 58.9 |
| 2009/10 | 57.6 | 58.1 | 57.8 | 62.3 | 57.4 | 60.0 | 62.9 | 57.3 | 60.3 | 61.0 | 57.1 | 59.2 |
| 2010/11 | 59.8 | 61.5 | 60.6 | 61.4 | 57.2 | 59.5 | 63.1 | 56.8 | 60.2 | 62.9 | 58.0 | 60.7 |
| 2011/12 | 58.1 | 60.0 | 59.0 | 62.5 | 56.6 | 59.8 | 62.1 | 57.1 | 59.8 | 61.6 | 56.9 | 59.5 |
| 2013/14 | 60.1 | 61.6 | 60.8 | 61.5 | 58.1 | 59.9 | 62.5 | 58.9 | 60.8 | 61.1 | 57.4 | 59.4 |
| 2014/15 | 76.3 | 77.7 | 77.0 | 79.2 | 75.8 | 77.6 | 79.3 | 76.0 | 77.7 | 78.5 | 76.5 | 77.6 |
| 2015/16 | 74.9 | 76.4 | 75.6 | 77.7 | 73.8 | 75.9 | 77.7 | 74.3 | 76.1 | 78.1 | 74.6 | 76.4 |
| 2016/17 | 75.2 | 76.0 | 75.6 | 78.3 | 74.3 | 76.4 | 77.6 | 74.4 | 76.1 | 77.4 | 74.6 | 76.0 |
| 2017/18 | 76.2 | 77.4 | 76.8 | 78.7 | 74.9 | 76.8 | 77.5 | 74.1 | 75.9 | 77.4 | 75.3 | 76.4 |
| 2018/19 | 75.2 | 76.4 | 75.8 | 78.0 | 74.7 | 76.4 | 77.2 | 74.1 | 75.7 | 77.0 | 74.4 | 75.8 |
| 2019/20 | 75.0 | 77.5 | 76.2 | 77.2 | 74.9 | 76.1 | 76.6 | 74.6 | 75.6 | 77.3 | 75.8 | 76.5 |
| 2020/21 | 73.3 | 75.5 | 74.4 | 77.6 | 74.8 | 76.2 | 76.1 | 74.3 | 75.2 | 74.6 | 74.2 | 74.4 |

TABLE 7.8: NATIONAL PASS RATE FOR WASSCE

| Year | ENGLISH | | | MATHS | | | SCIENCE | | | SOCIAL STUDIES | | |
|---------|---------|--------|-------|-------|--------|-------|---------|--------|-------|----------------|--------|-------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 2005/06 | 34.9 | 21.5 | 29.1 | 38.8 | 26.1 | 33.3 | 52.0 | 36.7 | 45.4 | 69.7 | 62.6 | 66.7 |
| 2006/07 | 35.7 | 33.7 | 34.8 | 37.6 | 24.0 | 31.6 | 30.4 | 18.2 | 25.0 | 71.2 | 64.0 | 68.0 |
| 2007/08 | 26.9 | 27.2 | 27.0 | 29.1 | 17.6 | 24.2 | 28.5 | 18.7 | 24.3 | 72.9 | 66.6 | 70.1 |
| 2008/09 | 85.6 | 85.6 | 85.6 | 60.4 | 48.3 | 55.1 | 74.5 | 62.8 | 69.4 | 89.5 | 85.3 | 87.7 |
| 2009/10 | 81.7 | 82.0 | 81.8 | 64.6 | 53.2 | 59.6 | 77.5 | 67.0 | 72.8 | 95.6 | 93.7 | 94.8 |
| 2011/12 | 86.6 | 88.5 | 86.6 | 63.4 | 55.1 | 59.6 | 66.3 | 54.7 | 61.0 | 93.2 | 90.7 | 92.1 |
| 2012/13 | 68.7 | 67.4 | 68.1 | 55.0 | 45.0 | 50.5 | 60.4 | 51.9 | 56.5 | 88.7 | 86.3 | 87.6 |
| 2013/14 | 91.7 | 91.7 | 91.7 | 73.9 | 68.5 | 71.4 | 87.0 | 82.7 | 85.0 | 94.8 | 93.5 | 94.2 |
| 2014/15 | 63.2 | 65.0 | 64.1 | 50.9 | 44.5 | 47.8 | 48.3 | 42.5 | 45.6 | 73.4 | 68.6 | 71.1 |
| 2015/16 | 50.2 | 50.4 | 50.3 | 27.4 | 21.3 | 24.4 | 26.7 | 20.2 | 23.6 | 54.0 | 49.6 | 51.9 |
| 2016/17 | 51.4 | 52.1 | 51.7 | 37.3 | 28.7 | 33.1 | 51.8 | 44.9 | 48.4 | 57.3 | 51.8 | 54.6 |
| 2017/18 | 53.2 | 54.3 | 53.7 | 45.8 | 38.4 | 42.2 | 46.6 | 39.5 | 43.2 | 54.7 | 49.7 | 52.3 |
| 2018/19 | 46.3 | 46.7 | 46.5 | 41.0 | 35.3 | 38.1 | 53.5 | 47.5 | 50.5 | 75.3 | 71.3 | 73.3 |
| 2019/20 | 47.8 | 49.4 | 48.6 | 67.6 | 61.4 | 64.4 | 63.8 | 60.1 | 61.9 | 75.7 | 74.3 | 75.0 |
| 2020/21 | 50.0 | 60.0 | 60.0 | 70.0 | 60.0 | 70.0 | 50.0 | 50.0 | 50.0 | 60.0 | 60.0 | 60.0 |

BECE PASS RATE IN THE VARIOUS CORE SUBJECTS
TABLE 7.9: BECE PASS RATE - ENGLISH LANGUAGE

| REGION/YEAR | 2002/03 | 2003/04 | 2004/05 | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | | | |
| Ashanti | 56.4 | 60.7 | 76.3 | 63.2 | 60.1 | 77.2 | 58.8 | 58.7 | 65.2 |
| Bono | | | | | | | | | |
| Bono East | | | | | | | | | |
| Brong Ahafo | 53.0 | 54.7 | 74.8 | 0.6 | 57.8 | 76.4 | 58.0 | 53.8 | 58.8 |
| Central | 45.6 | 43.4 | 64.6 | | 47.7 | 66.5 | 49.9 | 49.9 | 52.1 |
| Eastern | 55.2 | 54.4 | 73.0 | 52.8 | 54.4 | 71.1 | 57.5 | 50.9 | 55.2 |
| Greater Accra | 85.0 | 79.6 | 90.4 | | 83.0 | 90.9 | 84.1 | 79.8 | 80.6 |
| North East | | | | | | | | | |
| Northern | 52.3 | 49.8 | 73.4 | | 40.9 | 69.3 | 39.7 | 42.8 | 41.8 |
| Oti | | | | | | | | | |
| Savannah | | | | | | | | | |
| Upper East | 54.8 | 49.4 | 89.1 | 60.2 | 40.2 | 71.0 | 50.9 | 51.8 | 40.1 |
| Upper West | 62.7 | 59.8 | 81.4 | 61.1 | 55.2 | 83.6 | 50.6 | 50.7 | 46.2 |
| Volta | 53.9 | 43.9 | 66.0 | | 54.7 | 69.4 | 54.4 | 54.0 | 53.5 |
| Western | 57.3 | 53.6 | 73.6 | 54.7 | 55.9 | 74.7 | 60.2 | 56.2 | 60.2 |
| Western North | | | | | | | | | |

TABLE 7.9: BECE PASS RATE - ENGLISH LANGUAGE

| REGION/YEAR | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | | | 82.2 | 81.8 |
| Ashanti | 61.4 | | 65.2 | 82.4 | 82.1 | 80.9 | 82.6 | 81.3 | 78.9 | 79.6 |
| Bono | | | | | | | | | 82.1 | 84.1 |
| Bono East | | | | | | | | | 70.6 | 71.2 |
| Brong Ahafo | 54.9 | | 63.2 | 82.4 | 72.5 | 75.8 | 78 | 76.2 | | |
| Central | 50.4 | | 53.2 | 74.5 | 73.9 | 73.4 | 75.5 | 75.1 | 79.0 | 76.6 |
| Eastern | 52.7 | | 53.4 | 70.2 | 71.0 | 72.9 | 69.8 | 72.6 | 74.4 | 69.3 |
| Greater Accra | 82.3 | | 81.4 | 89.4 | 90.5 | 91.2 | 90.3 | 91.7 | 90.9 | 88.5 |
| North East | | | | | | | | | 63.6 | 66.6 |
| Northern | 43.8 | | 48.0 | 65.5 | 60.2 | 61.8 | 62.1 | 59.3 | 54.1 | 54.7 |
| Oti | | | | | | | | | 57.6 | 51.5 |
| Savannah | | | | | | | | | 56.5 | 66.8 |
| Upper East | 39.6 | | 36.3 | 54.9 | 54.8 | 48.5 | 55.2 | 52.9 | 52.9 | 48.6 |
| Upper West | 47.7 | | 34.0 | 50.7 | 46.1 | 48.9 | 47.8 | 49.7 | 48.3 | 48.0 |
| Volta | 50.6 | | 45.8 | 64.4 | 65.8 | 66.6 | 65.9 | 64.3 | 69.4 | 60.1 |
| Western | 60.1 | | 67.7 | 85.5 | 82.7 | 79.9 | 83.9 | 77.8 | 80.6 | 77.1 |
| Western North | | | | | | | | | 87.4 | 84.9 |

TABLE 7.10: BECE PASS RATE - MATHEMATICS

| REGION/YEAR | 2002/03 | 2003/04 | 2004/05 | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | | | |
| Ashanti | 59.6 | 63.4 | 78.0 | 73.5 | 65.1 | 82.6 | 80.2 | 77.8 | 74.2 |
| Bono | | | | | | | | | |
| Bono East | | | | | | | | | |
| Brong Ahafo | 55.5 | 62.6 | 77.0 | 60.8 | 61.2 | 78.0 | 65.6 | 67.4 | 72.0 |
| Central | 47.5 | 57.5 | 73.5 | | 51.4 | 68.6 | 48.4 | 49.3 | 49.5 |
| Eastern | 46.5 | 49.1 | 65.7 | 44.4 | 54.3 | 64.8 | 47.4 | 53.6 | 52.6 |
| Greater Accra | 73.9 | 68.6 | 81.8 | | 77.2 | 83.5 | 66.9 | 68.4 | 64.7 |
| North East | | | | | | | | | |
| Northern | 54.5 | 54.6 | 71.7 | | 44.9 | 70.5 | 41.5 | 39.5 | 39.2 |
| Oti | | | | | | | | | |
| Savannah | | | | | | | | | |
| Upper East | 58.3 | 56.4 | 73.1 | 55.5 | 55.4 | 75.0 | 42.8 | 42.7 | 37.5 |
| Upper West | 60.8 | 58.6 | 75.1 | 59.7 | 60.2 | 77.6 | 45.2 | 48.1 | 51.7 |
| Volta | 51.2 | 47.9 | 64.7 | | 50.9 | 68.4 | 40.1 | 41.0 | 38.2 |
| Western | 54.9 | 60.9 | 76.2 | 54.4 | 54.7 | 74.6 | 58.5 | 59.5 | 65.0 |
| Western North | | | | | | | | | |

TABLE 7.10: BECE PASS RATE - MATHEMATICS

| REGION/YEAR | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | | | 93.9 | 97.2 |
| Ashanti | 73.7 | | 70.3 | 84.6 | 83.0 | 84.2 | 85 | 84.6 | 83.4 | 86.4 |
| Bono | | | | | | | | | 90.3 | 96.1 |
| Bono East | | | | | | | | | 81.7 | 90.6 |
| Brong Ahafo | 71.7 | | 70.2 | 89.7 | 82.9 | 86.6 | 89.5 | 88.3 | | |
| Central | 47.6 | | 51.1 | 73.4 | 77.5 | 74.4 | 74.8 | 74.6 | 75.3 | 75.7 |
| Eastern | 49.7 | | 52.7 | 69.8 | 68.9 | 68.0 | 67.5 | 67.6 | 71.6 | 65.4 |
| Greater Accra | 67.7 | | 68.7 | 82.0 | 80.6 | 82.8 | 79.9 | 80.4 | 81.6 | 78.6 |
| North East | | | | | | | | | 78.8 | 85.2 |
| Northern | 47.6 | | 47.2 | 69.2 | 63.1 | 67.0 | 70.6 | 72.0 | 62.9 | 68.9 |
| Oti | | | | | | | | | 53.6 | 67.0 |
| Savannah | | | | | | | | | 64.2 | 72.6 |
| Upper East | 39.3 | | 35.4 | 61.2 | 57.9 | 52.8 | 55.7 | 54.4 | 50.6 | 52.0 |
| Upper West | 46.9 | | 40.2 | 54.1 | 52.9 | 52.5 | 50.6 | 50.1 | 49.5 | 38.6 |
| Volta | 39.6 | | 35.2 | 67.3 | 62.6 | 58.8 | 60 | 57.7 | 54.9 | 45.8 |
| Western | 65.2 | | 75.1 | 86.5 | 86.1 | 87.9 | 86.9 | 83.3 | 81.9 | 78.1 |
| Western North | | | | | | | | | 97.8 | 95.6 |

TABLE 7.11: BECE PASS RATE - SCIENCE

| REGION/YEAR | 2002/03 | 2003/04 | 2004/05 | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | | | |
| Ashanti | 63.7 | 62.1 | 77.4 | 68.3 | 66.2 | 84.3 | 68.9 | 70.9 | 68.6 |
| Bono | | | | | | | | | |
| Bono East | | | | | | | | | |
| Brong Ahafo | 54.1 | 56.6 | 75.1 | 60.8 | 61.8 | 78.7 | 59.6 | 63.5 | 68.2 |
| Central | 44.9 | 45.2 | 64.8 | | 51.2 | 66.9 | 49.3 | 49.1 | 51.2 |
| Eastern | 48.2 | 46.8 | 62.8 | 46.0 | 48.9 | 67.7 | 52.7 | 52.1 | 54.1 |
| Greater Accra | 76.6 | 71.6 | 83.9 | | 71.1 | 86.0 | 74.7 | 72.9 | 68.2 |
| North East | | | | | | | | | |
| Northern | 59.2 | 50.7 | 70.7 | | 55.6 | 70.6 | 50.0 | 44.3 | 46.9 |
| Oti | | | | | | | | | |
| Savannah | | | | | | | | | |
| Upper East | 58.2 | 52.2 | 72.4 | 60.4 | 58.2 | 75.7 | 56.0 | 53.2 | 50.7 |
| Upper West | 64.0 | 64.3 | 79.4 | 68.5 | 68.4 | 82.3 | 55.0 | 62.3 | 57.3 |
| Volta | 48.5 | 46.3 | 64.4 | | 52.7 | 70.9 | 52.1 | 48.3 | 43.9 |
| Western | 56.0 | 56.8 | 74.0 | 52.5 | 55.4 | 72.7 | 55.4 | 57.7 | 62.1 |
| Western North | | | | | | | | | |

TABLE 7.11: BECE PASS RATE - SCIENCE

| REGION/YEAR | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | | | 94.3 | 91.3 |
| Ashanti | 65.7 | | 68.7 | 82.9 | 82.2 | 81.9 | 82.7 | 82.6 | 83.1 | 82.2 |
| Bono | | | | | | | | | 85.9 | 90.0 |
| Bono East | | | | | | | | | 82.3 | 82.6 |
| Brong Ahafo | 63.8 | | 68.3 | 85.4 | 78.5 | 82.1 | 85.6 | 81.3 | | |
| Central | 48.1 | | 50.1 | 73.8 | 76.2 | 74.6 | 73.6 | 74.6 | 74.7 | 78.2 |
| Eastern | 55.1 | | 55.2 | 70.2 | 69.3 | 71.4 | 66.4 | 70.3 | 70.0 | 67.7 |
| Greater Accra | 75.8 | | 73.8 | 84.0 | 84.0 | 86.5 | 82.4 | 84.4 | 82.1 | 82.0 |
| North East | | | | | | | | | 74.7 | 75.9 |
| Northern | 46.4 | | 43.4 | 69.5 | 65.8 | 62.2 | 67.7 | 66.1 | 61.4 | 59.0 |
| Oti | | | | | | | | | 56.3 | 54.3 |
| Savannah | | | | | | | | | 67.7 | 73.6 |
| Upper East | 42.0 | | 43.1 | 62.7 | 59.5 | 51.8 | 51.8 | 55.3 | 50.3 | 50.2 |
| Upper West | 53.7 | | 44.7 | 60.8 | 50.1 | 54.8 | 52.1 | 56.5 | 53.9 | 47.2 |
| Volta | 47.3 | | 44.8 | 67.0 | 65.5 | 62.2 | 60.4 | 59.5 | 57.4 | 53.3 |
| Western | 61.2 | | 70.1 | 87.5 | 84.5 | 85.1 | 86.5 | 79.7 | 79.2 | 77.1 |
| Western North | | | | | | | | | 93.4 | 90.8 |

TABLE 7.12: BECE PASS RATE - SOCIAL STUDIES

| REGION/YEAR | 2002/03 | 2003/04 | 2004/05 | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | | | |
| Ashanti | 64.3 | 63.4 | 80.5 | 66.6 | 68.2 | 80.9 | 70.6 | 72.6 | 69.4 |
| Bono | | | | | | | | | |
| Bono East | | | | | | | | | |
| Brong Ahafo | 55.7 | 62.5 | 80.7 | 63.7 | 67.8 | 78.7 | 61.1 | 67.8 | 62.9 |
| Central | 49.0 | 51.0 | 71.4 | | 51.2 | 69.6 | 49.6 | 48.6 | 52.0 |
| Eastern | 49.7 | 47.6 | 67.2 | 46.0 | 52.0 | 65.8 | 52.3 | 53.1 | 56.4 |
| Greater Accra | 79.0 | 75.2 | 88.0 | | 71.1 | 86.8 | 70.7 | 72.9 | 71.5 |
| North East | | | | | | | | | |
| Northern | 60.4 | 48.2 | 70.9 | | 50.7 | 67.9 | 40.7 | 32.4 | 45.0 |
| Oti | | | | | | | | | |
| Savannah | | | | | | | | | |
| Upper East | 59.2 | 49.0 | 70.8 | 54.8 | 56.1 | 74.7 | 49.1 | 43.1 | 42.9 |
| Upper West | 64.7 | 54.0 | 74.7 | 59.5 | 60.7 | 75.3 | 50.8 | 49.9 | 59.5 |
| Volta | 49.8 | 42.5 | 64.3 | | 46.7 | 69.4 | 49.4 | 43.9 | 46.4 |
| Western | 60.0 | 60.2 | 78.8 | 53.4 | 55.3 | 72.4 | 53.3 | 57.5 | 62.6 |
| Western North | | | | | | | | | |

TABLE 7.12: BECE PASS RATE - SOCIAL STUDIES

| REGION/YEAR | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | | | 89.7 | 92.0 |
| Ashanti | 68.2 | | 66.3 | 83.9 | 82.7 | 83.4 | 83.9 | 82.3 | 81.4 | 81.2 |
| Bono | | | | | | | | | 88.8 | 90.1 |
| Bono East | | | | | | | | | 83.1 | 84.6 |
| Brong Ahafo | 67.7 | | 70.9 | 84.6 | 79.6 | 83.4 | 88.4 | 86.4 | | |
| Central | 51.7 | | 50.2 | 74.3 | 76.0 | 72.4 | 74.4 | 74.8 | 74.5 | 75.9 |
| Eastern | 48.0 | | 49.6 | 69.9 | 68.5 | 70.1 | 67.1 | 68.0 | 72.4 | 67.5 |
| Greater Accra | 71.5 | | 72.4 | 84.9 | 85.3 | 86.4 | 84.5 | 84.1 | 84.3 | 83.7 |
| North East | | | | | | | | | 80.4 | 75.5 |
| Northern | 47.8 | | 42.3 | 70.6 | 62.6 | 61.6 | 65.6 | 66.2 | 63.1 | 54.9 |
| Oti | | | | | | | | | 61.0 | 58.0 |
| Savannah | | | | | | | | | 61.8 | 72.0 |
| Upper East | 42.0 | | 41.5 | 60.6 | 58.6 | 54.8 | 49 | 52.8 | 53.3 | 46.9 |
| Upper West | 45.9 | | 46.1 | 55.7 | 57.5 | 52.7 | 45.1 | 52.4 | 55.8 | 41.9 |
| Volta | 44.1 | | 40.5 | 66.3 | 62.2 | 60.9 | 59.6 | 57.6 | 59.9 | 49.3 |
| Western | 63.9 | | 70.1 | 85.1 | 87.5 | 85.1 | 86.3 | 82.1 | 79.5 | 76.5 |
| Western North | | | | | | | | | 94.7 | 91.5 |

TABLE 7.13: WASSCE PASS RATE (ENGLISH LANGUAGE)

| REGION/YEAR | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | | | | | | | | 70.6 | 70.0 |
| Ashanti | 51.4 | 36.6 | 28.4 | 86.4 | 83.5 | 86.0 | 67.9 | 91.1 | 68.8 | 57.2 | 56.6 | 59.1 | 50.7 | 49.2 | 60.0 |
| Bono | | | | | | | | | | | | | | 75.3 | 80.0 |
| Bono East | | | | | | | | | | | | | | 51.6 | 60.0 |
| Brong Ahafo | 12.8 | 38.0 | 21.6 | 75.3 | 69.6 | 83.2 | 70.4 | 91.3 | 70.2 | 50.6 | 54.1 | 68.0 | 57.1 | | |
| Central | 26.4 | 37.5 | 36.4 | 85.0 | 82.4 | 90.1 | 67.7 | 93.5 | 58.9 | 51.5 | 52.8 | 60.5 | 55.9 | 52.6 | 60.0 |
| Eastern | 25.4 | 36.8 | 32.0 | 89.6 | 87.3 | 91.4 | 75.6 | 96.9 | 70.2 | 61.3 | 63.2 | 66.9 | 50.4 | 53.0 | 60.0 |
| Greater Accra | 28.6 | 42.3 | 40.0 | 92.4 | 90.3 | 92.7 | 73.1 | 95.0 | 75.3 | 57.2 | 71.1 | 62.3 | 57.0 | 61.5 | 60.0 |
| North East | | | | | | | | | | | | | | 5.1 | 30.0 |
| Northern | 7.5 | 11.6 | 9.4 | 71.6 | 62.2 | 69.4 | 47.7 | 74.9 | 32.8 | 19.8 | 21.0 | 17.1 | 15.2 | 16.6 | 20.0 |
| Oti | | | | | | | | | | | | | | 26.7 | 40.0 |
| Savannah | | | | | | | | | | | | | | 26.7 | 40.0 |
| Upper East | 10.0 | 15.1 | 15.2 | 81.6 | 86.3 | 84.3 | 62.4 | 88.1 | 47.4 | 28.2 | 30.5 | 26.2 | 17.9 | 20.3 | 30.0 |
| Upper West | 67.3 | 28.7 | 22.6 | 85.1 | 85.6 | 84.7 | 65.4 | 94.4 | 58.7 | 36.7 | 34.1 | 28.5 | 24.5 | 23.8 | 30.0 |
| Volta | 22.3 | 26.9 | 23.1 | 86.9 | 83.6 | 87.1 | 68.4 | 94.4 | 60.9 | 48.1 | 47.8 | 44.7 | 35.6 | 46.0 | 50.0 |
| Western | 18.8 | 27.7 | 21.9 | 85.4 | 75.2 | 90.1 | 65.9 | 90.9 | 62.9 | 50.8 | 45.7 | 51.4 | 50.6 | 47.8 | 60.0 |
| Western North | | | | | | | | | | | | | | 45.5 | 70.0 |

TABLE 7.14: WASSCE PASS RATE (MATHEMATICS)

| REGION/YEAR | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | | | | | | | | 76.3 | 100.0 |
| Ashanti | 41.5 | 37.0 | 26.6 | 60.9 | 66.5 | 65.3 | 52.8 | 75.5 | 59.0 | 35.9 | 39.9 | 50.8 | 46.0 | 73.3 | 80.0 |
| Bono | | | | | | | | | | | | | | 97.1 | 100.0 |
| Bono East | | | | | | | | | | | | | | 79.5 | 100.0 |
| Brong Ahafo | 31.3 | 36.7 | 21.1 | 48.0 | 49.0 | 61.9 | 56.3 | 85.0 | 75.8 | 37.7 | 49.0 | 78.2 | 63.3 | | 0.0 |
| Central | 37.4 | 33.0 | 22.5 | 57.6 | 57.2 | 56.3 | 48.3 | 73.5 | 36.3 | 21.6 | 35.0 | 44.0 | 42.2 | 66.6 | 70.0 |
| Eastern | 33.8 | 32.3 | 25.3 | 56.2 | 62.4 | 65.2 | 57.4 | 77.2 | 46.5 | 21.2 | 35.9 | 42.9 | 37.6 | 69.0 | 60.0 |
| Greater Accra | 35.7 | 32.3 | 26.7 | 56.0 | 59.2 | 53.6 | 42.6 | 60.6 | 45.3 | 25.3 | 32.2 | 35.2 | 32.4 | 58.2 | 50.0 |
| North East | | | | | | | | | | | | | | 21.0 | 70.0 |
| Northern | 14.8 | 15.5 | 14.1 | 37.7 | 41.8 | 39.1 | 33.7 | 51.1 | 23.4 | 7.8 | 12.3 | 11.8 | 6.8 | 24.1 | 30.0 |
| Oti | | | | | | | | | | | | | | 38.9 | 60.0 |
| Savannah | | | | | | | | | | | | | | 27.3 | 60.0 |
| Upper East | 26.4 | 25.4 | 19.0 | 55.7 | 64.4 | 59.1 | 54.5 | 70.6 | 28.2 | 8.7 | 15.4 | 17.7 | 15.0 | 38.7 | 50.0 |
| Upper West | 35.1 | 33.2 | 37.7 | 63.3 | 62.2 | 56.3 | 53.8 | 63.1 | 27.5 | 9.0 | 21.4 | 19.5 | 15.2 | 44.5 | 40.0 |
| Volta | 27.3 | 25.6 | 21.1 | 53.4 | 63.4 | 52.2 | 37.7 | 61.4 | 32.9 | 12.7 | 23.4 | 26.0 | 22.5 | 50.2 | 40.0 |
| Western | 25.2 | 25.6 | 24.7 | 49.7 | 54.9 | 55.3 | 55.2 | 78.0 | 54.2 | 30.1 | 40.5 | 53.6 | 51.6 | 63.9 | 70.0 |
| Western North | | | | | | | | | | | | | | 90.8 | 100.0 |

TABLE 7.15: WASSCE PASS RATE (SCIENCE)

| REGION/YEAR | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | | | | | | | | 92.3 | 90.0 |
| Ashanti | 53.5 | 30.1 | 26.3 | 71.6 | 77.8 | 65.2 | 57.2 | 82.1 | 54.9 | 31.8 | 58.5 | 48.8 | 57.7 | 69.7 | 60.0 |
| Bono | | | | | | | | | | | | | | 92.6 | 90.0 |
| Bono East | | | | | | | | | | | | | | 79.5 | 80.0 |
| Brong Ahafo | 26.5 | 33.6 | 43.2 | 62.6 | 71.9 | 60.7 | 57.9 | 87.5 | 64.5 | 26.2 | 56.7 | 72.9 | 81.6 | | |
| Central | 51.5 | 25.9 | 19.3 | 68.7 | 69.5 | 56.6 | 53.7 | 85.6 | 36.5 | 24.2 | 47.6 | 43.9 | 56.1 | 63.7 | 50.0 |
| Eastern | 50.8 | 24.4 | 26.1 | 70.5 | 75.0 | 66.3 | 64.5 | 88.7 | 44.8 | 22.0 | 53.5 | 44.3 | 55.3 | 69.4 | 50.0 |
| Greater Accra | 48.3 | 26.1 | 23.4 | 70.7 | 71.6 | 62.0 | 57.1 | 86.0 | 45.9 | 26.3 | 50.4 | 39.9 | 42.0 | 55.5 | 40.0 |
| North East | | | | | | | | | | | | | | 14.3 | 20.0 |
| Northern | 29.8 | 6.3 | 11.4 | 59.5 | 61.7 | 45.2 | 41.0 | 73.8 | 20.6 | 10.3 | 22.0 | 17.0 | 15.8 | 17.4 | 20.0 |
| Oti | | | | | | | | | | | | | | 27.3 | 30.0 |
| Savannah | | | | | | | | | | | | | | 17.6 | 20.0 |
| Upper East | 38.7 | 9.4 | 18.5 | 76.5 | 79.2 | 61.7 | 66.0 | 90.0 | 33.6 | 10.8 | 32.9 | 21.4 | 20.2 | 32.1 | 20.0 |
| Upper West | 63.7 | 35.3 | 26.9 | 81.5 | 84.6 | 69.3 | 69.6 | 95.8 | 41.9 | 20.5 | 40.1 | 30.4 | 31.6 | 32.0 | 30.0 |
| Volta | 37.9 | 19.7 | 22.9 | 68.6 | 68.0 | 54.3 | 49.6 | 86.6 | 35.9 | 16.1 | 39.1 | 32.1 | 29.9 | 50.3 | 30.0 |
| Western | 34.5 | 19.7 | 18.2 | 68.9 | 69.7 | 57.2 | 56.1 | 86.3 | 46.5 | 25.9 | 53.7 | 51.4 | 57.7 | 62.0 | 60.0 |
| Western North | | | | | | | | | | | | | | 92.0 | 80.0 |

TABLE 7.16: WASSCE PASS RATE (SOCIAL STUDIES)

| REGION/YEAR | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | | | | | | | | 86.3 | 90.0 |
| Ashanti | 71.6 | 76.4 | 76.7 | 90.4 | 95.9 | 95.7 | 90.4 | 93.5 | 72.1 | 60.5 | 61.4 | 54.8 | 77.4 | 78.8 | 70.0 |
| Bono | | | | | | | | | | | | | | 91.9 | 90.0 |
| Bono East | | | | | | | | | | | | | | 78.7 | 90.0 |
| Brong Ahafo | 40.7 | 62.2 | 15.5 | 80.9 | 92.4 | 93.1 | 89.8 | 95.8 | 85.6 | 50.6 | 49.8 | 61.9 | 86.3 | | |
| Central | 70.9 | 72.5 | 75.7 | 86.9 | 94.5 | 90.8 | 88.0 | 95.4 | 67.8 | 52.9 | 56.3 | 57.2 | 78.0 | 80.7 | 70.0 |
| Eastern | 73.9 | 68.6 | 78.0 | 89.1 | 97.8 | 93.0 | 90.8 | 95.2 | 73.4 | 50.8 | 61.0 | 55.2 | 75.2 | 78.6 | 70.0 |
| Greater Accra | 76.9 | 74.3 | 77.3 | 89.0 | 93.9 | 88.6 | 83.5 | 94.1 | 73.9 | 58.0 | 63.2 | 58.2 | 71.9 | 76.0 | 60.0 |
| North East | | | | | | | | | | | | | | 31.5 | 30.0 |
| Northern | 46.5 | 29.4 | 55.9 | 77.9 | 87.1 | 81.0 | 72.3 | 89.3 | 52.4 | 24.5 | 29.1 | 23.5 | 39.0 | 41.7 | 30.0 |
| Oti | | | | | | | | | | | | | | 50.1 | 50.0 |
| Savannah | | | | | | | | | | | | | | 42.7 | 30.0 |
| Upper East | 73.0 | 50.8 | 78.7 | 90.6 | 98.0 | 95.0 | 90.8 | 96.6 | 66.2 | 42.2 | 42.4 | 37.5 | 68.1 | 55.9 | 50.0 |
| Upper West | 21.5 | 60.3 | 79.3 | 95.8 | 97.9 | 92.5 | 88.9 | 98.4 | 80.1 | 57.3 | 56.9 | 58.0 | 74.1 | 69.4 | 50.0 |
| Volta | 68.5 | 60.9 | 72.7 | 84.1 | 94.6 | 86.0 | 79.3 | 93.7 | 64.8 | 51.0 | 51.0 | 46.6 | 70.4 | 68.2 | 50.0 |
| Western | 61.6 | 62.7 | 76.3 | 86.6 | 93.9 | 93.2 | 90.6 | 94.9 | 71.5 | 55.6 | 55.5 | 58.0 | 74.6 | 82.7 | 70.0 |
| Western North | | | | | | | | | | | | | | 88.0 | 80.0 |

TABLE 7.17: PUPIL TO TRAINED TEACHER RATIO – NATIONAL

| YEAR | KG | Primary | JHS |
|---------|----|---------|-----|
| 2010/11 | 96 | 54 | 22 |
| 2011/12 | 85 | 52 | 20 |
| 2012/13 | 99 | 48 | 19 |
| 2013/14 | 62 | 46 | 18 |
| 2014/15 | 56 | 45 | 18 |
| 2015/16 | 52 | 43 | 18 |
| 2016/17 | 46 | 39 | 16 |
| 2017/18 | 39 | 35 | 16 |
| 2018/19 | 37 | 33 | 15 |
| 2019/20 | 31 | 28 | 13 |
| 2020/21 | 34 | 32 | 16 |

TABLE 7.18: PUPIL TEACHER RATIO - NATIONAL

| YEAR | KG | Primary | JHS |
|---------|----|---------|-----|
| 2001/02 | | 33 | 19 |
| 2002/03 | | 32 | 18 |
| 2003/04 | 32 | 34 | 19 |
| 2004/05 | 25 | 35 | 19 |
| 2005/06 | 39 | 38 | 19 |
| 2006/07 | 33 | 33 | 18 |
| 2007/08 | 37 | 34 | 17 |
| 2008/09 | 37 | 34 | 18 |
| 2009/10 | 34 | 31 | 15 |
| 2010/11 | 37 | 34 | 17 |
| 2011/12 | 38 | 34 | 17 |
| 2012/13 | 34 | 33 | 16 |
| 2013/14 | 34 | 32 | 15 |
| 2014/15 | 35 | 34 | 16 |
| 2015/16 | 34 | 33 | 16 |
| 2016/17 | 30 | 30 | 14 |
| 2017/18 | 29 | 29 | 14 |
| 2018/19 | 32 | 29 | 14 |
| 2019/20 | 27 | 26 | 12 |
| 2020/21 | 31 | 31 | 15 |
| 2021/22 | 31 | 37 | 13 |
| 2022/23 | 30 | 37 | 15 |

TABLE 7.19: PUPIL TO TRAINED TEACHER RATIO FOR KINDERGARTEN– REGIONAL

| REGION/YEAR | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | | | | 27 | 28 |
| Ashanti | 65 | 51 | 47 | 42 | 35 | 36 | 34 | 30 | 30 | 24 | 27 |
| Bono | | | | | | | | | | 22 | 24 |
| Bono East | | | | | | | | | | 30 | 33 |
| Brong Ahafo | 123 | 89 | 76 | 66 | 60 | 52 | 44 | 34 | 32 | | |
| Central | 117 | 108 | 77 | 56 | 49 | 44 | 40 | 35 | 34 | 29 | 34 |
| Eastern | 63 | 56 | 48 | 40 | 40 | 33 | 32 | 27 | 27 | 23 | 27 |
| Greater Accra | 45 | 45 | 41 | 34 | 39 | 33 | 35 | 34 | 33 | 27 | 29 |
| North East | | | | | | | | | | 75 | 68 |
| Northern | 151 | 116 | 108 | 104 | 91 | 89 | 78 | 68 | 61 | 46 | 45 |
| Oti | | | | | | | | | | 42 | 42 |
| Savannah | | | | | | | | | | 66 | 86 |
| Upper East | 194 | 195 | 162 | 119 | 98 | 90 | 66 | 49 | 46 | 40 | 38 |
| Upper West | 141 | 120 | 118 | 111 | 103 | 93 | 69 | 54 | 51 | 37 | 39 |
| Volta | 96 | 101 | 80 | 66 | 59 | 52 | 45 | 38 | 37 | 26 | 28 |
| Western | 228 | 208 | 128 | 106 | 92 | 79 | 65 | 54 | 52 | 39 | 41 |
| Western North | | | | | | | | | | 54 | 47 |

TABLE 7.20: PUPIL TO TRAINED TEACHER RATIO FOR PRIMARY – REGIONAL

| REGION/YEAR | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | | | | 27 | 29 |
| Ashanti | 41 | 39 | 37 | 34 | 33 | 33 | 32 | 30 | 29 | 24 | 28 |
| Bono | | | | | | | | | | 24 | 27 |
| Bono East | | | | | | | | | | 25 | 29 |
| Brong Ahafo | 63 | 55 | 51 | 49 | 49 | 43 | 39 | 32 | 30 | | |
| Central | 61 | 59 | 51 | 46 | 43 | 42 | 39 | 35 | 34 | 29 | 36 |
| Eastern | 40 | 39 | 35 | 33 | 32 | 31 | 29 | 27 | 27 | 23 | 28 |
| Greater Accra | 40 | 39 | 38 | 35 | 39 | 37 | 39 | 40 | 39 | 32 | 38 |
| North East | | | | | | | | | | 46 | 42 |
| Northern | 75 | 68 | 67 | 66 | 64 | 60 | 50 | 44 | 41 | 32 | 34 |
| Oti | | | | | | | | | | 32 | 33 |
| Savannah | | | | | | | | | | 34 | 49 |
| Upper East | 88 | 85 | 83 | 82 | 80 | 75 | 53 | 40 | 39 | 34 | 35 |
| Upper West | 68 | 68 | 69 | 70 | 67 | 66 | 50 | 41 | 38 | 30 | 34 |
| Volta | 48 | 49 | 45 | 45 | 42 | 39 | 35 | 32 | 31 | 24 | 29 |
| Western | 84 | 83 | 66 | 64 | 60 | 54 | 46 | 40 | 38 | 33 | 38 |
| Western North | | | | | | | | | | 32 | 31 |

TABLE 7.21: PUPIL TO TRAINED TEACHER RATIO FOR JUNIOR HIGH SCHOOL (JHS) – REGIONAL

| REGION/YEAR | 210/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|---------------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ahafo | | | | | | | | | | 13 | 14 |
| Ashanti | 17 | 16 | 15 | 14 | 14 | 15 | 14 | 14 | 14 | 12 | 14 |
| Bono | | | | | | | | | | 11 | 13 |
| Bono East | | | | | | | | | | 11 | 13 |
| Brong Ahafo | 22 | 20 | 19 | 18 | 18 | 16 | 14 | 14 | 13 | | |
| Central | 22 | 20 | 18 | 17 | 17 | 16 | 16 | 15 | 15 | 13 | 17 |
| Eastern | 19 | 17 | 16 | 15 | 16 | 14 | 13 | 13 | 13 | 11 | 14 |
| Greater Accra | 20 | 20 | 20 | 19 | 21 | 20 | 19 | 20 | 20 | 17 | 21 |
| North East | | | | | | | | | | 19 | 22 |
| Northern | 29 | 27 | 25 | 25 | 26 | 24 | 21 | 19 | 18 | 14 | 17 |
| Oti | | | | | | | | | | 13 | 15 |
| Savannah | | | | | | | | | | 13 | 16 |
| Upper East | 34 | 31 | 28 | 26 | 27 | 24 | 18 | 15 | 14 | 13 | 15 |
| Upper West | 25 | 26 | 25 | 25 | 24 | 22 | 17 | 15 | 14 | 12 | 14 |
| Volta | 20 | 20 | 18 | 17 | 17 | 16 | 15 | 14 | 14 | 11 | 14 |
| Western | 30 | 29 | 26 | 25 | 24 | 22 | 19 | 19 | 18 | 17 | 20 |
| Western North | | | | | | | | | | 15 | 18 |

8. LIST OF CONTRIBUTORS

| Name and Contact | Email | Institution | Role |
|-------------------------------|--|---------------------------|--|
| Prof. Samuel K. Annim | samuel.annim@statsghana.gov.gh | Ghana Statistical Service | Government Statistician |
| Dr. Faustina Frimpong Ainguah | faustina.frimpong-anguah@statsghana.gov.gh | Ghana Statistical Service | Deputy Government Statistician, Social and Population Statistics |
| Mr. Edward Asuo Afram | asuo.afram@statsghana.gov.gh | Ghana Statistical Service | Ag. Deputy Government Statistician, Economic Statistics and Data Science |
| Mr. Omar Seidu | omar.seidu@statsghana.gov.gh | Ghana Statistical Service | Lead Author/Reviewer |
| Mr. Emmanuel G. Ossei | emmanuel.ossei@statsghana.gov.gh | Ghana Statistical Service | Reviewer |
| Mr. Godwin Odei Gyebi | godwin.gyebi@statsghana.gov.gh | Ghana Statistical Service | Reviewer |
| Mr. Christopher Amewu | christopher.amewu@statsghana.gov.gh | Ghana Statistical Service | Report Writer |
| Mr. Ernest Enyan | enyan.ernest@statsghana.gov.gh | Ghana Statistical Service | Report Writer |
| Mr. Ernest Nyarku | ernest.nyarku@statsghana.gov.gh | Ghana Statistical Service | Report Writer |
| Mrs. Jane Geraldo-Acolatse | jane.acolatse@statsghana.gov.gh | Ghana Statistical Service | Report Writer |
| Mr. Ernest Nutakor | ernest.nutakor@statsghana.gov.gh | Ghana Statistical Service | Report Writer |
| Mr. Amatus Nobabumah | amatus.nobumah@statsghana.gov.gh | Ghana Statistical Service | Report Writer |
| Mr. Victor Owusu Boateng | victor.owusu@statsghana.gov.gh | Ghana Statistical Service | Report Writer |
| Mr. Vitus Bobrnuo | vitus.bobrnuo@statsghana.gov.gh | Ghana Statistical Service | Report Writer |

| | | | |
|-----------------------------|--|---------------------------|-------------------|
| Mr. Jeremiah Sixtus Dery | jeremiah.dery@statsghana.gov.gh | Ghana Statistical Service | Report Writer |
| Ms. Sarah Woode | sarah.woode@statsghana.gov.gh | Ghana Statistical Service | Report Writer |
| Mr. Gershon Doe Tekpli | gershon.tekpli@statsghana.gov.gh | Ghana Statistical Service | Report Writer |
| Ms. Dieudonnee Ankamah | dieudonnee.ankamah@statsghana.gov.gh | Ghana Statistical Service | Report Writer |
| Mr. Cyrus Kwesi Darpoh | kwesi.darpoh@statsghana.gov.gh | Ghana Statistical Service | Report Writer |
| Mr. Richard Kuadamah | richard.kuadamah@statsghana.gov.gh | Ghana Statistical Service | Report Writer |
| Mr. Emmanuel Opoku-Addo | emmanuel.opoku-addo@statsghana.gov.gh | Ghana Statistical Service | Report Writer |
| Mr. Basil Tungbani | basil.tungbani@statsghana.gov.gh | Ghana Statistical Service | Report Writer |
| Mr. Selaseh Pashur Akaho | selaseh.akaho@statsghana.gov.gh | Ghana Statistical Service | Report Writer |
| Mr. Gregory Rastall Simkins | gregory.simikins@statsghana.gov.gh | Ghana Statistical Service | Data Scientist |
| Mr. Perez Semeh Akaho | semehakahoh@gmail.com | Ghana Statistical Service | Data Validation |
| Mr. Michael Dagadu | michealdagadu@outlook.com | Ghana Statistical Service | Data Validation |
| Mr. Samuel Kwabena Paintsil | samuelkpainstil2000@gmail.com | Ghana Statistical Service | Data Validation |
| Mr. Felix Adjei | felix.adjei@statsghana.gov.gh | Ghana Statistical Service | Graphic Design |
| Ms. Ruby Ayew | ruby.ayew@statsghana.gov.gh | Ghana Statistical Service | Report Formatting |

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