



**Government of Ghana**

**2023**

## Table of Contents

<b>Table of Contents.....</b>	<b>i</b>
<b>1. Overview.....</b>	<b>1</b>
<b>2. Directorates and Departments under Ministry of Education (MOE).....</b>	<b>2</b>
2.1 Description of Activities of each Directorate and Department.....	4
2.2 Ministry of Education’s Organogram.....	11
2.3 Agencies under Ministry of Education.....	12
2.4 Classes and Types of information.....	26
<b>3. Procedure in Applying and Processing Requests.....</b>	<b>30</b>
3.1 The Application Process.....	30
3.2 Processing the Application.....	31
3.3 Response to Applicants.....	31
<b>4. Amendment of Personal Record.....</b>	<b>33</b>
4.1 How to apply for an Amendment.....	33
<b>5. Appendix A: Standard RTI Request Form.....</b>	<b>36</b>
<b>6. Appendix B: Contact Details of Ministry of Education’s Information Unit.....</b>	<b>39</b>
<b>7. Appendix C: Acronyms.....</b>	<b>40</b>
<b>8. Appendix D: Glossary.....</b>	<b>41</b>

## **1. Overview**

---

This Right to Information (RTI) Manual is pursuant to the provisions of the recently passed Act, (Act 989) by Parliament and assented to by the President, Nana Addo Dankwa Akuffo-Addo. The Act gives substance to the constitutional right to information provided under Article 21 (1) (f) of the 1992 Constitution, enabling citizens access to official information held by government institutions, and the qualifications and conditions under which the access may be obtained. In accordance with Section 80, the Act applies to information which came into existence before, or which will come into existence after the commencement of the Act.

**1.1 Purpose of Manual** – To inform/assist the public on the organizational structure, responsibilities and activities of the Ministry of Education (MoE) and provide the types of information and classes of information available at MOE, including the location and contact details of its Information Officers and Units.

## **1. Directorates and Departments under Ministry of Education (MoE)**

---

This section describes the Ministry's vision and mission and lists the names of all Directorates and Departments under the Ministry, including the description of organizational structure, responsibilities, details of activities and classes and types of information accessible at a fee.

### **VISION**

Building a highly educated and skilled nation where every Ghanaian can achieve their potential.

### **MISSION**

The Ministry of Education exists to ensure quality and accessible education for all. Through the formulation, coordination, monitoring, and evaluation of policies with motivated staff and appropriate systems, Ghana's education system will meet the needs of the labor market, improve human development, and increase national integration" Education is the ultimate game changer and opens many doors of opportunity and promise. It is the meal ticket out of deprivation and underdevelopment."

## 2.1 Description of Activities of each Directorate and Department

Directorate/Department	Responsibilities/Activities
<p><b>Policy Planning, Budgeting, Monitoring and Evaluation Directorate (PPBME)</b></p>	<p>The PPBME directorate is responsible for the development of comprehensive policies; plans, programmes and resource flow to the Ministry. It is subdivided into five (5) units and one secretariat. The following are the units and their responsibilities.</p> <ul style="list-style-type: none"> <li>• <b>Policy Planning Unit:</b> Initiates and coordinates the development and review of broad sector policies, plans, programmes and projects of the Ministry. The Unit also supervises the planning and implementation of Donor Support Programmes to the Ministry and its Agencies.</li> <li>• <b>Infrastructure Coordination Unit:</b> The Unit is responsible for managing, coordinating and monitoring of all infrastructure projects within the sector.</li> <li>• <b>Budget and Resource Mobilization Unit:</b> The Unit prepares the composite budget of the Ministry and its Departments and Agencies. The Unit in collaboration with Management allocates Ministry of Finance approved budget between the Ministry and its Departments and Agencies and ensures proper use of the Ministry's budget.</li> <li>• <b>Monitoring and Evaluation (M&amp;E) Unit:</b> Coordinates the development of framework and</li> </ul>

<p><b>HIV/AIDS Secretariat</b></p>	<p>coordinates the conduct of M&amp;E across the sector at the national and sub-national level including the issuance of sector-wide monitoring and evaluation (M&amp;E) guidelines and M&amp;E reporting.</p> <ul style="list-style-type: none"> <li>• <b>Public-Private Partnership (PPP) Unit:</b> The Unit is responsible for establishing the framework for the development of educational sector infrastructure and service delivery programmes that ensures value for money based on the PPP model. Ultimately, the Unit promotes, facilitates and/or assesses Public-Private Partnerships in the Ministry of Education.</li> <li>• <b>HIV/AIDS Secretariat:</b> is responsible for the management, oversight and coordination, monitoring and evaluation of all HIV and AIDS activities within the Sector.</li> </ul>
<p><b>Human Resource Development Management Directorate</b></p>	<p>The Human Resource Development and Management Directorate is responsible for the development of the Human Resource and Management policies and plans to ensure that the sector has the right human resource capacity to implement and execute the sector and its sub-sector agenda. The following are the units under the</p>

HRDM directorate and their responsibilities.

- **HR Planning and Strategy Unit:** This Unit initiates strategies and facilitates the career planning of staff of the Ministry and its agencies. This involves regular deployment, secondments, postings, transfers and development of Scheme of Service. The unit also initiate the development of HR policies and legislations for the sector.
- **Training & Development Unit:** Initiates the review and development of career training policies and guidelines. It also collates the training needs identified through staff performance appraisal systems for implementation. The unit also ensures the promotion of staff based on approved requirements. They identify training institutions developing human capital for the sector, assess their curriculum and make recommendations for changes based on employment demands for the sector.
- **Performance Management Unit:** The Unit is responsible for developing the framework for institutional and staff performance management including staff appraisal and performance contracts/agreements. The Unit also ensure that the strategic targets of the Ministry and national development agenda are aligned with the appropriate human resources.
- **Labour Relations Unit:** The unit is responsible for liaising with the Ministry of Employment and Labour Relations, the National Labour

	<p>Commission, the fair wages and Salaries Commission and other stakeholders in resolving all labour relation problems confronting the sector.</p>
<p><b>General Administration Directorate</b></p>	<p>General Administration Directorate is responsible for the development and implementation of the Ministry's administrative policies. The directorate performs its functions via five (5) units.</p> <ul style="list-style-type: none"> <li>• <b>Transport Unit:</b> The unit is responsible for the proper management and provision of an efficient transport system of the Ministry.</li> <li>• <b>Estates/ Facilities Unit:</b> Provides advice on estate management issues and ensures that repairs and works on facilities as well as equipment are properly carried out in the Ministry. They also ensure the safety of the Ministry's property.</li> <li>• <b>Registry Unit:</b> The unit is in charge of storing all documents and information. The registry unit ensures documents are properly stored for easy access.</li> <li>• <b>Client Service Unit:</b> The client service unit is responsible for standardizing and communicating to the public the services delivered by the Ministry as well as the process for complaint handling. It deals with complaints from the public regarding service delivery and ensures that genuine problems are addressed adequately.</li> <li>• <b>Protocol Unit:</b> The unit handles matters</li> </ul>



	<p>concerning official travels, arranges logistics for the Ministry's functions. The protocol unit is also responsible for preparing programmes, arranging visits, and making appointments for guests and escorting them to participate in ceremonies for diplomatic credentials.</p>
<p><b>Statistics Research and Information Management Directorates (SRIM)</b></p>	<ul style="list-style-type: none"> <li>• Carries out research and statistical studies to monitor and evaluate impact of sectorial policies and programmes.</li> <li>• Create and maintain a databank of information on the sector for policy formulation and decision making through the collection and analysis of data, operations, research and documentation.</li> <li>• Promotes the use of Management Information Systems, Information Communication, and Technology System for a quicker transformation of the operations and business of the Ministry and its Agencies.</li> </ul>
<p><b>Procurement Directorate</b></p>	<p>The procurement is responsible for is responsible for implementing procurement procedures and guidelines. The directorate performs its responsibilities via two units.</p> <p><b>Procurement Unit</b></p> <ul style="list-style-type: none"> <li>• Provides technical leadership in negotiations with donor partners, commercial organizations and other supplier representatives for concluding major</li> </ul>

	<p>contracts of the Ministry.</p> <ul style="list-style-type: none"> <li>• Procurements of goods, works and services.</li> <li>• Leads the implementation of systems of systems to ensure proper contract close out process and archives relevant documents for post contract audit trail.</li> <li>• Coordinates the procurement input for the preparation of the Ministry’s annual budget.</li> <li>• Organizes entity tender committee meetings.</li> </ul> <p><b>Stores Unit</b></p> <ul style="list-style-type: none"> <li>• Undertake market surveys.</li> <li>• Issues items to users.</li> <li>• Collates information on potential service providers for registration.</li> <li>• Vets standing orders for approval.</li> <li>• Supervises records keeping on the disposal of assets.</li> </ul>
<p><b>Finance Directorate</b></p>	<p>The finance directorate performs financial services for the efficient running of the Ministry. The directorate performs its roles via the three (3) units listed below.</p> <p><b>Treasury &amp; Reporting Unit</b></p> <ul style="list-style-type: none"> <li>• Prepares annual and quarterly financial statements for the Ministry.</li> <li>• Liaises with Controller and Accountant’s General</li> </ul>

	<p>Department for the release of funds.</p> <ul style="list-style-type: none"> <li>• Process and make payments of invoices on the GIFMIS system.</li> <li>• Assist the budget directorate with actual releases and expenditure figures to facilitate budget preparations.</li> <li>• Ensures the proper maintenance of books of accounts and records across all finance units.</li> </ul> <p><b>Accounts Payable Unit</b></p> <ul style="list-style-type: none"> <li>• Process and make payments of invoices with respect to the Chief Director’s operational Account.</li> <li>• Process and make payments of invoices with respect to the FSHS disbursement account.</li> <li>• Process and make payments for foreign travel expenditures.</li> </ul> <p><b>Financial Management Services Unit</b></p> <ul style="list-style-type: none"> <li>• Prepares withdrawal application on donor funded projects.</li> <li>• Process and make payments of invoices with respect to donor funded projects.</li> <li>• Prepare financial statements and reports on donor funded projects.</li> <li>• Validation of E-SPU for accounts directorate staff.</li> </ul>
<b>Internal Audit Directorate</b>	The Internal Audit Directorate provides an independent, objective assurance and consulting activity designed to add value and improve the operations of the Ministry and

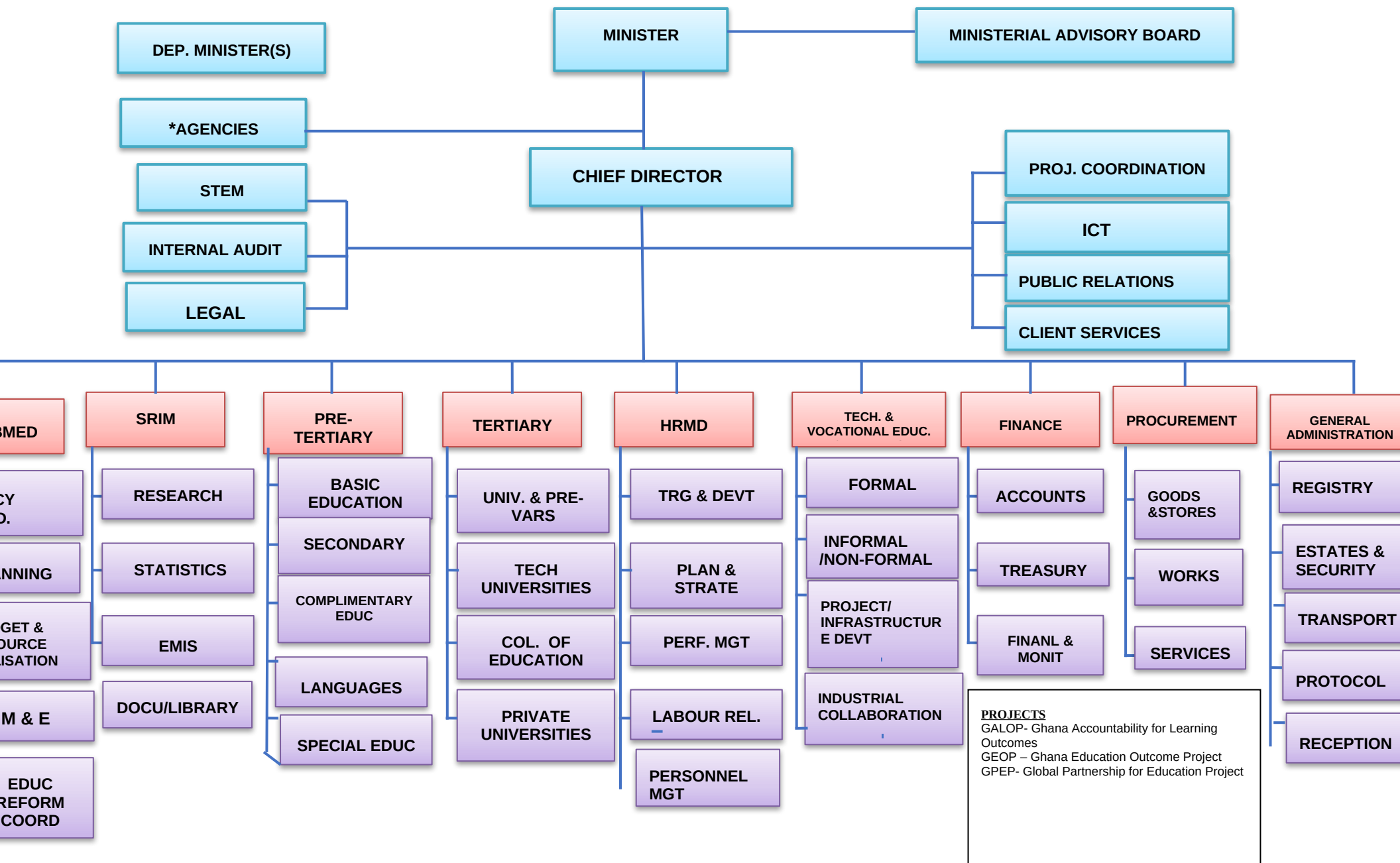
	<p>its Agencies. The responsibilities of the directorate is listed below.</p> <ul style="list-style-type: none"> <li>• The Internal Audit Directorate evaluates the effectiveness of the risk management and governance process of the Ministry and contributes to the improvement of that risk management and governance process.</li> <li>• The Directorate provides assurance services to the Ministry and Agencies.</li> <li>• The Directorate evaluates the Ministry and Agencies compliance with policies, standards, systems and procedures.</li> <li>• The Directorate also performs consulting and advisory services related to internal controls, risk management, compliance and governance processes as appropriate for the Ministry and Agencies.</li> </ul>
<p><b>Pre-Tertiary Directorate</b></p>	<p>The Directorate is responsible for the development of sustainable policies, legislations, plans, programmes and resource flow to the Pre-Tertiary sector in collaboration with relevant stakeholders. The Pre-Tertiary directorate has a number of programmes and activities. They include;</p> <ul style="list-style-type: none"> <li>• Developing guidance and Counselling Policy for Pre-Tertiary Schools.</li> <li>• Developing School health policies as well as developing of the Safe School Policy.</li> <li>• Organizing monitoring visits to selected BECE and WASCCE centres.</li> </ul>

	<ul style="list-style-type: none"> <li>• Monitoring the operations of the model KGs in selected schools across the Country.</li> <li>• Coordinating and implementing all Pre-Tertiary Policies as well as supervising monitoring and evaluating the implementation of pilot projects.</li> </ul>
<b>Tertiary Directorate</b>	<p>Tertiary Directorate is one of the technical line Directorates created by Ministry of Education to provide key technical support in the area of tertiary education. The responsibilities of the tertiary directorate include:</p> <ul style="list-style-type: none"> <li>• Inauguration of Boards/Councils of Tertiary Institutions.</li> <li>• Processing/ Authentication of Certificates.</li> <li>• Tertiary Sector Performance review and reporting.</li> </ul>
<b>Technical &amp; Vocational Education &amp; Training(TVET)</b>	<ul style="list-style-type: none"> <li>• Develop/review all existing policies for TVET sector.</li> <li>• Develop a strategic plan for key areas in the sector</li> <li>• Collate and compile quarterly and annual reports of all activities and programs relating to TVET.</li> </ul>
<b>Legal Unit</b>	<ul style="list-style-type: none"> <li>• Provides legal advice to the Ministry and its Agencies.</li> <li>• Reviews contract documents.</li> <li>• Manages the Ministry's legal affairs.</li> <li>• Ensures compliance with statutory legislations, policy frameworks and laid down procedures.</li> </ul>

	<ul style="list-style-type: none"> <li>• Facilitates the drafting of bills and regulations.</li> </ul>
<b>Public Relations Unit</b>	<ul style="list-style-type: none"> <li>• Provides communication related advice at all levels as regards policies, programmes and activities of the Ministry.</li> <li>• The unit is in charge of developing a crisis communication plan for the Ministry.</li> <li>• Projects a good image of the sector by disseminating information on the Ministry's policies, activities, and programmes to the public.</li> </ul>
<b>Information Unit</b>	<p>The unit is responsible for receiving and processing Right to Information applications and submitting the information within the procedures and timelines prescribed by the law.</p>
<b>ICT Unit</b>	<p>The ICT Unit is responsible for providing technical support, software training, advising and monitoring the role of ICTs within the education ecosystem by coordinating ICT related activities and programmes of all Agencies and Departments under the Ministry. The following are the responsibilities of the Unit.</p> <ul style="list-style-type: none"> <li>• Advice on the use of technology.</li> <li>• Monitor and maintain the Ministry's website.</li> <li>• Monitor and evaluate the internet security of the Ministry.</li> <li>• Liaise with various ICT based service providers in the delivery of goods and services.</li> <li>• Inspect and verify that all ICT equipment supplied to schools across the country meets contract specification and are fully functional.</li> </ul>

	<ul style="list-style-type: none"><li>• Provide technical assistance to all ICT projects and programmes within the education space.</li><li>• Coordinate the implementation of e-solutions.</li></ul>
--	---

### 2.2 Ministry of Education’s Organogram





### 2.3 AGENCIES UNDER MINISTRY OF EDUCATION

#### **Agencies under Ministry Of Education**

1. Center for National Learning and Open Schooling (CENDLOS)
2. Commission for Technical and Vocational and Training (CTVET)
3. Computerized School Selection Placement System (CSSPS)
4. Complementary Education Agency (CEA)
5. Encyclopedia Africana Project Secretariat (EAP)
6. Funds and Procurement Management Unit (FPMU)
7. Ghana Academy of Arts and Science (GAAS)
8. Ghana Book Development Council (GBDC)
9. Ghana Library Authority (GhLA)
10. Ghana Technical and Vocational Education and Training Service (Ghana TVETS)
11. Ghana Education Service (GES)
12. Ghana Education Trust Fund (GET Fund)
13. Ghana Tertiary Education Commission (GTEC)
14. Ghana National Commission for UNESCO (UNESCO)
15. Ghana National Office of the West African Examinations Council (WAEC)
16. Ghana National Service Scheme (NSS)
17. National Council for Curriculum and Assessment (NaCCA)
18. National Schools Inspectorate Authority (NaSIA)
19. National Teaching Council (NTC)
20. Students Loan Trust (SLTF)

#### **Center for National Learning and Open Schooling (CENDLOS)**

<b>Responsibilities of the Agency:</b>	<b>Details of Activities:</b>
<ol style="list-style-type: none"> <li>1. CENDLOS supports, coordinates and offer advice on Open and Distance eLearning (ODel) activities.</li> <li>2. They contribute to the establishment and operation of Open (Virtual) School &amp; Open University Systems of education in Ghana.</li> <li>3. Together with stakeholders, CENDLOS develops interactive, attractive, relevant and approved educational contents within the remit of the GES curriculum.</li> </ol>	<ul style="list-style-type: none"> <li>• CENDLOS provides training in Open, Distance eLearning (ODeL) delivery, and assist other institutions to adopt dual-mode. That is, CENDLOS is mandated to harmonize and regulate Open and Distance eLearning (ODeL) in Ghana.</li> <li>• CENDLOS, along with their partners like teachers, media institutions (such as NAFTI, Primetime Limited, Village Communications Limited, and Akromah Productions Limited), has made educational videos for students in primary and secondary school. These videos are shown on GTV and are meant to help students, especially those in low performing schools.</li> </ul>

### **Commission for Technical and Vocational and Training (CTVET)**

#### **Responsibilities of the Agency:**

1. Formulate national policies for skills development across the broad spectrum of pre-tertiary and tertiary education, formal, informal and alternative education.
2. Co-ordinate, harmonise and supervise the activities of technical and vocational education and training institutions to meet the requirements of both the formal and informal sectors.
3. Develop and implement a national assessment and certification system in the technical and vocational education and training.
4. Take measures to ensure quality, equitable and inclusive access in the provision of technical and vocational education and training.

#### **Details of Activities:**

The Commission for Technical and Vocational and Training (TVET)'s primary responsibility is to regulate, promote and administer technical and vocational education and training for transformation and innovation for sustainable development.

<p>5. Develop and maintain a national database on the technical and vocational education and training sector.</p> <p>6. Facilitate research and development in the technical and vocational education and training system.</p> <p>7. Advise the Minister on all matters relating to the management and improvement of the technical and vocational education and training system.</p> <p>8. Accredite programmes, institutions, centres, facilitators, assessors and verifiers at the formal, informal, non-formal, technical and vocational education and training institutions to ensure quality delivery. Collaborate with tertiary institutions and relevant agencies</p>	

<b>Computerized School Selection Placement System (CSSP)</b>	
<p><b>Responsibilities of the Agency:</b></p> <p>CSSPS is in charge of school placement.</p>	<p><b>Details of Activities:</b></p> <p>The CSSPS uses BECE candidates' aggregate (scores) obtained in the BECE as the determinant for School Placement. The CSSPS does the School Placement of BECE candidates automatically based on the aggregate of the candidate including the choice of school and program selected by the candidate.</p>

<b>Encyclopedia Africana Project Secretariat (EAP)</b>	
<p><b>Responsibilities of the Agency:</b></p> <ol style="list-style-type: none"> <li>1. Enrich the curricula for teaching and learning of African history and culture across all educational institutions on the continent.</li> <li>2. Facilitate networking and collaborations on subject of mutual interest with Academic/Research institutions and external academic communities.</li> </ol>	<p><b>Details of Activities:</b></p> <p>The Encyclopedia Africana Project Secretariat (EAP) initiates, facilitates, produces and publish peer-reviewed articles on Africa and about African life; involving all countries on the African continent and utilizing state-of-the-art technology to showcase a vibrant vision of Africa built on indigenous culture and shared values.</p>

<b>Funds and Procurement Management Unit (FPMU)</b>
---

<b>Ghana Academy of Arts and Science (GAAS)</b>	
<b>Responsibilities of the Agency:</b>	<b>Details of Activities:</b>
<ol style="list-style-type: none"> <li>1. To promote the study, extension, and dissemination of knowledge of the arts and sciences.</li> <li>2. To establish and maintain proper standards of endeavor in all fields of the arts and sciences.</li> </ol>	<p>GAAS's aim is generally to promote the pursuit, advancement and dissemination of knowledge in all branches of the sciences and the humanities. GAAS organizes periodic public lectures, school outreaches, awards and collaborative activities.</p>

<b>Ghana Book Development Council (GBDC)</b>	
<b>Responsibilities of the Agency:</b>	<b>Details of Activities:</b>
<ol style="list-style-type: none"> <li>1. Establish standards for publishers and printers in the book industry.</li> <li>2. Carry out comprehensive studies and research programmes essential for the development of the book industry.</li> </ol>	<ul style="list-style-type: none"> <li>• Promote the development of indigenous authors and translation of books by indigenous authors into Ghanaian language.</li> <li>• Promote and coordinate the distribution of books in the country as well as distribution of books authored by Ghanaians internationally.</li> <li>• Carry out comprehensive studies and research programmes essential for the development of the book industry.</li> </ul>

<p>3. Plan and coordinate public and private entities interested in book development.</p> <p>4. Promote reading habits among Ghanaians particularly schoolchildren.</p>	
---	--

<b>Ghana Library Authority (GhLA)</b>	
<p><b>Responsibilities of the Agency:</b></p> <ol style="list-style-type: none"> <li>1. GhLA undertakes research on behalf of government, businesses and varied agencies.</li> <li>2. GhLA is responsible for keeping all materials published in Ghana to build up the Ghana National Bibliography.</li> </ol>	<p><b>Details of Activities:</b></p> <p>GhLA activities include;</p> <ul style="list-style-type: none"> <li>• Technology training</li> <li>• Offering robotic lessons</li> <li>• Cooperate and individual book lending, issuance of ISBN, ISMN, ISNN, CIP and organizing writing challenges.</li> </ul>

<b>Ghana Technical and Vocational Education and Training Service (Ghana TVETS)</b>	
<p><b>Responsibilities of the Agency:</b></p>	<p><b>Details of Activities:</b></p> <ul style="list-style-type: none"> <li>• The Ghana TVET service is responsible for managing, overseeing and implementing approved national policies and</li> </ul>

<ol style="list-style-type: none"> <li>1. Provide technical and vocational education and training service delivery at the Pre-tertiary level.</li> <li>2. Implement the curriculum for technical and vocational education and training programmes in collaboration with industry and the relevant regulatory bodies.</li> <li>3. Keep an up-to-date register of technical and vocational education and training institutions and trainers in the service.</li> <li>4. Provide recommendations for Technical and vocational education and training policies.</li> <li>5. Submit to the Minister recommendations on policies and programmes for Technical and Vocational Education and training.</li> <li>6. Advise the Minister on matters that will promote the effective</li> </ol>	<p>programmes relating to pre-tertiary technical and vocational education and training.</p> <ul style="list-style-type: none"> <li>• The service is responsible for implementing the national apprenticeship policy as well as the registration of public and private technical and vocational education and training institutions.</li> </ul>
--	--



<p>delivery of technical and vocational education and training in Ghana.</p>	
--	--

<b>Ghana Education Service (GES)</b>	
<b>Responsibilities of the Agency:</b>	<b>Details of Activities:</b>
<ol style="list-style-type: none"> <li>1. To provide and oversee Basic Education (Pre-tertiary), Technical Education as well as Special Education.</li> <li>2. To promote the efficiency and full development of talents among its members.</li> <li>3. To carry out such other functions as are incidental to the attainment of the functions specified above.</li> <li>4. To maintain professional standards and the conduct of its personnel.</li> <li>5. To recruit and post qualified teaching and non-teaching staff</li> </ol>	<p>There are four (4) main programmes under the GES and these are:</p> <ul style="list-style-type: none"> <li>• Pre-tertiary education management including Headquarters Divisions, Regional and District directorates.</li> <li>• Basic Education comprising Kindergarten, Primary and Junior High Schools.</li> <li>• Secondary Education comprising Senior high School (SHS) and Technical and Vocational Education Training (TVET)</li> <li>• Special and Inclusive Education</li> </ul>

--	--

<b>Ghana Education Trust Fund (GET Fund)</b>	
<p><b>Responsibilities of the Agency:</b></p> <ol style="list-style-type: none"> <li>1. To provide funding to supplement government effort for the provision of educational infrastructure and facilities within the public sector.</li> </ol>	<p><b>Details of Activities:</b></p> <ul style="list-style-type: none"> <li>• GETFUND provides support for the delivery of quality education to Ghanaians from the basic to tertiary level through dynamic funding policies. This is aimed at ensuring equitable provision of essential resources for all levels of education.</li> </ul>

<b>Ghana Tertiary Education Commission (GTEC)</b>	
<p><b>Responsibilities of the Agency:</b></p> <ol style="list-style-type: none"> <li>1. GTEC is responsible for the development of various quality assurance instruments, guidelines and protocols for all pre-accreditation and post-accreditation quality assurance processes.</li> </ol>	<p><b>Details of Activities:</b></p> <ul style="list-style-type: none"> <li>• GTEC facilitates the process of Institutional authorization, accreditation/re-accreditation of institutions and programmes, institutional registration/reregistration and Presidential Charter applications.</li> </ul>

<p>2. GTEC evaluates and establish the equivalence of local and foreign qualifications by assessing educational credentials into Ghanaian equivalent.</p> <p>3. Provides evaluation reports and related services that assist employers and education institutions to understand and appreciate the international education qualifications system.</p>	
---	--

<b>National Council for Curriculum and Assessment (NaCCA)</b>	
<p><b>Responsibilities of the Agency:</b></p> <p>1. Development of the Ghanaian School Curriculum for pre-tertiary educational institution.</p>	<p><b>Details of Activities:</b></p> <ul style="list-style-type: none"> <li>• NaCCA develops national curriculum and assessment standards for pre-tertiary educational institutions other than technical and vocational training educational institutions.</li> </ul>

--	--

<b>Complementary Education Agency (CEA)</b>	
<b>National Schools Inspectorate Authority (NaSIA)</b>	
<b>Responsibilities of the Agency:</b>	<b>Details of Activities:</b>
<p><b>Responsibilities of the Agency:</b></p> <ol style="list-style-type: none"> <li>1. The agency formulates policies and guidelines to advance quality standards and guidelines to be observed in public and private pre-tertiary education institutions across the country.</li> <li>2. Monitor and evaluate the implementation of approved learning activities in the complementary education sector.</li> <li>3. Advise District Assemblies on the maintenance of highest quality academic and educational standards and guidelines.</li> <li>3. Develop partnerships to enhance complementary education and occupational skill development.</li> </ol>	<p><b>Details of Activities:</b></p> <p>Complementary Education is a remodel of what was formally called Non-formal Education. The authority offers five core services to its regulated entities namely:</p> <ol style="list-style-type: none"> <li>1. School establishment</li> <li>2. School licensing</li> <li>3. School Inspection</li> <li>4. Monitoring and Evaluation</li> <li>5. School Ownership Transition</li> </ol>
<ol style="list-style-type: none"> <li>3. Support the District Education Unit in the implementation of highest quality academic and educational standards and guidelines.</li> <li>4. Monitor school based assessments; end of course examinations and external</li> </ol>	

<p>assessments at the pre-tertiary level.</p> <p>5. Submit half-yearly reports on school inspections with appropriate recommendations to the Minister and the relevant institutions for improvement of learning outcomes.</p>	
---	--

<b>Ghana National Service Scheme (NSS)</b>	
<p><b>Responsibilities of the Agency:</b></p> <ol style="list-style-type: none"> <li>1. To deploy a pool of skilled manpower drawn primarily from tertiary institutions to support the development efforts of both the public and private sectors in Ghana.</li> <li>2. Undertake projects designed to combat hunger, illiteracy, disease and unemployment in Ghana.</li> </ol>	<p><b>Details of Activities:</b></p> <p>NSS provides newly qualified graduates the opportunity to have practical exposure on the job, both in the public and private sectors, as part of their civic responsibility to the State.</p>

3. Develop skilled manpower through practical training.	
---	--

<b>National Teaching Council (NTC)</b>	
<p><b>Responsibilities of the Agency:</b></p> <ol style="list-style-type: none"> <li>1. Conduct teacher Licensure Examination.</li> <li>2. Keep up-to-date database of teachers.</li> <li>3. Develop and periodically review professional standards and code of ethics.</li> <li>4. Provide framework for Continuous Professional Development (CPD) of teachers.</li> </ol>	<p><b>Details of Activities:</b></p> <ul style="list-style-type: none"> <li>• NTC advises the Minister on matters relating to the professional standing and status of teachers; and on the education, development and employment of teachers.</li> </ul>

<b>Students Loan Trust (SLTF)</b>	
<p><b>Responsibilities of the Agency:</b></p> <ol style="list-style-type: none"> <li>1. To provide timely financial services to eligible Ghanaian tertiary students.</li> </ol>	<p><b>Details of Activities:</b></p> <p>The objectives of the Trust Fund are to provide financial resources for the sound management of the Trust for the benefit of students and to help</p>

	<p>promote and facilitate the national ideals enshrined in Article 25 and 38 of the 1992 Constitution.</p>
--	--

<b>Ghana National Commission for UNESCO (UNESCO)</b>	
<p><b>Responsibilities of the Agency:</b></p> <ol style="list-style-type: none"> <li>1. Coordinating activities of the UNESCO Associated Schools in Ghana.</li> <li>2. Liaising with communities /schools for the formation of UNESCO Clubs towards the promotion of UNESCO's objectives and ideals.</li> <li>3. Assisting in the preparation of project proposals to be submitted to UNESCO for funding assistance.</li> <li>4. Providing information on UNESCO Fellowships &amp; awards and facilitate their</li> </ol>	<p><b>Details of Activities:</b></p> <ol style="list-style-type: none"> <li>1. Monitoring the implementation of UNESCO projects in Ghana.</li> <li>2. Promoting the 2030 SDG Agenda in UNESCO's fields of competence in Ghana.</li> <li>3. Promoting multilateralism in UNESCO's fields of competence in Ghana.</li> <li>4. Ensuring that Ghana's subscriptions to UNESCO are honored.</li> <li>5. Ensuring that Ghana's Permanent Delegation to UNESCO is adequately remitted for effective operation.</li> </ol>

<p>onward transmission to UNESCO.</p> <p>5. Providing briefs for Ghana's delegation to the biennial UNESCO General Conference, UNESCO Executive Board Sessions as well as other UNESCO fora.</p> <p>6. Coordinating and submitting biennial Participation Programme requests to UNESCO.</p> <p>7. Coordinating local and international conferences/seminars, workshops, consultations, etc. in UNESCO's programmes.</p>	
---	--

**Ghana National Office of the West African Examinations Council (WAEC)**



<b>Responsibilities of the Agency:</b>	<b>Details of Activities:</b>
<ol style="list-style-type: none"> <li>1. Responsible for the conduction of most of the national and international examinations at the pre-tertiary levels in Ghana.</li> <li>2. Planning, administering and processing of the various examinations held in the country.</li> <li>3. Ensuring that the decisions of WAEC Council and its Committees are implemented in the country.</li> </ol>	<p>The core business of the Council may be broadly classified as follows:</p> <ol style="list-style-type: none"> <li>1. Pre- Examination activities: <ul style="list-style-type: none"> <li>Syllabus development and review</li> <li>Test development</li> <li>Floating of examinations</li> <li>Receipt of entries</li> <li>Allocation of index numbers</li> <li>Designation of centres</li> <li>Printing and packaging of examination materials</li> <li>Briefing of examination administration personnel</li> <li>Distribution of examination materials</li> </ul> </li> <li>2. Conduct of Examination: <ul style="list-style-type: none"> <li>Administration of the Tests</li> <li>Inspection of examination centres</li> </ul> </li> <li>3. Post -Examination activities: <ul style="list-style-type: none"> <li>Collection of scripts from examination centres</li> <li>Co-ordination and marking of scripts</li> <li>Script checking</li> <li>Processing of marks</li> <li>Standard Fixing and Award activities</li> </ul> </li> </ol>

	<p>Investigations into examination irregularities and malpractice</p> <p>Release of results</p> <p>Issue of certificates.</p>
--	---

## 2.4 Classes and Types of Information

**List of various classes of information in the custody of the institution:**

**POLICY PLANNING BUDGETTING MONITORING AND EVALUATION  
DIRECTORATE (PPBME)**

1. Education Strategic Plan (2018 – 2030)
2. Education Sector Medium Term Development Plan (2022-2025)
3. Programme Based Budget Estimates
4. Sector Annual Action Plans
5. Monitoring and Evaluation Framework
6. MoE HIV/AIDS Policy
7. Quarterly Budget Implementation Reports
8. Programme Based Budget Estimates
9. Sector Annual Performance Report
10. Education Sector Performance Report

**HUMAN RESOURCE DEVELOPMENT MANAGEMENT DIRECTORATE****(HRDM)**

11. Nominal Roll
12. Job Schedules of Staff
13. Training Plan
14. Bio Data of Staff

**GENERAL ADMINISTRATION DIRECTORATE**

15. Minutes of management meeting
16. Fixed Asset Register
17. Reports on quarterly staff durbar
18. Reports on inauguration of governing councils
19. Quarterly reports of Directorates and Units

**PROCUREMENT DIRECTORATE**

20. Entity Tender Committee Reports
21. Contract documents

**FINANCE DIRECTORATE**

22. Reports on donor funded projects
23. Annual Financial Statements

**INTERNAL AUDIT UNIT**

24. Audit Reports

**LEGAL DIRECTORATE**

25. Contract documents
26. Memorandum of Understandings
27. Acts and Legislative Instruments

**INFORMATION UNIT**

28. RTI Annual Report
29. RTI Monthly Reports
30. Ministry of Education's Information Manual

**TVET DIRECTORATE**

31. Strategic Plan for TVET transformation
32. Reports on familiarization visit of the Deputy Minister in charge of TVET to TVET Institutes under GES across the country.
33. Committee report on the transition of forty-seven (47) GES TVET institutes onto TVET Service.
34. Data on Technical Vocational Institutes.

**PRE-TERTIARY DIRECTORATE**

35. Pre-Tertiary Policy related reports
36. Monitoring reports
37. WASSCE and BECE reports
38. My First Day at School Report
39. Maiden National Reading Day report
40. Training reports

41. ICT impact assessment report

**TERTIARY DIRECTORATE**

30. Tertiary Education Policy

31. Committee Report on Centralized Application Processing Services (CAPS)

32. Report of committee to advise on distance learning

33. List of Tertiary Education Institutions (Universities, Technical Universities, Colleges of Education, Private Universities)

**SRIM DIRECTORATE**

34. Annual School Census Reports

**Types of Information Accessible at a fee:**

The Act mandates Parliament in Section 75 to approve a fee that public institutions can charge. The fees and charges approved by Parliament can be found in **the Fees and Charges Act (Miscellaneous Provision) Act, 2022 (1080)**.

**Under Section 75(2), fees are not payable for:**

1. Reproduction of personal information of the applicant.
2. Reproduction of personal information of a person on whose behalf an application is made.
3. Reproduction of information, which is in the public interest.
4. Information that should have been provided within the stipulated time under the Act.
5. Information to an applicant who is indigent (poor) or has a disability.

6. Time spent by an information officer to examine and ensure the information is not exempt.
7. Preparing an information.

## **2. Procedure in Applying and Processing Requests**

---

Section 18 of the RTI Act provides specific guidelines for application for access to information kept by a public institution. It is thus important that request for information be made in accordance with provisions under this section. The Information Officer or a designated officer is responsible for dealing with applications made to the Ministry of Education. To requests for information under the RTI Act from the Ministry of Education, applicants are to follow these basic procedures:

### **3.1 The Application Process**

- a.** Application by any person or organization who seeks access to information in the custody of Ministry of Education must be made in writing, using the standard RTI Application Form or a letter. (**See Appendix A for the Standard RTI Application Form**). A copy of the form can be downloaded or completed and submitted electronically on the Ministry of Education's official website.
  
- b.** In making the request, the following information must be provided:
  - Date of the Application.
  - Name of the applicant or the person on whose behalf an application is being made.
  - Name of the organization represented by the applicant.
  - Available contact details of the applicant or address of the person/organization on whose behalf an application is being made (Telephone Number, Email, Postal Address, and Fax).
  - Brief description of information being sought. (Applicant are to specify the class and type of information including cover dates).
  - Payment of relevant fee if applicable.
  - Signature/ thumbprint.

c. Provision of identification

The applicant must present at least one (1) of the following valid identification cards (IDs) to serve as proof of identity:

- Driver's License.
  - Passport.
  - National ID.
  - Voter's ID.
- d. The applicant should state the format of information being requested and the mode of transmission. Example (do you need certified true copy, normal photocopy or electronic copies. Would you want to receive it through a postal address, e-mail, courier services, fax etc.?)
- e. Where an applicant cannot write due to illiteracy or a disability, he/she may make the request orally. However, oral request must conform to the following guidelines;
- The Information Officer must reduce the oral request into writing and give a copy of the written request as recorded for the applicant to authenticate. **(s. 18) (3).**
  - The Information Officer shall clearly and correctly read and explain the written request to the understanding of the applicant.
  - A witness must endorse the face of the request with the writing; ***“the request was read to the applicant in the language the applicant understand and the applicant appeared to have understood the content of the request.”***
  - The applicant must then make a thumbprint or mark on the request.

### 3.2 Processing the Application

- Applications would be treated on a priority basis. The Information Officer is responsible for handling requests to ensure that statutory deadlines are met.



- He reviews and identify which part is exempt based on Section 5 to 16 of the RTI Act and determines which of the units in the institution have the records or is responsible for the subject matter of the request.
- Provision is made under section 20 for the transfer of an application within a period of not more than ten days of receipt where the public institution to which the application was initially made is unable to deal with the application. In such situations, applicants would be notified accordingly with the reasons and dates of transfer.
- For information readily available in official publications, the Information Officer shall direct the applicant to the institution having custody of that publication and notify the public institution of the request. (s.21).
- If a requested information is not readily accessible, the estimated time it will take to search for the information would be communicated to the applicant.

### **3.3 Response to Applicants**

- a. The Information Officer is required under section 23 of the RTI Act to notify applicants within fourteen (14) days from the date of receipt. Applicant should however note that the time limit does not apply to applications transferred to another public institution or which has been refused due to failure to pay prescribed deposit or fee. (s.23) (6). The notice should state:
  - Whether or not full access to the requested information will be granted or only a part can be given and the reason.
  - The format and mode of the access.
  - The expected publication or submission day of the information in the case of a deferred access.

- The prescribed fee (s.24).
- b. The Information Officer can request an extension to the deadline if:
- Information requested is voluminous.
  - It is necessary to search through a large number of records.
  - The information has to be gathered from more than one source.
  - Consultation with someone outside the institution is required.
- c. The Information Officer would in such situations notify applicants of an extension as well as the period and reason for the extension. An extension should not be more than seven days.
- d. In giving applicants access to information, the applicant would be given the opportunity to inspect the information or receive a copy physically or any other form required such as electronic, magnetic, optical or otherwise, including a computer print-out, various computer storage devices and web portals.
- Where access cannot be given in the form specified by the applicant, access can be given in some other form. In such cases, the applicant shall be provided with a reason why access cannot be given in the specified form.

### **3. Amendment of Personal Record**

---

A person given access to information contained in records of a Public Institution may apply for an amendment of the information if the information represents the personal records of that person and in the person's opinion; the information is incorrect, misleading, incomplete or out of date.

#### **4.1 How to apply for an Amendment**

- a. The application should be in writing indicating;
  - Name and proof of identity.
  - Particulars that will enable the records of the Public Institution identify the applicant.
  - The incorrect, misleading, incomplete or the out of date information in the record.
  - Signature of the applicant.
- b. For incomplete information claimed or out of date records, the application should be accompanied with the relevant information, which the applicant considers necessary to complete the records.
- c. The address to which a notice shall be sent should be indicated.
- d. The application can then be submitted at the office of the public institution.
- e. A statutory declaration must be attached.



#### **4. Fees and Charges for Access to Information**

---

The Act mandates Parliament in Section 75 to approve a fee that Public Institutions can charge. However, fees shall apply to only the three circumstances stated below:

- Request for information in a language other than the language in which the information is held. (s.75) (3).
- When request is made for a written transcript of the information, the information officer may request a reasonable transcription cost. (s.75) (4).
- Cost of media conversion or reformatting. (s.75) (5).

Parliament has approved the fees and charges related to the cost associated with access to information.

The fees and charges approved by Parliament can be found in the **Fees and Charges (Miscellaneous Provisions) Act, 2022, (Act 1080)**.

Below is the details of the approved fees to cover the cost associated with application for, or access to information.

<b>REVENUE ITEM</b>	<b>APPROVED FEES AND CHARGES (GHS)</b>
For every photocopy of an A4 size page or part thereof	0.27
For every printed copy of an A4 size page or part thereof held on a computer or in electronic or machine readable form	0.38
For a copy in a computer readable form on external storage device	0.29
For a transcription of visual images, for an A4 size page or part thereof	1.28
For a copy of visual images	3.50
For a transcription of an audio record, for an A4 size page or part thereof	0.70
For a copy of audio record	1.00

**5. Appendix A: Standard RTI Request Form**

[Reference No.: .....]

**APPLICATION FOR ACCESS TO INFORMATION UNDER THE RIGHT TO  
INFORMATION ACT, 2019 (ACT 989)**



1.	<b>Name of Applicant:</b>	
2.	<b>Date:</b>	

3.	<b>Public Institution:</b>			
4.	<b>Date of Birth:</b>	<b>DD</b>	<b>MM</b>	<b>YYYY</b>
5.	<b>Type of Applicant:</b>	Individual <input type="checkbox"/>	Organization/Institution <input type="checkbox"/>	
6.	<b>Tax Identification Number</b>			
7.	<b>If Represented, Name of Person Being Represented:</b>			
7 (a).	<b>Capacity of Representative:</b>			
8.	<b>Type of Identification:</b>	<input type="checkbox"/> National ID	<input type="checkbox"/> Card	<input type="checkbox"/> Passport
	<b>Voter's ID</b>	<input type="checkbox"/>		
	<b>Driver's License</b>			
8 (a).	<b>Id. No.:</b>			
9.	<b>Description of the Information being sought (specify the type and class of information including cover dates. Kindly fill multiple applications for multiple requests):</b>			



<p><b>10.</b></p>	<p><b>Manner of Access:</b></p>	<p><input type="checkbox"/> <b>Inspection of Information</b></p> <p><input type="checkbox"/> <b>Copy of Information</b></p> <p><input type="checkbox"/> <b>Viewing / Listen</b></p> <p><input type="checkbox"/> <b>Written Transcript</b></p> <p><input type="checkbox"/> <b>Translated (specify language)</b> <input style="width: 150px; height: 20px;" type="text"/></p>
<p><b>10 (a).</b></p>	<p><b>Form of Access:</b></p>	<p><input type="checkbox"/> <b>Hard copy</b>   <input type="checkbox"/> <b>Electronic copy</b>   <input type="checkbox"/> <b>Braille</b></p>
<p><b>11.</b></p>	<p><b>Contact Details:</b></p>	<p><input type="checkbox"/> <b>Email Address</b> _____</p> <p><input type="checkbox"/> <b>Postal Address</b> _____</p> <p><input type="checkbox"/> <b>Tel:</b> _____</p>
<p><b>12.</b></p>	<p><b>Applicant’s signature/thumbprint:</b></p>	
<p><b>13.</b></p>	<p><b>Signature of Witness (where applicable)</b></p> <p><i>“This request was read to the applicant in the language the applicant understands and the applicant appeared to have understood the content of the request.”</i></p>	

## 6. **Appendix B: Contact Details of MOE’s Information Unit**

---

### **Name of Information/Designated Officers:**

1. Larry George Botchway
2. Lillian Efua Ahimah Ofori-Asare

### **Email Address of Information Unit:**

[pro@moe.gov.gh](mailto:pro@moe.gov.gh)

### **Postal Address of the institution:**

P. O. Box M45, Ministries –Accra

## 7. Appendix C: Acronyms

Table 1 Acronyms

Acronym	Literal Translation
CENDLOS	Center for National Learning and Open Schooling
CTVET	Commission for Technical and Vocational and Training
CSSPS	Computerized School Selection Placement System
CEA	Complementary Education Agency
EAP	Encyclopedia Africana Project Secretariat
FPMU	Funds and Procurement Management Unit
GAAS	Ghana Academy of Arts and Science
GBDC	Ghana Book Development Council
GhLA	Ghana Library Authority
Ghana TVETS	Ghana Technical and Vocational Education and Training Service
GES	Ghana Education Service
GET Fund	Ghana Education Trust Fund
GTEC	Ghana Tertiary Education Commission
MDA	Ministries, Departments and Agencies
MMDAs	Metropolitan, Municipal and District Assemblies
NSS	National Service Scheme
NaCCA	National Council for Curriculum and Assessment
NaSIA	National Schools Inspectorate Authority
NTC	National Teaching Council
RTI	Right to Information Commission
s.	section
SLTF	Students Loan Trust
TVI	Technical Vocational Institutes
UNESCO	United Nations Educational, Scientific and Cultural Organization
WAEC	West African Examinations Council

## 8. Appendix D: Glossary

This Glossary presents clear and concise definitions for terms used in this manual that may be unfamiliar to readers listed in alphabetical order. Definitions for terms are based on section 84 of the RTI Act.

Table 2 Glossary

Term	Definition
Access	Right to Information
Access to information	Right to obtain information from public institutions
Contact details	Information by which an applicant and an Information Officer may be contacted
Court	A court of competent jurisdiction
Designated officer	An officer designated for the purposes of the Act who perform similar role as the Information Officer
Exempt information	Information which falls within any of the exemptions specified in sections 5 to 16 of the Act
Function	Powers and duties
Government	Any authority by which the executive authority of the Republic of Ghana is duly exercised
Information	Information according to the Act includes recorded matter or material regardless of form or medium in the possession or under the control or custody of a public institution whether or not it was created by the public institution, and in the case of a private body, relates to the performance of a public function.
Information officer	The Information Officer of a public institution or the officer designated to whom an application is made
Public	Used throughout this document to refer to a person who requires and/or has acquired access to information.
Public institution	Includes a private institution or organization that receives public resources or provides a public function
Right to information	The right assigned to access information
Section	Different parts of the RTI Act

