

STATEMENT ON THE GHANA EDUCATION SERVICE NEW PROMOTION PROCESS

The Ghana Education Service (GES) has recently announced a new strategy to improve the efficiency and effectiveness of its promotion process with a shift from the interview based system to an aptitude test. Under the GES' promotion process, staffs require their Appraisal Forms with endorsements by their school heads/supervisors, and a successful interview to gain promotion when they are due. Under the new system, the GES explains in the circular dated 10th January, 2020 that, the interview process is being replaced with an aptitude test. Africa Education Watch presents the following observations and recommendations;

1. Both the old and new promotion processes lack the essential ingredients of results-based human resource management, essential for ensuring increased performance and accountability of teachers.
2. Teacher accountability is a key pillar in UNESCO's nine (9) benchmarks for developing a Comprehensive Teacher Policy Framework for improving teacher education and management. According to the Ministry of Education, Ghana's teacher reform is based on these benchmarks.
3. One would have expected that, a system of promotion that recognizes the output and outcomes of teachers' work, would have been considered as a means of motivating teachers to teach efficiently, to achieve quality learning outcomes through their pupils and students in school and gain promotion, rather than the old and newly announced system which dwells on years of service, aptitude test and recommendation [which is not based on learning outcomes] by a supervisor.
4. The new promotion processes does not take into cognizance the learning environments, as most teachers teach in rural deprived environments will be assessed on the same benchmarks, just as the previous one.
5. The new promotion process flies in the face of achieving teacher accountability for quality learning outcomes, a much touted principle of the current Teacher Education Reform. It epitomizes the common syndrome of Policy Incoherence in social policy in Ghana.
6. We recommend that the process and criteria for promoting teaches must take into account: the quality of learning outcomes [student academic performance] produced by the teacher in class and the teaching environment [with a premium for teachers teaching in deprived, rural schools].

Respectfully submitted.



Kofi Asare
Executive Director