

PAST QUESTIONS AND ANSWERS 2020
ADII FEB. 2020

SECTION 'A'

Instruction: Answer all the questions in this section by circling the letter corresponding to the correct or best answer on your question paper.

1. The aim of Ghana's system of education is _____
 - A. Personality development
 - B. Character formation
 - C. Preservation of culture
 - D. **All of the above**
2. The Ministry of Education of Ghana, which is a multi-portfolio government ministry, was established in _____
 - A. 1947
 - B. 1956
 - C. **1957**
 - D. 1960
3. Which of the following is/are the objective(s) of the 1987 Education Reform?
 - I. Increase access to basic education
 - II. Shorten the pre-university education structure from 17 years to 12 years
 - III. Make education cost-effective
 - IV. Improve the quality of education by making it more relevant to socio-economic conditions.
 - A. I only
 - B. II and III only
 - C. I, II and III only
 - D. **All of the above**
4. How many functional divisions does the Ghana Education Service have at the Headquarters?
 - A. 9
 - B. **10**
 - C. 11

D. 12

5. The performance of a student can be evaluated in the best possible manner through
- A. Annual assessments
 - B. Continuous assessments**
 - C. Monthly assessments
 - D. Weekly assessments
6. Which of the following is not a body under the Ministry of Education which implements its policies and programmes related to education?
- A. Ghana Education Service
 - B. Non-Formal Education Division
 - C. Teacher Education Division**
 - D. Ghana Library Authority
7. Testing in education is only possible by using ____
- A. Achievement test
 - B. Intelligence test
 - C. Aptitude test
 - D. Standardized achievement test**
8. How many units has the Technical and Vocational Education Division (TVED) of the Ghana Education Service (GES) Headquarters?
- A. 7**
 - B. 8
 - C. 9
 - D. 10
9. Which of the following is/are not the objective(s) of the Free Compulsory Universal Basic Education (FCUBE)?
- I. Improving the quality of learning and teaching
 - II. Improving access to basic education facilities
 - III. Encouraging private sector participation in the provision of education facilities
 - IV. Improving management efficiency
- A. III only**

- B. II and III only
 - C. I, II and III only
 - D. None of the above
10. Which one of the following Acts established the Ghana Education Service in 1995?
- A. Act 506**
 - B. Act 605
 - C. Act 778
 - D. Act 788
11. Which of the following is/are not the way(s) through which education policies are formulated?
- I. Imposition by elites
 - II. Political discussions
 - III. Stakeholder consultations
- A. I only**
 - B. I, II and III
 - C. II and III only
 - D. III only
12. How many divisions are under the jurisdiction of the Deputy Director-General (Quality and Access) of the Ghana Education Service?
- A. 5
 - B. 6
 - C. 7**
 - D. 8
13. Curriculum provides guidance for ____
- A. Schools
 - B. Teachers**
 - C. Students
 - D. Parents
14. Psychological foundation plays its role in the development of curriculum, keeping in view of the _
- A. Student's needs

- B. Student's interest
C. Student's capabilities
D. All of the above
15. An outline of the topics of a subject to be covered in a specific time is called a _____
A. Programme
B. Syllabus
C. Curriculum
D. Course
16. All of the following statements regarding a teacher are correct except that the teacher
A. Changes his/her attitudes and behaviour according to the needs of society
B. Is a friend, guide and philosopher
C. Is the leader of the class
D. Teachers what the students know
17. The type of education acquired without any specific purpose, fixed period and place is called _____
A. Formal Education
B. Indirect Education
C. Individual Education
D. Informal Education
18. Why are co-curricular activities used in teaching?
A. To assist the teacher
B. To make teaching easy
C. To make teaching attractive
D. To make teaching interesting and effective
19. Which of the following sentences is/are correct about the nature of teaching?
I. It is remedial
II. It is diagnostic
III. It is both remedial and diagnostic

- A. I only
B. II only
C. III only
D. All of the above
20. The procedure used to determine a learner's abilities is referred to as
A. Criterion referenced test
B. Maximum performance test
C. Norm-referenced
D. Typical performance test
21. What are the three components of the educational process?
A. Direction, instruction and skill
B. Education, teacher
C. Teacher, student and education
D. Teaching, learning and practice
22. Teaching through the deductive method is done from the
A. Easy to the difficult
B. General to the specific
C. Macro to the micro
D. Specific to the general
23. A/an.....assessment is one which measures what it is intended to measure.
A. Consistent
B. Fair
C. Reliable
D. Valid
24. The use of technology to enhance the learning process is called in education.
A. Communication technology
B. Information communication technology
C. Information retrieval
D. Information technology

25. The purpose of evaluation in education is to -
A. Assign a mark or score to a student
B. Make judgment about the quality of learning
C. **Measure the achievement of students**
D. Test the student in a subject
26. According to John Dewey, the teacher should guide students in acquiring knowledge as a _____ in the learning process.
A. **Facilitator**
B. Guider
C. Partner
D. Philosopher
27. The primary aim of educational psychology is to ____
A. Contribute to an understanding of sound educational practices
B. Provide the academic background essential for the effective teaching
C. Provide a theoretical framework for educational research
D. **Provide the teacher with a greater appreciation of his role in the education of the child**
28. The word "Pedagogy" means to ____
A. Educate the child
B. **Guide the child**
C. Lead the child
D. Understand the child
29. A scoring guide used to evaluate the quality of students is called
A. Checklists
B. Inventories
C. Rating scales
D. **Rubrics**
30. Teachers should present information to the students clearly and in interesting ways, and relate new information to the things students
_____ already know
A. **Already know**
B. are not willing to know

- C. are willing to know
D. don't know
30. The field of study which is concerned with the construction of thought processes, including remembering, problem solving, and decision making is called ____
Cognitive Development
B. education
C. epistemology
D. pedagogy
32. The process of obtaining numerical value for a characteristic is known as ____
A. assessment
B. evaluation
C. **measurement**
D. testing
33. In teaching, the discussion method can be used when ____
A. **the topic is easy**
B. the topic is not known
C. the topic is very difficult
D. all of the above
34. Which of the following is/are the main aim(s) of teaching?
A. to develop only thinking
B. to develop only reasoning
C. to give information
D. **(A) and (B)**
35. The quality of teaching is reflected by the ____
A. attendance of students in the class
B. duration of silence maintained in the class
C. **percentage pass of students**
D. quality of questions asked by students
36. A formal and systematic procedure of getting information is called

- A. assessment
- B. evaluation
- C. measurement
- D. testing

37. Which of the following is not considered a key behaviour essential for effective teaching?

A. *Effective use of bulletin board space*

- B. instructional variety
- C. Lesson clarity
- D. Student success rate

38. An effective teacher is expected to _____

- A. encourage students to be initiative
- B. make students feel that education is their need
- C. reduce the anxiety level of students to moderate level

D. *all of the above*

39. An evaluation that monitors learning progress is referred to as... evaluation.

- A. Diagnostic
- B. *formative*
- C. placement
- D. summative

40. The main purpose of supervising teaching is to _____

- A. achieve success in examinations
- B. properly utilize school facilities
- C. *carry out the curriculum*
- D. advance pupils' welfare

41. Mrs Yamoah teaches Junior High School 3. When her students enter her classroom each day, they walk to their assigned desks and take their seats. Immediately, they take out their notebooks to write down and answer the question that is on the board that reviews the previous day's lesson. While the students are quietly working, Mrs Yamoah takes

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attendance. Once everyone has answered the question, Mrs Yamoah reviews it with her class before moving on to the day's lesson. Which of the following terms accurately describes the situation above?

- A. A disorganized classroom
- B. A flexible classroom
- C. *A rigid classroom*
- D. A well-managed classroom

42. Which of the following is not one of the core domains of the National Teachers Standards?

- A. *Professional ethics*
- B. Professional knowledge
- C. Professional practice
- D. Professional values and attitudes

43. Which of the following is not a tool for formative assessment in scholastic domain?

- A. *Conversation Skills*
- B. Multiple Choice Question
- C. Projects
- D. Oral Questions

44. What was Ghana's score on the Corruption Perception Index (CPI) released by Transparency International in 2018?

- A. 38 %
- B. 39 %
- C. 40 %
- D. *41 %*

45. Which one of the following political ideologies is Plato credited with?

- A. *Collectivism*
- B. Democracy
- C. Imperialism
- D. Individualism

46. The first important step in teaching is _____

Page

A. knowing the background of the students

B. organizing materials to be taught

C. planning before hand

D. summarising the lesson

47. A newly posted teacher who is maltreated in his/her class by students should deal with them by _____

A. Applying punitive measures

B. changing his/her class after consultation with the head teacher

C. giving them a threat of expulsion

D. improving his/her qualities and expressing them in a good way

48. The main purpose of classroom assessment is to _____

A. Compare students' performance

B. improve instruction

C. measure teachers' effectiveness

D. report to parents

49. Where is the International Court of Justice situated?

A. The Hague

B. Berlin

C. Washington DC

D. Geneva

50. The term used for monitoring outcomes with reference to objectives is _____

A. evaluation

B. Interview

C. measurement

D. test

SECTION 'B'

TRUE OR FALSE QUESTIONS

Instructions: Answer all the questions in this section by circling the letter corresponding to the correct answer on your question paper.

51. The Ministry of Education formulates and implements approved national policies and programmes on education in Ghana.

A. True

B. False

52. Teacher Education Division (TED) is one of the divisions at the Ghana Education Service headquarters.

A. True

B. False

53. In any school situation, performance tasks are hands-on activities that require students to demonstrate their ability to perform certain actions.

A. True

B. False

54. Teachers who are respected and liked are associated with greater student satisfaction and higher achievement.

A. True

B. False

55. A teacher cannot exhibit referent power from the first day of class by giving students a sense of belonging and acceptance.

A. True

B. False

56. Classrooms are said to have norms when only few of the students agree on what is and/or what is not socially acceptable classroom behavior.

A. True

B. False

57. Social psychologist believes that the process of group formation begins when its members agree to go against the norms of the group.

A. True

- A. knowing the background of the students*
 B. organizing materials to be taught
 C. planning before hand
 D. summarising the lesson
47. A newly posted teacher who is maltreated in his/her class by students should deal with them by _____
 A. Applying punitive measures
 B. changing his/her class after consultation with the head teacher
 C. giving them a threat of expulsion
 D. *improving his/her qualities and expressing them in a good way*
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 B. improve instruction
 C. *measure teachers' effectiveness*
 D. report to parents
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 B. Berlin
 C. Washington DC
 D. Geneva
50. The term used for monitoring outcomes with reference to objectives is _____
 A. *evaluation*
 B. Interview
 C. measurement
 D. test

SECTION 'B' TRUE OR FALSE QUESTIONS

Instructions: Answer all the questions in this section by circling the letter corresponding to the correct answer on your question paper.

51. The Ministry of Education formulates and implements approved national policies and programmes on education in Ghana.
 A. True
 B. *False*
52. Teacher Education Division (TED) is one of the divisions at the Ghana Education Service headquarters.
 A. True
 B. *False*
53. In any school situation, performance tasks are hands-on activities that require students to demonstrate their ability to perform certain actions.
 A. *True*
 B. False
54. Teachers who are respected and liked are associated with greater student satisfaction and higher achievement.
 A. *True*
 B. False
55. A teacher cannot exhibit referent power from the first day of class by giving students a sense of belonging and acceptance.
 A. True
 B. *False*
56. Classrooms are said to have norms when only few of the students agree on what is and/or what is not socially acceptable classroom behavior.
 A. True
 B. *False*
57. Social psychologist believes that the process of group formation begins when its members agree to go against the norms of the group.
 A. *True*

B. False

58. Licensure and exit tests are the best predictors of classroom performance of teachers.

A. True

B. False

59. If a teacher teaches with a high degree of clarity, he/she will spend less time going over material.

A. True

B. False

60. Student performance is higher in classes where the teacher devotes large amount of time to the process and materials needed rather than teaching content.

A. True

B. False

61. What a teacher does not say is every bit as important as what a teacher does say.

A. True

B. False

62. Competitive activities have little value in establishing or maintaining an effective classroom climate and should thus be avoided.

A. True

B. False

63. Students feel important and are encouraged to participate in class when a teacher uses their ideas in moving a class lesson or activity forward.

A. True

B. False

64. Bid-rigging may result in the supply of inferior textbooks and supplies.

A. True

B. False

65. In assessing learning, it is not important to know the purpose of assessment before selecting an assessment approach.

A. True

B. False

66. Types of corruption in elementary-secondary education range from academic cheating to bribery and nepotism in teaching appointments, to bid-rigging in the procurement of textbooks and supplies.

A. True

B. False

67. When families are made to pay bribes for services, this puts poor students at a disadvantage and thus reduces equal access to education

A. True

B. False

68. Giving teachers the authority and responsibility to apply their own professional knowledge to making decisions in their area of responsibility is an important aspect collegiality

A. True

B. False

69. Establishing rules and procedures is one of the least important classroom management task.

A. True

B. False

70. The Performing stage begins when students want to show they can do some things.

A. True

B. False

71. Written assessments are activities in which the student selects or composes a response to a prompt.

A. True

B. False

72. The teacher cannot alter the classroom climate but should work for student success regardless of the climate

A. True

B. False

73. In Ghana, the National Teachers' Standards set out the maximum levels of practice that all trained teacher' must reach by the end of their pre-service teacher education course in order to play such critical role.

A. True

B. False

74. The skills that must be demonstrated in performance tasks cannot vary considerably

A. True

B. False

75. In a school, teachers have many different types of assessment available to them

A. True

B. Fals

PAST QUESTIONS AND ANSWERS 2021
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1. The common Core Programme (CCP) for Junior and Senior High Schools consists of how many subjects

- A. 7
- B. 8
- C. 9
- D. 10

2. Which one of the agencies is not a body under the Ministry of Education which implements its policies and programme related to education

- A. Complementary Education Agency
- B. Ghana Library Board
- C. Ghana Tertiary Education Commission
- D. **National Commission for Civic Education**

3. Which of the following is are the objectives of the 1987 Education Reform?

VII. Increase access to basic education

VIII. Shorten the pre-university education structure from 17 years

IX. Make education cost-effective

X. Improve quality of education by making it more effective to socio-economic conditions

- A. I only
- B. I, II and III only
- C. II, and III only
- D. **I, II, III and IV**

4. Which of the following was part of the programme and intentions implemented to facilitate the attainment of the Free Compulsory Universal Basic Education (FCUBE) policy objectives?

- II. Quality Improvement in Primary Schools (QUIPS)
- III. CHILD School Community Progress in Education (Child Scope)
- IV. Performance Monitoring Test (PMT)
- V. District Teacher Support Teams (DIST)

A. I, II and III only

B. II and III only

C. III only

D. **I, II, III and IV only**

5. Ghana's system of education is aimed at which of these aspects of development?

- A. Character formation
- B. Personality formation
- C. Preservation of culture
- D. **All of the above**

6. The Ghana Education Service was established by the Ghana Education Service Act 1995

- A. **Act 506**
- B. Act 605
- C. Act 778
- D. Act 78

7. Which of the following is/are not the ways through which education policies are formulated?

- I. Imposition by elites
- II. Political discussions
- III. Stakeholder consultation

A. **I only**

B. II only

C. III only

D. I, II and III

8. Which of the following subjects is not part of the list of subjects to be studied under the Common Core Programme for Junior and Senior High Schools in Ghana?

- E. Career Technology
- F. **History**
- G. Physical and Health Education
- H. Religious and Moral Education

9. The current Deputy Director-General of the Ghana Education Service in charge of quality and Access is known as
- Dr. Kwabena Bempah Tandoh**
 - Lawyer Anthony Boateng
 - Professor Kwesi Opoku Amankwaa
 - Professor Mathew Opoku Prempeh
10. Membership of the Ghana Education Service is made up of all the following except
- All the stakeholders in education**
 - Other persons that may be employed for the service
 - Teaches and non-teaching supporting personal in pre-tertiary educational institutions in the public system
 - The personnel of the Ghana Education Service existing immediately before the coming into force of the Ghana Education Act 1995
11. Which of the following is the least remedy for students absenteeism in school
- Parents should be counseled to ensure regular attendance of their wards/pupil to school
 - Parents should personally supervise the activities of their wards to ensure that they do not play truancy
 - Pupil should be punished for absenteeism
 - Teacher should desist from harassing students**
12. The Head teacher in a learner centered school undertakes all the following activities to enhance teaching and learning except
- Empowering teachers to involve each learner in the teaching/learning process
 - Encouraging teachers to avoid test and other assessment because they demoralize students**
 - Encourage teacher to develop lesson plans that use existing knowledge to construct new knowledge
 - Motivate and sustaining teacher interest in teaching
13. Which of the following is the most common role of teacher in education?

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- Build a warm environment in the classroom
 - Mentor and nurture students**
 - Providing leadership learning
 - Set the tone of their classroom
14. Which one of the following is not of the core competencies emphasized in the new standards-based curriculum?
- Clarity**
 - Collaboration
 - Communication
 - Critical thinking
15. Which of the following methods, techniques and principles are teachers encouraging to use to promote effective teaching and learning?
- Providing guidance and practice in class independent practice
 - Motivating and sustaining pupils interest
 - Motivating and sustaining pupils interest
 - Involve each learner in the teaching/learning process
 - Even distribution of evaluative questions
- I, II and III only
 - I, II, III, IV and V**
 - I, II, III and IV only
 - II and III only
16. Supervision of teaching mainly ensures
- Achievement in success in examination
 - Advancement of pupil welfare**
 - Proper utilization school facilities
 - Quality delivery of the curriculum
17. Management is commonly defined as
- Getting things done so that demand is fulfilled
 - Getting things done through other people**
 - Knowing what actually has been produced and which should be produced
 - Working for others

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 - Quality delivery of the curriculum
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- Getting things done so that demand is fulfilled
 - Getting things done through other people*
 - Knowing what actually has been produced and which should have been produced
 - Working for others

18. Race learning is more common with curriculum
- A. **Learner-centered**
 - B. Problem-based
 - C. Standard-centered
 - D. Subject -centered
19. All the following statements about the teacher are correct except
- A. **Imposes ideas on pupil**
 - B. It seems as a role model to pupil
 - C. Is the leader of the class
 - D. Serves as a facilitator to pupil/teaching
20. Teaching objectives should be all the following except being
- A. Achievable
 - B. Realistic
 - C. **Rigid**
 - D. Time-bound
21. The maturity level of students determines the
- A. Appropriate motivation techniques needed to be employed
 - B. Learning tasks
 - C. Teaching methods
 - D. **All of the above**
22. Which one of the following reasons best why teachers should ensure that there are physical pathways for students in the classroom? The
- A. Allow students private space to work for themselves
 - B. **Make it easier for teachers to attend to individual students needs**
 - C. Make it easier for teachers to see the board from the back
 - D. Make students less likely to become distracted
23. If teacher want to present information to students in interesting ways they should start from what they
- A. **Already know**
 - B. Are to know
 - C. Are willing to know
 - D. Don't know

24. In order to effect a purposeful change in schools, a school leader should ask the question
- A. Why is the change taking place?
 - B. What do we hope to accomplish?
 - C. What resource do we require?
 - D. **All of the above**
25. Heads of educational institution can appropriately ensure the safety of their students against COVID-19 by the following measures except providing them
- A. Face mask to wear
 - B. Hand sanitizer to sanitize their hands
 - C. **Hand gloves to protect their hands**
 - D. Water and hand soap to wash their hands
26. Which of these questions helps you the least to specify your lesson objectives for students learning as a teacher?
- A. What do I want students to learn?
 - B. What do I want them to understand and be able to do at the end of class?
 - C. **What is the topic of the lesson?**
 - D. What will I do to explain the topic?
27. Which of these reflective questions would best help the classroom teacher to design learning activities for teaching?
- A. How will I check whether students know anything about the topic or have any preconceived notions about it?
 - B. **What are the relevant real-life examples analogies, or situation that can help students understand the topic**
 - C. What question will I ask students to check for understanding
 - D. What will I have students to do to demonstrate that they are following?
28. Which of these Ghanaian languages is not approved for teaching and learning in Ghanaian schools?
- A. Dangbe
 - B. Kesem
 - C. Nzema

D. *Sefwi*

29. Which of these learners attributes is not a major aspect of school bonding Attachment to ?

- A. Friends
- B. Teacher

C. *The non-teaching staff*

D. The school

30. For what reasons might a school be unable to maintain adequate educational quality and students discipline?

A. Diversity

B. *Segregation*

C. Both option A and B

D. None of the above

31. Which of the following types of achievement Test items can be used to measure higher order cognitive skills

A. Essay

B. *Multiple-choice*

C. Short Answer or Completion

D. True-false

32. All of these key terms relate to and/or despite reliability, except

A. Consistency

B. Credibility

C. Dependability

D. *Trustworthiness*

Use the information provided below to answer questions 33-35

Bloom's Taxonomy of Education Objectives lists six levels of intellectual understanding namely knowledge, analysis, comprehension, synthesis, application and evaluation. These levels of understanding assist in categorizing text questions 33-39, links the sample questions frame to the appropriate level of intellectual understanding

33. A question which asks learners to Restate a concept in their own Words' is an example of..... test question frame

A. Analysis

B. *Comprehension*

C. Knowledge

D. Synthesis

34. A question which asks learners to infer from a concept is an example of test questions frame

A. *Comprehension*

B. Evaluation

C. Knowledge

D. Synthesis

35. A question which learners "what is meant by 'P' is an example of test question frame

A. Analysis

B. Application

C. *Knowledge*

D. Synthesis

36. Which one of these statements is not correct about examination malpractice

A. *It is a sure way for candidates not to fail in an examination*

B. It may lead to the cancelation of entire results of a school

C. People caught in examination leakage may be prosecuted at the law courts

D. The general public may lose confidence in certificate that are awarded to candidates

37. Programme evaluation is one of the many duties assigned to education administrators which one of the following statements describes summative programme examination accurately

A. *It is a process intended to determine if a programme has met its goals*

B. It is a process intended to get input from teacher

C. It is a process intended to provide information that can be used to improve a programme

D. None of the above

38. Out of 50 students who took a test, 45 of them passed, what percentage that found
- 50%
 - 10%**
 - 20%
 - 30%
39. Which of the following is not an example of learning assessment matrix for Ghanaian base schools?
- Early Grade Mathematics Assessment (EGMA)
 - Early Grade Reading Assessment (EGRA)
 - National Examination Assessment (NEA)
 - Trends in International Mathematics and Science Study (TIMSS)***
40. The general name for storing guide used evaluate the quality of students is called a/an
- Checklist
 - Inventory
 - Rating scale***
 - Metric
41. The Sustainable Development Goal(SDG) that relates to education aims to ensure
- Equitable and inclusive education for all, especially the girl child
 - Improved access and participation in education for all school-aged children
 - Inclusive and equitable quality lifelong opportunities for all***
 - Universal basic education for all
42. As ways of mitigating the graduate unemployment issues, the government has introduced the following interventions except
- Nation Builders Corps
 - National Youth Employment Programme
 - Teachers and Nurses Allowances***
 - Youth in Afforestation

43. All of the following are minimum levels of standards every beginner teacher in Ghana must according to the components of the National Teacher's Standards (NTS), except
- Ethnics***
 - Knowledge
 - Practice
 - Values
44. Which of these general competencies envisioned by Ghana's pre-tertiary education curriculum framework seeks to promote
- Communication and collaboration
 - Creativity and innovation
 - Critical thinking and problem solving***
 - Personal development and leadership
45. A student's ability is analyzing issues and situations leading to the resolution of problems are a demonstration of what kind of competence?
- Communication and collaboration
 - Creativity and innovation***
 - Cultural identity and global citizenship
 - Personal development and leadership competence
46. Which body within the Ghanaian education system has the overall responsibility for education sector policy formulation, planning, monitoring and evaluation, budgeting and coordination?
- Ghana Education Service
 - Ministry of Education***
 - National Council for Curriculum and Assessment
 - National Council for Tertiary Education
47. Which of the following is a part of the major regulatory laws governing financial administration in schools in Ghana
- Create room to accommodate the increase in enrolment
 - Expand physical school infrastructure and facilities
 - Increase the number of holidays (especially for teachers)
 - The public Financial Management Act 2016 (Act, 921)***

48. Which of these options is not a major aim of the Double Track intervention which was introduced in Senior High Schools in Ghana?
- A. Create room to accommodate the increase in enrolment
 - B. Expand physical school infrastructure and facilities
 - C. *Increase the number of holidays (especially teachers)*
 - D. Reduce Class sizes
49. The activity of teachers investigating their own practice and development useful ideas improve their practice can be referred to as.....
- A. Action
 - B. Basic
 - C. *Qualitative*
 - D. Quantitative
50. Which of the following offices of the Ministry of Education houses the Education Management Information System (EMIS) data?
- A. Administration and General Service
 - B. Free Senior High School Secretariat
 - C. Reform secretariat
 - D. *Statistics, Research, Information Management (SRIM)*

SECTION B

TRUE OR FALSE QUESTIONS

INSTRUCTIONS: Answer all questions in this section by identifying whether the statement provided is true or false. Circle the letter that corresponds to the correct or best options on your questions paper.

51. Sustainable Development Goals (SDG) 4 Target 1 states that "by 2030, all boys and girls complete free equitable and quality primary and secondary education leading to relevant and effective learning outcomes"
- A. *True*
 - B. False
52. A school can directly improve academic performance of students by improving teacher's note taking skills
- A. *True*
 - B. False
53. One of the major quality assurance issues confronting heads of public senior high schools is the encroachment on school lands by the local chiefs and other people
- A. *True*
 - B. False
54. The school timetable brings together subjects, teachers, classes, rooms and school equipment in the best possible permutations
- A. *True*
 - B. False
55. The overall goal of the Ministry of education is provided relevant and quality education for some Ghanaians
- A. True
 - B. *False*
56. The goal of the educational sector is in accordance with the Education Act 778
- A. *True*
 - B. False

57. The guidance principle of guidance and Counselling is that optimum emotional and psychosocial wellbeing of the learner is a determination factor for effective learning
A. **True**
B. **False**
58. Outstanding teacher may be selected for awards by school improvement and support office; pupils/students heads of institution and colleagues
A. **True**
B. **False**
59. The quality of teaching is determined by the total number of pupil in a class
A. **True**
B. **False**
60. The closing of school, universities and colleagues as a results of COVID 19 outbreak disturbed teaching for students around the world but could not affect education in any way as teaching and learning still go on
A. **True**
B. **False**
61. Equity, inclusion, gender and teacher are cross-cutting issues in education
A. **True**
B. **False**
62. Basic education is designed for all Ghanaian children from age four (4) to fifteen (15) within period of eleven (11) years
A. **True**
B. **False**
63. Creativity and Innovation (CI) skills enable learners to develop their cognitive and reasoning abilities to analysis to the revolution of problem
A. **True**
B. **False**
64. An important strategy that will help you as a teacher to introduce your topic is to anticipate students questions

- A. **True**
B. **False**
65. Summative assessment can take the form of progress review meetings between the teacher and students various points in the term
A. **True**
B. **False**
66. It is not recommended to take statement directly from tests to make good true or false
A. **True**
B. **False**
67. Strategies such as writing detailed test questions or prompts, including clear directions, ad establishment and communicating clear grading criteria will increase test reliability
A. **True**
B. **False**
68. Two key characteristics of any form of assessment validity and reliability. Another way to think of reliability is in terms of replicability
A. **True**
B. **False**
69. Students performance is higher in classes where the teacher devotes large amount of time to the materials needed rather than the teaching content
A. **True**
B. **False**
70. In Ghana, financial accountability is one of the major responsibilities of the heads of schools
A. **True**
B. **False**
71. Procrastination is a productive behaviour pattern that causes you to enhance your on-the-job efficiency because you focus on task that aren't priorities for the day or week
A. **True**

B. **False**

72. An advantage of planning is that we tend to focus on what work today and not how to deal with the issues of tomorrow

A. True

B. **False**

73. teacher Education Design (TED) is one of the divisions at the Ghana Education Service Headquarters

A. True

B. **False**

74. The Ghana Tertiary Education Commission comprises of National Accreditation Board and the National Council for Tertiary Education

A. **True**

B. False

75. The Ghana Education Service Council submits to the Ministry of Education recommendation for tertiary education policies and programmes in Ghana

A. True

B. **False**

AD II DEC. 2021

SECTION A

Instruction: Answer all questions in this section by circling the letter corresponding to the correct or best answer on your question paper.

1. Which of the following is not an agency of the ministry?
- A. Complementary education agency
 - B. Ghana library board
 - C. Ghana tertiary education commission
 - D. National Commission for Civic Education

2. Which of the following was/were part of the programmes and interventions implemented to facilitate the attainment of the Free Compulsory Universal Basic Education (FCUB) policy objectives?

- I. Quality Improvement in Primary School (QUIPS)
- II. Child school community progress in education (Child scope)
- III. Performance Monitoring Test (PMT)
- IV. District teacher support teams (DTST)

- A. I, II and III
- B. I, II, III and IV
- C. II and III only
- D. III only

3. The list of subject be studied under the common core programme for junior and senior high schools in Ghana include all the following except.

- a. Career Technology
- b. Computing
- c. History
- d. Social studies

4. In a learner centred school, the head teacher undertakes all the following activities to enhance teaching and learning except.

- a. Empowering teachers to involve each learner the teaching/learning process.

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b. Encouraging teachers to avoid tests and other assessments because they demoralize students.

c. Encouraging teachers to develop lesson plans that use existing knowledge to construct new knowledge.

d. Motivating and sustaining teacher's interest in teaching.

5. The general competence intended by Ghana's pre-tertiary education curriculum framework to promote entrepreneurial skills in learners is.

- a. Communication and collaboration.
- b. Creativity and innovation.
- c. Critical thinking and problem solving.
- d. Personal development and leadership.

6. Which of the following is the least remedy for student's absenteeism in school?

- a. Counselling parents/caregivers to ensure regular attendance of their wards to school.
- b. Parents/caregivers supervising the activities of their wards to ensure that they do not play truancy.
- c. Punishing pupils for harassing absenteeism.
- d. Teachers desisting from harassing students.

7. All the following learning assessment metrics are designed for Ghanaian basic schools except.

- a. Early Grade Mathematics Assessment (EGMA)
- b. Early Grade Reading Assessment (EGRA)
- c. National Examination Assessment (NEA)
- d. Trends in International Mathematics and Science Study (TIMSS)

8. One of the students of a class hardly talks in the class. How would you encourage him to express himself?

- a. By encouraging children to take part in class activities.
- b. By giving good marks to those who express themselves well
- c. By organizing classroom discussion activities.
- d. By organizing educational games/programmes in which children feel like speaking.

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9. Which of the following skills is not one of the core competencies emphasized in the new standards-based curriculum?
- Clarity
 - Collaboration
 - Communication
 - Critical thinking
10. Which one of the following reasons best explains why teachers should ensure that there are physical pathways for students in the classroom? The pathways
- Allow student private space to work for themselves.
 - Make it easier for teachers to attend to individual student needs.**
 - Make it easier for teachers to see the board from the back.
 - Make students less likely to become distracted.
11. Which one of the following statements is incorrect about examination malpractice?
- It is a sure way for candidate to pass an examination**
 - It may lead to the cancelation of entire results of a school.
 - People caught in examination leakage may be prosecuted at the law courts.
 - The general public may lose confidence in the certificates that are awarded to candidates.
12. All the following behaviours are minimum levels of standard every beginner teacher in Ghana must meet according to the components of the National teachers' standard (NTS), except professional.
- Ethics**
 - Knowledge
 - Practices
 - Values
13. What kind of competence is demonstrated by a student who is able analyses issues and situations leading to the resolution of challenges?
- Creativity and innovation**
 - Critical thinking and problem solving

- Cultural identity and global citizenship
 - Personal development and leadership competence
14. The organization within the Ghanaian education system which has the overall responsibility for education sector policy formulation, planning, monitoring, evaluation, budgeting and co-ordinating is.
- Ghana Education service
 - Ghana Tertiary Education Commission
 - Ministry of Education**
 - National Council for Curriculum and Assessment
15. Which of the following legal frameworks is not part of the major regulatory laws governing financial administration in schools in Ghana? The
- Education Act, 2008 (Act 778)
 - Education Regulatory Bodies Act, 2020 (Act 1023)**
 - Internal Audit Agency Act, 2003 (Act 658)
 - Public Financial Management Act, 2016 (Act 921)
16. In Ghanaian schools, performances of a learner can best be evaluated through Assessment
- Annually**
 - Daily
 - Monthly
 - Weekly
17. What does the term 'equal education opportunities' mean?
- All children have access to education
 - All children have access to quality teaching and learning resources.
 - All children have the type of education which is suitable for their peculiar needs
 - All of the above**
18. Which one of the following refers to a situation where a learner studies simply because work is assigned by the teacher?
- Cognitive memorizing
 - Experiential learning**

- c. Sensory learning
- d. None of the above

19. An assessment that is conducted prior to the start of teaching or instruction is called Assessment.

- A. Diagnostic
- B. Formal
- C. Formative
- D. Summative

20. The models based on the philosophy that learning occurs when there are changes in mental structure are called Learning models.

- A. Affective
- B. Cognitive
- C. Knowledge
- D. Psychomotor

21. Which of the following is/are termed as student centred learning methods?

- i. Direct instruction
- ii. Inquiry-based learning
- iii. Cooperative learning

- A. I and II only
- B. I, II and III

C. II and III only

- D. II only

22. The office of the Ministry of Education that houses the Education Management Information System (EMIS) data is.

- a. Administration and General Services
- b. Education reform secretariat
- c. Free senior high school secretariat

d. Statistics, research and information management (SRIM)

23. The type of test that measures the performance of test takers against the criteria covered in the curriculum is called.

- a. Aptitude test

Criterion-referenced test

- b. Diagnostic test
- c. Norm-referenced test

d. Teachers could be made accountable when they are given.

24. Teachers could be made accountable when they are given.

- a. Freedom in the selection of content and methods of teaching.
- b. Opportunities for professional growth
- c. Training in teaching and examining
- d. Transfer to places where they want to serve.

25. When using a problem solving method, the teacher can.

a. Help the learners define what it to be solved.

- b. Propose ways of obtaining the needed data.

c. Set up the problem

d. Test the conclusion.

26. Which of the following is/are important in gender equality?

1. Equal opportunities for males and females.

2. Equal pay for men and women for same

3. Girls receiving the same level of education as boys

4. All the above

27. The government of Ghana introduced the Capitation Grant Scheme at the beginning of the 2005/2006 academic year with the primary purpose to.

a. Demolish the school management committee arrangements.

b. Discontinue school from forming canteen committees.

c. Make school more open to the public

d. Replace all kinds of fees that were payable by children enrolled in schools.

28. The professional requirements of a teacher as explained by UNESCO is/are.

a. Innovativeness in approach and teaching strategies.

b. Justice to the teaching profession.

c. Mastery over subject and competence for teaching

d. All if the above

29. A junior high school teacher wants her students to acquire a specific skill to undertake a practical task required. Which of the following teaching methods would be least appropriate.

- a. Demonstration
- b. Discussion
- c. Recitation
- d. Role-play

30. Which of the factors predict improvements in senior high school students' learning outcomes?

- a. Learning style
- b. School environment
- c. Socio-cultural background
- d. All of the above

31. When a JHS teacher poses a question in class to check the knowledge of students on an issue, the appropriate method to stimulate discussion is to.

- a. Frame the question as lengthy as you can.
- b. Point to intelligent students first and then put the question.
- c. Pose more than one question at a time to stimulate students.
- d. Pose the question to the whole class and then select somebody to answer.

32. All but one following is not a schedule of the Ghana Education Service District Directorate structures.

- a. Girls Education Officer
- b. Partnership Coordinator
- c. School improvement Support Officer
- d. Training Officer

33. Which of the following statements about teachers' lesson plan is false?

- a. A good daily lesson plan ensures a better discussion.
- b. A lesson plan must have clearly stated objectives.
- c. All teachers should have a daily lesson plan.

d. The lesson plan must be strictly followed.

34. The current Education Strategic Plan (ESP) that drives the course of education provision in Ghana is the

- a. ESP 2010 – 2025
- b. ESP 2018 – 2030
- c. ESP 2020 – 2025
- d. ESP 2020 – 2030

35. Which of the following does not characterize a well-planned lesson?

- a. Lesson notes are vetted by school head.
- b. Lesson objectives are specific, measurable, and achievable.
- c. There are varied procedures and activities undertaken by the pupils.
- d. Varied teaching and learning resources are utilized to promote learning.

36. The capitation grant provided to a school can be used for the following purpose except to.

- a. Acquire teaching and learning resources.
- b. Attend to sanitation and minor repairs and maintenance
- c. Organize extra classes for pupils
- d. Procure any item related to stationery

37. What is the most important factor a teacher should consider in selecting and utilizing instructional materials?

- a. Attractiveness of instructional materials
- b. Availability of instructional materials
- c. Degree of interest on the part of the students
- d. Objectives of the lesson

38. In which part of a lesson does the learner given a synthesis of/about the things learned?

- a. Application
- b. Development
- c. Evaluation
- d. Introduction

39. Which of the following committees in a school system is not concerned primarily with the welfare of learners?
- Canteen
 - Disciplinary
 - Entertainment
 - Health and sanitation
40. In the application part of a lesson deliver, learners are offered opportunity to undertake the following activities, except.
- Make generalisations based on what is learnt
 - Memorise and recite what is learnt**
 - Relate what is learnt to real life situation
 - Synthesise information on what is learnt
41. According World Bank (2015) extreme poverty can be defined as people living under..... Dollars a day.
- 1.0**
 - 1.9
 - 2.0
 - 2.9
42. What type of punishment involves the infliction of physical harm on a learner who has broken a school rule?
- Corporal**
 - Isolation
 - Suspension
 - Withdrawal
43. A teacher teaches in remote school where newspapers are delivered irregularly, knowing the importance of keeping the students abreast with current affairs, what is the best way to keep the students updated?
- Encourage the pupils to listen to the daily broadcasts from a radio.**
 - Gather back issues of newspapers and let pupils compare them.
 - Try all available means to get the newspaper delivered to the school.
 - Urge the pupils to listen to stories circulating in the community.

44. Learners must be developed not in the cognitive and psychomotor domains, but also in the affective domain of student's behaviour?
- Attitudes
 - Feelings
 - Stereotypes
 - All of the above**
45. The topmost responsibility of a head teacher is to
- Handle discipline problems
 - Maintain school records
 - Organize and administer the guidance programme.
 - Provide leadership for learning.**
46. Which of the following is among Henri Fayol's (1841-1925) five functions of management?
- Forecasting
 - Mentoring
 - Monitoring
 - Supervision**
47. What is the main cause of death in children five years or younger in developing countries?
- Communicable diseases
 - COVID-19
 - Malnutrition**
 - War
48. Students are most likely to be intrinsically motivated to learn and master subject matter when they,
- Anticipate that they will receive positive reinforcement for achieving instructional objectives.
 - Believe that the work they are doing is interesting and relates to their own lives.**
 - Know that they will be tested on their understanding of the content in the near future.

- d. Perceive that their performance compares favourable with of peers engaged in the same tasks.
49. The basic purpose of supervision is to help.

- a. **Children learn more effectively**
- b. Teachers in dealing with pupils
- c. Teachers in improving methods
- d. Teachers in understanding pupils

50. To make learning effective, a goal must be meaningful in terms of.
- a. Intellectual ideas
 - b. Objectives of the curriculum
 - c. Standards of others
 - d. **Students needs and purpose**

SECTION B

TRUE OR FALSE QUESTIONS

Instruction: Answer all questions in this Section by identity whether the statement provided is true or false. Circle the letter that corresponds to the correct or best option on your question paper.

51. The overall goal of the Ministry of Education is to provide relevant and quality education for disadvantaged Ghanaians.

- a. True
- b. **False**

52. The National Teaching Council is not the mandated body that oversees the posting of newly trained teachers in Ghana.

- a. **True**
- b. False

53. The advancement in literacy, numeracy as well as Science, Technology, Engineering and Mathematics (STEM) fields is central to the Education division of producing learners with strong experiential learning capabilities and backgrounds in career-focused programmes.

- a. **True**
- b. False

54. Strategies such as writing detailed test questions or prompts, including clear directions and establishing and communicating clear grading criteria increase test reliability.

- a. **True**
- b. False

55. The standards-based curriculum was rolled out for the primary schools in Ghana in the academic year 2017/2018.

- a. True
- b. **False**

56. A person who has been exposed to an infectious illness may be quarantined to see if they will become sick.

- a. **True**
- b. False

57. The aim of schooling is not to develop individual students, but to develop their social, cultural and economic capital for advancement of society as a whole.

- a. **True**
- b. False

58. The release of a teacher from one Directorate of Education to another to another in the GES system presently depends, in part on the approval of the teacher's current District of Education.

- a. **True**
- b. False

59. The purpose of evaluating learning is to make judgment about the quality of education provided.

- a. **True**
- b. False

60. Measurement is the quantitative assessment of performance of learners.

- a. **True**
- b. False

61. The association of teachers, pupils, parents, members of the community and chiefs constitute the School Management Committee.
A. True
b. False
62. Both formative and summative assessments are primarily used to monitor the learning process.
A. True
B. False
63. The Ministry of Education is one of the agencies under the Ghana Education Service.
A. True
B. False
64. School Performance Improvement Planning (SPIP) is undertaken by stakeholders at the school level, first to pave way for preparing School level, first to pave way for preparing School Performance Appraisals.
A. True
b. False
65. The minister for Education is assisted by two Deputy Ministers, who are appointed by Technical Advisors to the President.
A. True
b. False
66. The Ministry of Education (MOE), like other state organs of its type, derive their status and functions from Civil Service Law, PNDCL 327 of 1993.
a. True
b. False
67. A new coronavirus variant, technically named OMICRON, was first detected in South Africa in 2019.
a. True
b. False

68. When you are around anyone from outside your regular household, physical distancing and mask wearing are essential to avoid spreading the corona virus.

a. True

b. False

69. Situations where mask aren't being worn or are being removed to eat or drink are especially likely to spread the coronavirus and cause illness.

a. True

b. False

70. People with food allergies can be vaccinated for the coronavirus.

a. True

b. False

71. Personality test are valid measures of a person's ability to teach.

a. True

b. False

72. Licensure and exit tests are the best predictors of classroom performance of teachers.

a. True

b. False

73. If a person teaches with a high degree of clarity, he/she will spend less time going over material.

a. True

b. False

74. Student performances is higher in classes where the teacher devotes large amounts of time to the materials needed rather than teaching content.

a. True

b. False

75. Constructivism is an approach to teaching that allows students to construct their own understanding and meaning.

a. True

b. False

CHAPTER ONE

KNOWLEDGE OF GES AND MOE

The Ghana Education Service (GES) is a government agency under the Ministry of Education responsible for implementing government policies that ensure that Ghanaians of school-going age irrespective of their ethnicity, gender, disability, religious and political dispositions receive quality formal education. The Ghana Education Service is governed by a fifteen-member council called the GES council.

Vision of GES

"Ghana Education Service seeks to create an enabling environment in all educational institutions and management positions that will facilitate effective teaching and learning and efficiency in the management for the attainment of the goals of the Service".

Mission of GES

"To ensure that all Ghanaian children of school-going age are provided with inclusive and equitable quality formal education and training through effective and efficient management of resources to make education delivery relevant to the manpower needs of the nation".

Mandate of GES

"GES is responsible for the implementation of approved national pre-tertiary educational policies and programs to ensure that all Ghanaian children of school-going age irrespective of tribe, gender, disability, religious and political affiliations are provided with inclusive and equitable quality formal education".

The Vision and Mission statements of GES tell what the service seeks to achieve as far as the education of the Ghanaian child is concerned. They are more or less targets of the Service. It must be noted that the vision of GES is the big dream or the long term goals of the institution while the Mission is the strategies for attaining the long term goals. Interestingly, the official order by the government for the GES to function is its mandate.

Brief history of GES

The Ghana Education Service (GES) was established in 1974 as a part of the Public Service of Ghana by the National Redemption Council under the National Redemption Council Decree (NRCD 247). It was later amended by the NRCD 252, NRCD 357 and the Supreme Military Council Decree (SMCD 63). In the Constitution of the Fourth Republic, the earlier legislations have subsequently been amended by Acts of Parliament; Act 506 (1994) and Act 778 (2008).

Objectives of GES

The objectives of GES are in accordance with the National Policy Objectives espoused in the Education Strategic Plan (ESP). The key objectives of the Service are as follows:

- Increase inclusive and equitable access to and participation in education at all levels
- Ensure provision of life skills training and management of personal hygiene, family life, gender, health, HIV/AIDS/STIs, etc.
- Improve the quality of teaching and learning
- Improve the Management of education service delivery

Current Programmes of GES

- Pre-tertiary Education Management programme including Headquarters Divisions, Regional and District directorates
 - Complementary Basic Education (CBE) programme comprising Kindergarten, Primary and Junior High Schools Secondary Education comprising SHS and TVET
 - Special and Inclusive Education
 - Secondary Education Improvement Project (SEIE) programme
- Meanwhile, Basic Education has been redefined to include Secondary Education as part of the Government's new policy initiative on Pre-tertiary Education.

GES On-going Reforms

As part of efforts to promote quality pre-tertiary education service delivery, the following reforms have been or are being made:

- a. Re-alignment of the Teacher Education Division of GES as an agency under the Ministry of Education (now known as the National Teaching Council)
- b. Re-alignment of the Curriculum Research and Development Division of GES as an agency under the Ministry of Education (now known as the National Council for Curriculum and Assessment)
- c. Re-alignment of the Inspectorate Division of GES as an agency under the Ministry of Education (now called the National Inspectorate Board)
- d. Re-alignment of the Technical/Vocational Education Division (TVED) of GES as an agency under the Ministry of Education (to be named Ghana Technical Education Service)
- e. Creation of a new division of GES (to be called Management Services Division) which shall include Special and Inclusive Education, Guidance and Counselling and School Health Education Programme (SHEP)

Summary of the New Educational Reform

1. Kindergarten, primary school, JHS and SHS shall all be described as basic school. JHS 1, 2, 3 and SHS 1 shall now be referred as BS 7, 8, 9 and 10 respectively i. e. SHS 1 shall now be called BS 9.
2. All students in JHS 1 - SHS 1 shall run a Common Core Programme called CCP which comprises of 9 subjects; namely - Maths, Languages, Science, RME (stand alone subject), Physical and Health Education (not examinable), Career Technology, Social Studies, Computing and Creative Art and Design.
3. A new examination called National Standard Assessment Test (NSAT) shall be conducted at Primary 2, 4, 6 and JHS 2.
4. BECE shall be replaced by placement exams at JHS 3 to enroll students into SHS1.

5. Students in SHS1 shall continue to run the common core programme for one year thus students into SHS1 shall not select science, business or arts programmes.

6. At the end of SHS1, Students shall write a Common Core Exams into SHS 2.

7. At SHS 2, students will now have to select either a career related programme which include, vocational and technical programmes or a high school Diploma programmes such as science, business, and arts.

8. This means Elective subjects shall start in SHS 2.

9. WASSCE will be replaced by a university entrance exams at SHS3.

10. Students after successful completion of SHS 3 will be rewarded a Diploma Certificate instead of WASSCE certificate.

Comments

1. The education system will be more of research, community engagement, and projects with fewer contents.
2. Computer Literacy in one of the major focus of this programme as all educational stakeholders must be in good position to provide adequate I.T. facilities for students
3. Science at the basic level comprises physical and applied science which involves more of demonstrative features. It is sectioned into the following:

Diversity of matter
Cycle
System
Forces and Energy
Human and Environment

It is then necessary for all educational heads to recruit more skilled and qualified science persons to run the programme as fewer concepts in the SHS syllabus have been pushed down to prepare students for their electives in SHS 2.

Collaboration with Development Partners, Private Sector and Stakeholders

The following organisations and stakeholders are partnering the GES in the implementation of its programmes and activities:

1. United Nations Children's Fund (for Education Programme)
2. United States Agency for International Development (for Partnership for Education Project: Social Impact, Learning, Innovation, Improving Reading Performance in Primary Schools)
3. United Kingdom for International Development (for Complementary Basic Education Programme)
4. Belgium/TELEVIC (for Supply and Installation of Integrated E-learning Lab for 240 SHSs)
5. Kreditanstalt Wiederaufbau (KfW)-(for Supporting Vocational Training: Voucher Programme)
6. World Bank- (for Ghana Secondary Education Improvement Project)
7. Kuwait-(for Expansion and Development of 26 Existing SHS Project)

General Functions of GES (National Level or Headquarters)

- The following functions are stated in the Section 3 of the Ghana Education Service Act (ACT 506) of 1995
- Responsible for implementation of approved national policies and programmes relating to pre-tertiary education.
 - Provide and oversee Basic Education, Senior High Education, Technical Education as well as Special Education.
 - Register, supervise and inspect private pre-tertiary educational institutions.
 - Submit recommendations to the Minister of Education for educational policies and programmes.
 - Promote the efficiency and full growth of talents amongst its members.
 - Register teachers and updating the register of all teachers in the public system (now the work of NTC).
 - Maintain professional standards and conduct of its personnel.

- Carry out other functions that influence the attainment of the functions specified above.

Functions of GES at the Regional Level

- a. Co-ordination of work of District Education Directorates.
- b. Inspection and Supervision of pre-tertiary educational institutions.
- c. Monitoring and evaluation of schools and colleges.
- d. Posting of teachers to second cycle schools.
- e. Appointment of Boards of schools and colleges.
- f. Collection and use of educational data.
- g. Auditing of schools accounts to ensure judicious use of funds.
- h. Pre-service and In-service education and training of teachers.
- i. Works closely with the regional Co-ordinating Council of the region.

Functions of GES at the District Level

- The District Assemblies in collaboration with the District Education Directorates shall be responsible for the following in line with the decentralization in education delivery:
- a. Oversee the second cycle institutions within the district on behalf of the Regional Directorate.
 - b. Appointments, postings, transfers and discipline of teachers in the District.
 - c. Recommend teachers promotions below the grade of Principal Superintendent.
 - d. Construct and build syllabi for pre tertiary schools and institutions.
 - e. Control payments of teachers' salaries and entitlements.
 - f. Appointments of Management Committees for the Basic Educational institutions.
 - g. Coordinates the work of the District Education Oversight Committees (DEOC).
 - h. Disbursement of government educational grants.
 - i. Distribute books and materials supplied by the Government.
 - j. Build, equip and maintain schools with the financial assistance of the Government, education units and other private bodies.

- k. Collection and submission of accurate data and statistics on all schools, both public and private, for the purposes of planning, budgeting, monitoring and evaluation at the district, regional and national levels.
 - l. Advising the District Chief Executive or District Assembly on educational matters.
 - m. Management and Supervision of personnel and all schools both public and private (Basic, Senior High Schools, Vocational and Technical Institutions).
 - n. Preparation and submission of quarterly and annual reports on educational activities in the district according to guidelines issued by the GES Council and MOE to the Director-General.
 - o. Preparation of annual budgets for the district in accordance with the current Accounting Framework and submission of same to the Director-General through the Regional Director.
 - p. Any other duties that may be assigned by the Regional Director or by the Director-General.
- Challenges of GES**
- Approximately 82% of the total GES budget is allocated for the payment of salaries crowding out other expenditures
 - Inadequate furniture, especially at the basic school level
 - Inadequate supply of sanitation facilities such as gender-friendly toilets/urinals, especially at the basic school level
 - Inadequate infrastructure in over-subscribed Senior High Schools
 - Inadequate logistics for effective monitoring and supervision
 - Lack of teachers to handle key subject areas like Mathematics, Physics and Chemistry, etc.
 - Inadequate facilities for In-service Education and Training
 - Inadequate Language experts and facilities for implementing the Language Policy
 - Lack of science equipment in basic schools
 - Non-release of transfer grant for the Staff Rationalisation Policy

- Delayed payment of salary arrears due to the Ministry of Finance's policy on payment of three (3) months of salary arrears and which affects staff motivation.
- THE GOVERNING BODIES AND MANAGEMENT OF GES**
- The governing bodies refer to the various council, boards and committees established and backed by law to operate to ensure the wellbeing of GES at its various levels. Such bodies include GESC, DEOC, and SMC. Whiles the management is the various offices that run the ministries and agencies of GES. Such as the Director General of GES, Below are the various governing bodies of GES;
- THE GHANA EDUCATION SERVICE COUNCIL**
- The Ghana Education Service Council (GESC) is the governing body of the Service as established by the Ghana Education Service Act (Act 506 of 1995). It serves as a link between the GES and the MOE.
- Composition of the GESC**
- a. A chairman with extensive academic and administrative experience
 - b. One representative of the Public Services Commission not below the rank of director
 - c. Two distinguished educationists, one of whom shall be a woman
 - d. Two eminent citizens, one of whom shall be a woman
 - e. Two representatives of the Christian group made up of the Christian Council, the National Catholic Secretariat and the Ghana Pentecostal Council
 - f. One representative of the Federation of Muslim Councils and Ahmadiyya Mission
 - g. One member of the Ghana National Association of Teachers
 - h. One member of the Teachers and Educational Workers Union
 - i. One member of the National Council for Tertiary Education
 - j. One representative of the Association of Proprietors of Private Educational Institutions
 - k. The Chief Director of the Ministry of Education
 - l. The Director-General of the Service.

The members of the Council are appointed by the President in consultation with the Council of State. Members hold office for a term of 3 years and may be re-appointed for a second term.

Members of GESC names are listed below:

Michael Nsawah – Chairman

Dr. Salomey Essuman- Government Nominee

Very Rev Ama Afo Blay- Government Nominee

Anis Haffar- Government Nominee

Enoch Cobbinah – Chief Director MoE

Prof. Opoku Amankwaa – Director General GES

Rev. Sister Elizabeth Amoako Arhin – NCTE

Rt. Rev. Prof. C.N. Omenyo – Christian Council

John Kwesi Nyoagbe – GNAT

Justice King Essel – Private Schools

Florence Adjei Wiredu (Mrs) – TEWU

Michael Nimako – Public Service Commission

Ayew Morgan – Ahamdiyya Muslim Mission

Most Very Rev. J. B. Kwoffie – Catholic Bishops Conference

Functions of the GESC

- a. The Council has general control over the management of the Service.
- b. Ensure the implementation of the functions of the Service.
- c. Submit to the Minister of Education recommendations for pre-tertiary educational policies and programmes.
- d. Promote collaboration between the Ministry of Education and the Service.
- e. Conduct promotion of teachers from Principal Superintendent to Director-General.
- f. Advise the Minister of Education on such matters as the Minister may request.
- g. Appoints DEOCs to assist the council in discharge of its functions.
- h. Approves retirement from the service arising out of incapacitation after a report from a medical board.

- i. Approves dismissals or withdrawal from the Service arising out of misconduct that tarnishes the image of the service.

THE DISTRICT EDUCATION OVERSIGHT COMMITTEE

The Ghana Education Act (Act 506 of 1995) makes it possible for the existence of the District Education Oversight Committee (DEOC) to ensure provision and development of quality education delivery. DEOC is the highest decision-making body on educational matters in the district and thus the governing body.

Composition of the DEOC

- a. The District Chief Executive (Chairman).
- b. The District Director of Education (Secretary).
- c. The Chairman of the sub-Committee responsible for education.
- d. One representative of the Schools Management Committees (SMC).
- e. One representative of the Private Schools.
- f. The District Director of Health Services.
- g. The District Social Welfare Officer.
- h. One representative of the Association of Teachers (KNAT or NAGRAT).
- i. One representative of the District Assembly who is a woman.
- j. One representative of traditional rulers in the district.
- k. One representative each of the Religious bodies.
- l. One representative of the District Parent & Teacher Association (PTA).
- m. One woman identified generally with social development in the district.

Function of the DEOC

- a. Conditions of school buildings and other infrastructural requirements of the schools.
- b. Provision of teachers, the regular and punctual attendance of teachers and pupils at the schools.
- c. The proper performance of duties by staff at the schools.
- d. The moral behaviour of staff and pupils and matters relating to general discipline.
- e. Complaints relating to, or from teachers, non-teaching staff and pupils.
- f. The environmental cleanliness of schools and facilities therein.

- g. The supply of textbooks and other teaching and learning materials.

SCHOOL MANAGEMENT COMMITTEE

A School Management Committee (SMC) is a corporate body with perpetual succession and a common seal, and may sue and be sued in its corporate name. The SMC is in fact, the governing body of Basic Schools in Ghana and it is established by the Education Act 2008 (Act 778) to control the general policy of schools at the basic level. A member in the committee holds an office not more than three calendar years.

Composition of the SMC

- The District Education Director or a representative as an ex-officio member.
- The head teacher or headmaster of the school.
- One member appointed by the District Assembly.
- One representative of the school's PTA.
- One representative of the Old Pupils Association.
- One member appointed by the Education Unit, (if it is a school with religious affiliation).
- One member appointed by the town or village.
- One elder appointed by the Chief the town or village.
- Two members appointed by the teaching staff, one from the primary and one from the Junior High School (JHS).

Functions of the SMC

- To submit to the Director-General of Ghana Education Service through the District Director any information, returns and accounts on the school on demand.
- To ensure that the schools premises are kept in sanitary and structurally safe condition in good state.
- The committee brings to notice of appropriate authorities, town or village development committee, the state of the schools premises.
- To assist in ensuring discipline among the teachers and pupils, particularly in checking absenteeism and lateness to school.

- To assist in ensuring retention of teachers in the rural schools by assisting them to get some basic needs such as accommodation and food.
- To participate in school durbars where matters affecting the school are discussed, for e.g. during School Performance Appraisal Meetings (SPAM).

BOARDS OF GOVERNORS

Boards of governors are statutory bodies established under Education Act of 1961 (Act 87). They are established to control second cycle institutions. The boards are guided by a constitution made by the Minister for education.

A member of the Board holds office for a maximum of 2 terms of six academic year (3 years per term). The chairperson is elected annually by the members from among themselves and the Board may co-opt non-voting members for their advice on matters as the need arises. Remember, the Assistant Headmaster acts as the Secretary to the Board.

Composition of the Boards of Governors

- A representative of the Director-General.
- The Regional Director of Education or his/her representative.
- The District Director of Education or his/her representative.
- The Head of the Institution.
- Two representatives of the District/Municipal or metropolitan assembly.
- Two representatives of the Staff (one Teaching and one Non-Teaching).
- Two representatives of the Past Students' Association.
- Two members to represent historical interest (Mission or Founder)
- One representative of the Parent-Teacher Association.

Functions of the Boards of Governors

- The Board ensures that the institution's premises and structures are academic friendly.
- The Board discusses and approves the school's termly and annual budgets.
- The Board is to assist the Headmaster in performing his duties, but not to encroach upon the authority and responsibility of the Head.

- d. The Board holds and manages all movable and non-movable property of the institution.
- e. It discusses audit report on the school's finances.
- f. It handles disciplinary issues referred by the Head of the School.
- g. It discusses the headmaster's situation reports on the school with reference to academic work and the general tone of the school.
- h. It gives approval to major projects to be undertaken by the PTA, the schools Management and the Old Students Association.
- i. The Board organizes speech and prize-giving days of the school.
- j. The Board is expected to send annual report on the preceding year covering all aspects of activities in the school including financial management to the Minister.
- k. The Board controls the general policy of the institution as provided by the MOE and the GES or the Minister for Education.

Parent-Teacher Association

The Parent-Teacher Association (PTA) is an association of parents/guardians and teachers in a particular school or a cluster of schools. Any parent, guardian or teacher who are interested in his or her wards education can become a member of the PTA. Members meet often at school levels to discuss schooling and its associated issues. The District director or his/her representative can attend the PTA meetings at the school levels.

Composition of the PTA

The executive of the PTA include the following:

1. Chairman (Parent)
2. Vice Chairman (Parent)
3. Secretary (Teacher)
4. Financial Secretary (Parent)
5. Treasurer (Parent)
6. First Committee Member (Parent)
7. Second Committee Member (Parent)
8. Third Committee Member (Parent)

(Headmaster/Head Teacher)

Ex-Officio Member (School Welfare Officer)

Functions of the PTA

The PTA assists in school maintenance and repairs of infrastructure.

- a. The PTA negotiates land for projects for the school such as school farm and field for sporting activities.
- b. The PTA visits school regularly to monitor pupils' performance.
- c. It helps in resolving conflicts and problems in and around the school.
- d. It helps in maintaining school discipline.
- e. It cooperates with the benevolent agencies/organizations who have interest in quality education.
- f. It seeks to the children and teachers welfare by assisting in provision of accommodation and school text books.
- g. It seeks to the best performance of the children in academics and sports.
- h.

District Disciplinary Committee

The District Disciplinary Committee is instituted by the District Director to handle cases of misconduct and grievances referred to it by District Director. The committee is always guided by the codes of conduct of both teaching and non-teaching staff.

Composition of the District Disciplinary Committee

Representative of:

1. The District/Municipal/Metropolitan Directors (Chairman)
2. Conference of Heads Basic Schools (COHBS)
3. Conference of heads of Assisted Secondary Schools (CHASS)
4. Conference of Principals of Colleges of Education (PRINCOF)
5. Teacher Associations (KNAT & NAGRAT)
6. Conference of Education Units Managers
7. Teachers and Education Workers Union (TEWU)
8. Social welfare

Governance in GES

- GES Council
- University Councils
- DEOC/MEOC

- Board of Governors
 - School Management Committees
- MANAGEMENT LEVEL IN GES**
- National level management - Director General assisted by two Deputy Directors
 - Regional level management - Regional Directors (Director I)
 - Metro/Municipal/District Management - Metro/Municipal/District Directors (Director II)
 - School Level Management
 - SHS (Deputy Director)
 - Basic school (PS/AD II)

THE GOVERNING BODIES AND MANAGEMENT (GES)

Institution	Governing Body	Management
GES	GESC	Director-General
(headquarters)	University Council	Vice Chancellor
University	REOC	Regional Director
REO	MEOC	Municipal Director
MEO	DEOC	District Director
DEO	Board of	Head master
SHS	Governors	SMC
Basic School	PTA	

Note:

- Regional Education Office (REO)
- Regional Education Oversight Committee (REOC)
- Municipal Education Office (MEO)
- Municipal Education Oversight Committee (MEOC)

District Education Office (DEO)

District Support Structures

DEOC/MEOC

- District Disciplinary Committee
- District INSET Committee
- District Education Planning Teams (DEPT)
- District Teacher Support Team (DTST)
- School Performance Appraisal Meetings (SPAMs)

DIVISIONS UNDER GES HEADQUARTERS

- Finance
- Administration
- Schools and Instructions
- Human Resource Management and Development (HRMD)
- Supply and Logistics
- Special Education Division

District Education Office Organization Chart

Responsibilities for the Unit Heads at the District Level

The organizational structure at the district level identifies four front-line Deputy Directors. They are:

- AD/Deputy Director – Human Resource Management and Development
- AD/Deputy Director – Administration and Finance
- AD/Deputy Director – Supervision and Monitoring
- AD/Deputy Director – Planning and Statistics

Deputy Director – Human Resource Management and Development

Job Summary – The head of the HRMD is expected to implement policies which relate to management, development and administration of human resources of the District Directorate.

- The main responsibilities of the Deputy Director HRMD are as follows:
- To deal with recruitment, appointment, re-engagement and re-instatement of all teaching and non-teaching staff.

- To notify the director of vacancies and over-staffing and take appropriate measures for approval.
- To liaise with the Regional Directorate and Headquarters on matters concerning salary grading of all district personnel of the service.
- To exercise supervisory control to ensure that promotions are done according to the Conditions of Service and that appropriate records are kept with copies submitted to the Regional Directorates and Headquarters.
- To process all applications for transfer/release and posting.
- To keep up-to-date records on all teaching and non-teaching staff.
- To see to the safe custody of Personnel Record Cards and Nomination Papers.
- To process all applications for retirement and death benefits for both teaching and non-teaching staff.
- To receive and process all applications on study-leave within the policy guidelines for leave of absence and other requests for permission to travel outside the country.
- To liaise with colleague Units heads to organize administrative and professional In-service Training Programmes.
- To receive monthly returns on teacher absenteeism, collate and bring to the director's notice percentage of absenteeism by teachers on circuit and district basis.

Key Responsibilities of Deputy Director – Administration and Finance

Deputy Director – Administration and Finance

Job Summary – This officer is expected to co-ordinate the work of all the schedule officers. He/she is in charge of Budget, Accounts, Supplies and Logistics.

Key Responsibilities

- To preside over the meetings of the procurement committee and submit recommendations to the director for consideration and approval.

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- To produce quarterly financial management reports using agreed formats.
- To produce all financial statements and returns in line with GES regulations in respect of funds provided to the directorate.
- To execute and record all payment instructions in line with GoG (Government of Ghana) regulations.
- To produce and review the Directorate Strategic Plan in line with the overall GES Plan.
- To supervise the preparation of the District Budget in line with the medium term expenditure framework and government-wide budget process.
- To submit draft and final budget to the Directorate's Budget Committee.
- To prepare the Directorate's Annual Financial Report.
- To ensure that MCE/GES Strategic priorities reflect in resource allocation formula between programme areas.
- To liaise with the HRMD Unit Head over establishment levels consistent with policy and budgetary requirements and Directorate's allocation of new teachers.
- To work with the District Assembly to monitor their planned contributions to the Education budget, including assessment of the recurrent cost consequences to capital projects.
- To manage all staff of the Unit including performance appraisal, training assessment and discipline in consultation with the director to improve the work performance of all officers involved with the budget and financial administration and planning function.
- To have oversight and control of all supplies and logistics including the prompt allocation and distribution of textbooks and other curriculum materials.

Deputy Director – Supervision and Monitoring

Job Summary – This officer provides effective support to schedule officers in the Unit and also in all pre-tertiary institutions as far as

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supervision, management of teaching and learning, guidance and counselling, and school inspections are concerned.

Key Responsibilities

- To ensure the maintenance of school quality standards (SQS) in all
- Pre-tertiary institutions in the District, both public and private.
- To monitor the supervision of the progress of teaching and learning in schools and to ensure that educational programmes and processes conform to strategic objectives and indicators as determined by MOE/GES.
- To bring to the director's notice any serious short comings and deficiencies which militate against progress in the schools (public/private) with the view of rectifying them.
- To introduce, promote and encourage professional innovations and 'good practices' with the director's approval.
- To give guidelines, in consultation with the director on content of syllabuses, methodologies and skillful assessment in the various subject areas.
- To prepare programmes for Circuit Supervisors and other officers in the Unit in consultation with the director.
- To analyse supervision reports received from Circuit Supervisors and other officers in the Unit and ensure that appropriate actions are taken promptly as required.
- To organize meetings/durbars at Circuit Centres and in the communities, with the director's approval to disseminate findings and give feedback on critical issues identified in the reports (using established structures, i.e. DTST, DEPT, IEC Teams etc.)
- To meet Circuit Supervisors and other officers in the Unit at least once a fortnight.
- To receive monthly returns on teacher absenteeism, collate and bring to the director's notice percentage of absenteeism by teachers on circuit and district levels.

Key Responsibilities of Deputy Director – Planning and Statistics

Deputy Director – Planning and Statistics

Job Summary – This front-line Deputy Director collects, analyses and maintains an accurate and easily accessible database on all pre-tertiary institutions both public and private in line with guidelines as determined by the Statistics, Research, Implementation and Public Relations (SRIMPR) Division of the MoE.

- To devise effective ways and means for gathering essential systems data on all pre-tertiary institutions in the district.
- To analyse the data collected and keep an up-to-date database on schools to facilitate decision-making and planning.
- To liaise with the Regional Statistics Officer and SRIMPR on issues concerning data on schools.
- To serve on the District Procurement Committee.
- To provide timely information to the other 3-line Unit heads, establish linkages and rapport with other schedule officers, the District Assembly, District Directorate of Medical Services, Headquarters and other District Structures including DEPT, DTST, SMC, and PTA etc.

SCHEME OF SERVICE

Scheme of Service refers to the various ranks or levels that a teacher may attain within the period of service in GES. It also refers to the grades of personnel in GES and these are listed in descending order below:

- Director-General
- Deputy Director-General
- a. Access and Quality
- b. Management Services
- Director I (Divisional/regional)
- Director II (Districts)
- Deputy Director
- Assistant Director I
- Assistant Director II

Principal Superintendent
Senior Superintendent I
Senior Superintendent II
Superintendent I
Superintendent II

In the past, teachers from the Teacher Colleges with Cert A are placed at Superintendent II and will be moved to next level by inspection of work, satisfactory report and recommendation on the teacher to the District Director but final approval comes from the Director General. However, the said teachers could offer Diploma in Basic Education (DBE) programme by sandwich or distance learning to be at par with their colleague teachers who completed Colleges of Education (Now University College of Education). Teachers who completed College of Education with DBE are placed at Senior Superintendent II (SS II). Teachers ranked at SS II can move to Senior Superintendent I, also by inspection of work, satisfactory report and recommendation on teacher through the District Director, the Regional Director and to the Director-General for approval for the said rank. Meanwhile such teacher can pursue educational degree programme by regular or sandwich or distance and will be moved straight to the rank of Principal Superintendent (PS) after completion and upgraded.

All university graduates enter the service on PS and the period of eligibility for promotion is now five years and above.

- ✓ Non graduate professional teachers or officers end at Assistant Director I (AD I).
- ✓ Diploma/HND professional ends at Deputy Director.
- ✓ Non-professional graduate/diplomate ends at Deputy Director.
- ✓ Graduate professional can progress to the Director-General.

Note: Now all ranks from Principal Superintendent (PS) to Deputy Directors can be attained through a successful pass from GES promotion attitude Examination contracted and conducted by University of Cape Coast (UCC), in February every year.

- Professor Kwasi Opoku-Amankwa - Director General
- Lawyer Anthony Boateng- Deputy Director General – Management Services
- Dr. Kwabena Bempah Tandoh- Deputy Director General – Quality and Access

CONDITIONS OF SERVICE

Conditions of service are the benefits one derived from being an employee in GES. These benefits are made possible through consultation between the employee and the employer. Teachers are entitled to the following benefits aside their annual salaries:

1. Responsibility allowance (heads of schools, heads of departments, form masters, council and guidance coordinators, class advisors, etc.).
2. Travelling and Transport (T & T). This is possible when a professional teacher carry out an official assignment outside his station or school.
3. Transfer grant (calculated as one month gross salary).
4. Advance to purchase means of transport.
5. Leave travel allowance.
6. Night allowance (Chief Director or Chief Executive GH¢ 490.00 per night, deputy chief executive or head of department GH¢ 420 per night, directors GH¢ 350 per night, senior staff GH¢ 280. 00 per night, junior staff GH¢ 210 per night, where accommodation and meals are provided, rate abated by 1/3, trekking officers not exceeding 12 days in a quarter full overnight allowance. Beyond 12 days allowance half the rate of night allowance.
7. Vehicle maintenance allowance (car GH¢ 210.00 per month, motor cycle GH¢ 70.00 per month, bicycle GH¢ 28.00 per month)
8. Kilometric allowance (car GH¢ 3.50, motor cycle GH¢ 1.40,
9. Allowance for teachers in the deprived areas
10. Acting allowance (difference between the acting officers' salaries and the minimum salary of the acting post or 20% monthly basic salaries whichever is high).
11. Retention premium (salary advance 15% of basic salary per month).

12. Salary advance (2 months gross salary to be recovered in 12 monthly installment).
13. Special advance (2 months' salary advance to be recovered after months grace period and shall be spread over a period of not exceeding 24 months).
14. Transfer Grant/permanent Posting Allowance (3 months basic salary).
15. Rent advance (not exceeding the employee's annual salary).
16. Advance for the purchase of household durable goods (a loan not exceeding 150% of an employee's annual gross salary to be repaid in not more than eighty-four (84) equal installments).
17. Additional duty allowance (10% of monthly basic salary per month).
18. Allowances for Directors (applicable category 4 allowance to be paid).
19. Continuous Professional Development (CPD); Professional teachers (GH¢1,200.00, Non Professional (GH¢800.00).
20. Medicare (i. Employee, spouse and four children of 18years and below to be covered by NHIS, ii. payment of 50% of the cost of management of illness not covered by NHIS, iii. Where a child is above 18 but below 23 years and is still in school, he or she shall be covered by the medical scheme.
21. Retiring and (death benefits i. employee 2100, ii. spouse 1400, iii. Child 1400 all inclusive.
22. Physically challenged Guide (daily minimum wage for 27 days)
23. Physically challenged transport (20% of basic salary).
24. Allowance for teachers in deprived or difficult area (to be determined by GES and FWSC).
25. Maternity leave.
26. Leave to attend Assembly meeting.
27. Membership of committee.
28. Study leave with or without pay.
29. Sick leave.
30. Leave for examination.
31. Casual (emergency) leave (not more than 10 working days).

32. Compensation (care of injury or disability etc.
- CODE OF CONDUCT**
- Code of conduct refers to the ethics of the profession which are the best practices expected of every worker or staff in the teaching profession. The intention They are the DOS and DON'TS of the teaching profession. The minimum standard of the code of conduct is to provide guidelines for the minimum standard of appropriate conduct.
- Some Acts of Misconduct in the GES**
- a. Failing to prepare lesson notes.
 - b. Refusal to sign the daily time book.
 - c. Absenteeism and cutting classes.
 - d. Failing to set adequate amount of written and practical exercise in all the appropriate subjects.
 - e. Lateness to class.
 - f. Failing or refusing to take part in the approved co-curricular activities.
 - g. Carrying babies or children of school going age to school.
 - h. Inappropriate use of pupils or student or children for labour.
 - i. Giving and receiving bribes.
 - j. Unauthorized collection of monies, food items, toilet items, etc. from pupils.
 - k. Refusing to accept posting or to go on transfer.
 - l. Insubordination and verbal assault.
 - m. Habitual drunkenness and smoking in class.
 - n. Involvement in school/college riots, strike or demonstrations.
 - o. Involvement in examination malpractices and leakages.
 - p. Writing of anonymous letters.
 - q. Any act that brings the name of the service to disrepute.
- Some Sanctions for Professional Misconduct**
- Below are some of the sanctions for professional misconduct in the Service:
- a. Warning or reprimand, writing queries
 - b. Suspension of allowance

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18. Allowances for Directors (applicable category 4 allowance to be paid).
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Some Sanctions for Professional Misconduct

Below are some of the sanctions for professional misconduct in the Service:

- a. Warning or reprimand, writing queries
- b. Suspension of allowance

Some Terminologies in GES

1. **Posting:** This is where a newly trained teacher or one returning from study leave is allocated a place in the region/district/school to teach or her official duty. For instance, a newly trained teacher is posted to teach at Bodomase D/A JHS in the Sekyere Kumawu District in the Ashanti region.
2. **Reposting:** This is the movement of a public servant from one geographical area or location to another within the same organization or service to perform duties relating to the Class of posts that the public servant belong. Reposting is simply, a change of unit or division within the GES. For instance, Mr. Welle was a teacher in James White D/A JHS and he is now reposted to Christian Home D/A JHS to teach.
3. **Transfer:** Is a movement of a public servant from one of the services within the public service to another. It is the movement of a public servant from one of the services within the public service to another or from one class of post to another class of posts within the same or different service. For instance, Madam Nancy was teaching in Primar School and now she is transfer to JHS to teach.
4. **Re-engagement:** Re-engagement is the reappointment of employee who has stopped and is seeking re-entry. For instance, Mr. Kwame stopped teaching, travelled to Australia for greener pasture and returned seeking for reappointment into the teaching profession again.
5. **Re-instatement:** Re-instatement is when one is dismissed from the service and is cleared of his allegation he is reinstated. This is the restoration of a staff who was on interdiction for wrong doing and we now exonerated.
6. **Re-activation:** When one's salary goes off the payroll and gets rectified.
7. **Secondment:** It is the transfer on loan of an employee to another related organization for a specific time period to perform a specific important duty.

8. **Engagement:** It is the appointment of a worker for a period of employment in the Service.

9. **Recruitment:** recruitment is the process of finding and hiring the best and most qualified candidate for a teaching and/or nonteaching job vacancy, in a timely and cost-effective manner. It can also be defined as the "process of searching for prospective employees, stimulating and encouraging them to apply for a teaching and/or nonteaching in GES.

10. **Incapacitation:** it is a situation where a worker is unable to perform his or her professional duties as a result of sickness or physical injuries through accident. For instance, a teacher who uses the right hand to write is amputated as a result of car accident.

11. **Teacher deployment:** It is an effective deployment strategy finds ways of allocating teachers to appropriate posts, balancing the needs of schools, and the well-being of teachers.

MINISTRY OF EDUCATION (MOE) – GHANA

The Ministry of Education (MOE) is a multiport folio government ministry of Ghana, responsible for the governance and management of Ghana's education. It is responsible for the national education curriculum, primarily instituted by Ghana Education Service, which is part of the Ministry.

The Ministry of Education was established under the Civil Service Law 327 and under the PNDC Law 1993 with the mandate to provide relevant education to all Ghanaians. It was formed in 1957 under the Jurisdiction, Republic of Ghana and it Headquarters in Accra, Ghana. The first Minister of Education in Ghana was J.B. Erzuah under the Nkrumah government in 1957. Minister responsible is Dr. Yaw Osei Adutwum

Agencies of MOE

Ghana Education Service (GES)
National Accreditation Board (NAB)
West Africa Examination Council (WAEC)
Council for Technical and Vocational Training (COTVET)