

# *MODULE FOR POST-GRADUATE DIPLOMA IN EDUCATION*

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**IoE/MoF/TUC/GHANA CARES TRAINING AND RETRAINING  
PROGRAMME FOR PRIVATE SCHOOL TEACHERS**



**Ministry of Finance**



**Trade Union Congress**



**Institute of Education, UCC**

# UNIT 4

## THE ADP & THE 1961 EDUCATION ACT

# ACCELERATED DEVELOPMENT PLAN (A.D.P.)

## *Introduction*

1. Following the country's first general elections in February 1951, Mr. Kojo Botsio became the country's first Minister of Education.
2. Soon after assuming office he declared in words: Education is the keystone of a people's life and happiness.
3. Among the new government's first aims was to meet as soon as possible the most urgent popular demand, which was to make education available for every child of school-going age – A campaign promise
4. As a result of this, the ADP was introduced.
5. The main objective of this plan was “to help develop a balanced system working towards universal primary education as rapidly as consideration of finances and teacher training allowed, but maintaining at the same time proportionate facilities for further education for those most fitted to receive it”

# Proposals of ADP

1. It called for a 6-year basic primary course for all children at public expense and the abolition of primary school fees by 1<sup>st</sup> January, 1952.
2. That infant Junior schools should be converted into primary schools and Senior primary schools into Middle schools. The Middle schools were to be regarded as extension of the primary system.
3. The facilities for training teachers were to be increased by addition of 10 new colleges and the doubling in size of the six existing ones.
4. That additional secondary schools were to be provided and some already existing non-assisted secondary schools were to be assisted

## Proposals of ADP

5. That salaries for both trained and untrained teachers be reviewed and that in future all teachers in training would be treated as if on study leave and would collect their salaries.
6. It recommended increasing provision of scholarship to secondary, technical, and vocational schools.
7. That the certificate 'B' should be used as a basic pre-requisite for entry into the certificate 'A' course, except those holding secondary school certificate.
8. That four (4) secondary technical schools should be provided. In addition, the government technical school at Takoradi should be converted. The four technical institutions were to be established at Tarkwa, Kumasi, Accra and Sekondi-Takoradi.

# POSITIVE Effects of ADP

1. It led to the introduction of fee free compulsory education
2. It brought about increases in the number of secondary schools between 1951 – 1957 from 12 to 38. By February 1958, there were 10,143 students in secondary schools. By 1960 total enrolment had more than tripled and the number of institutions in both sectors (i.e. public and private had almost doubled. There was a simultaneous increase in enrolment in private schools by 1960.
3. The plan resulted in an increase in the number of trained teachers. By 1958 teacher enrolment had shot up to 4,055. In 1959, the colony registered, 1,800 elementary schools with an enrolment of 128,000. In Trans Volta Togoland schools totaled 644 with an enrolment of 76,000. In the Northern Territories there were 246 schools with an enrolment of 27,000.

# Adverse Effects of ADP

1. It led to the opening of many schools with adhoc facilities and much temporary accommodation pressed into use.
2. There was a dilution of the teaching force.
3. Academic standards were lowered.
4. The middle schools were made to play dual roles much to their detriment. They are required to turn out pupils for Common Entrance Examination as well as Middle School Leaving Examination.

# The Education Act of 1961

1. An attempt to give legal backing to the ADP of 1951 led to the passage of the Education **Act of 1961**.
2. Until the passage of this Act, Guggisberg's 1925 Education Ordinance constituted the main guiding rule for the development of education in the Gold Coast.
3. The **1961 Act** brought into effect many important measures which concern the powers and duties of the Minister of Education, compulsory education, local education authorities, higher institutions, teachers and the relationship between the church and the schools.



## Recommendations of the 1961 Educ. Act

1. The Minister of Education should be given the power to make regulations, which had the force of law. These regulations concerned examinations, appointment of teachers, the curriculum, keeping school records, the admission and promotion of pupils, and the duties of school managers.
2. That the Minister should close down any school he finds unsatisfactory and dangerous or potentially dangerous to the physical and moral welfare of pupils attending it. He can order two or more schools to be united in the interest of the economy or efficiency.
3. He may in writing prohibit the use in school of a text-book or other materials used for teaching.

## Recommendations of the 1961 Educ. Act

4. Every child who had attained school going age shall undergo a course of instruction. The Act stated further that no fee other than the one for the provision of essential books or stationery should be charged.
5. The Minister in consultation with the Minister for Local Government may appoint any local education authority and this body will be required to build, equip and maintain all primary and middle schools in the area.
6. That the salaries, terms and conditions of service and discipline of teachers shall be prescribed by the regulations. On matters of discipline the act re-emphasised the proposal of Erzuah committee of 1952 that teaching profession itself rather than the education unit should be responsible for disciplining teachers and maintaining high professional conduct.

## Recommendations of the 1961 Educ. Act

7. That every secondary school and teacher training college except government schools were to have a board of governors established by the Minister. This was already the general practice in the rest of the country but not in the North where Guggisbergs Ordinance of 1927 (i.e. Northern Territories Education Ordinance) had not provided for them.
8. That no person shall be refused admission as a pupil or refused attendance on account of religious persuasion, nationality, race or language of himself or his parents.

## **Significantly all schools by the Act became government owned for the very major reasons:-**

1. That, the government paid the salaries of all teachers.
2. That the managers of the schools became agents of the government. But one important effect of the Act is that it also increased enrolment at all levels. So that by the time the C.P.P. government left office in 1966 enrolment was over one million in the elementary schools.

# Post Nkrumah educational reforms

- For all this while, the Ghanaian educational systems has been based on European culture.
- The educational systems therefore failed to equip the youth with the required skills and knowledge need for national development.
- Soon after independence (1960/61 to 1974/75), several committees were set to conduct a comprehensive review of our educational system.
- Examples of such committees are; Botsio committee (1960/61), Amissah committee (1963), Kwapong committee (1966/67), Cockerft committee (1966), Busia committee (1967), Russel committee (1969), Dowuona committee (1970), Dzobo committee (1972) and Evans Anfom committee (1974).

# Post Nkrumah educational reforms

- Note that each of the committees came out with useful recommendations and suggestions on how our education should be.
- In particular they explained how our education should be related to the socio-economic needs of our country.
- The Kwapong and Dzobo committees are discussed.

# **Kwapong Education Review Committee (1966-67)**

- The committee was responsible for the following:
- To address the falling standards of education.
- To address the problem of general indiscipline among pupils.
- Students and teachers as well as the needs of Ghanaians with respect to the churches' involvement in the school which was not adequately addressed by the Education Act of 1961.

# Recommendations of the Kwapong Report (1967)

- A proposal for textbooks fees of ₦1.50 per child in the primary school and ₦3.00 for middle schools.
- An integrated 8-year course to replace the 6 and 4 years primary and middle school respectively and pupils were to continue the secondary school through the common entrance examination conduct by WAEC.
- Some basic schools were to run 6-year primary and 4-year middle school programme.
- There was a 2-year education continuation programme for pupils who could not go to secondary school to equip them with skills to get jobs.
- GCE Ordinary level was to last for 5 years and the 6<sup>th</sup> form programme for GCE Advanced level was last for 2 years.
- Post-middle school leavers were to be trained for 4-years and post secondary leavers for 2-years to become professional teachers.
- Specialist programmes in English, mathematics, history, geography and science being taught in 9 colleges were transferred to Winneba.



# The Dzobo Education Review Committee (1972)

- The committee was under the chairmanship of Prof. K. N. Dzobo of the University of Cape Coast.
- The committee was to address challenges in the education sector such as the emphasis on the pure academic curriculum that failed to give graduates employable skills.
- The need for change in the education system to place more emphasis on science and technology, etc.

# Recommendations of the Dzobo Committee

- Kindergarten education for children between 4 and 6 years was introduced.
- First cycle of 6 years and a new 3-year JSS education was put in place.
- Undergraduate courses for secondary school leavers at the tertiary level to last for 4 years.
- Vocational and technical courses to start at the JSS level.
- Artisans and tradesmen were to serve as resource persons in the vocational/technical courses.
- Polytechnics were to be upgraded to facilitate the supply of middle level manpower.

# The Dzobo Education Review Committee (1972)

- The main innovation was:
  - how the curriculum was to be vocationalized.
  - the need for the establishment of JSS.
- However, the implementation of the new structure and content of education began in 1974/75 but the full implementation came to being in 1987,

# Education reform under J.J. Rawlings (The 1987 Educational Reform)

- The proposals were:
- To provide increased access to education especially in the northern part of the country and in other areas where intake was low.
- The intention was to make basic education available to every Ghanaian child, to make secondary school available to 50% of JSS leavers and to provide tertiary education for 25% of SSS leavers.
- To increase the relevance and efficiency of educational systems by:
- Expanding the curriculum of JSS to provide for academic, cultural, technical, vocational and commercial subjects.

# Education reform under J.J. Rawlings (The 1987 Educational Reform)

- Developing parallel syllabuses at the SSS level, emphasizing the study of indigenous language, science and mathematics, the aim being to make each student competent in the current world of mass consumer product and service.
- Reshaping teacher education so that teachers would be taught the skills necessary for imparting enquiry and problem-solving methods and for encouraging creative learning rather than rote-learning among their pupils.
- Rationalizing higher education in order to provide for courses related to national manpower requirements and also to develop appropriate post-graduate courses relevant to national needs.
- To increase cost-effectiveness and cost-recovery in education by reducing the number of teaching staff, etc.

# Implementation of the 1987 reform

- JHS was started in 1987 by the government. In 1988 all pupils in primary 6 proceeded to JHS apart from Common entrance Examination students for 1987.
- US\$45 was provided by the world bank to support the JSS programme.
- CRDD Directorate was to produce manuscript in various subjects areas for printing by local publishers.
- Areas found to be deficient in infrastructure were assisted by the government.
- The use of continuous assessment and individual performance at the end of 9 years of JSS was used to determine students' eligibility to SSS.
- The new education structure are:
  - Kindergarten education
  - Primary school education
  - Junior secondary school education
  - Second cycle education (including vocational and technical education).

# FCUBE Programme (1995)

- The programme focused on:
- Improving quality of teaching and learning in public basic schools to reduce poor performance. This was to be achieved by:
  - improving teachers' morale and motivation through incentives.
  - improve students-teacher instructional time.
  - adequate and timely supply of teaching and learning materials.
  - improve teacher-community relationship.

# FCUBE Programme (1995)

- Improving the efficiency and effectiveness of management performance. This is to be done by:
  - Discipline and accountability in schools.
  - Eliminate teacher absenteeism, lateness and misuse of instructional time.
  - Building of high morale of personnel.
  - Ensuring effective teaching and learning.



# FCUBE Programme (1995)

- Ensuring access and participation. This achieved through:
- Expanding infrastructure and services to enhance access for all children for school going age.
- Enhancing equity in provision of educational services and facilities for all children and especially girls and disadvantaged children.
- Addressing issues of enrolment and retention for all children of school going age.

In spite of the FCUBE programme focusing on extending basic education, it is faced with difficulties.