

Part I

The Political and Macroeconomic Environment for Education Development

Ghana has been widely recognised—within West Africa but also in Africa as a whole—as a regional success story. Contributing to this picture are: five successive peaceful elections, stable democratic institutions and good governance since 1992; solid macroeconomic management since 1983; and, among others, strong progress on the poverty reduction front, with 51.7 % of the population living below the national poverty line in 1992 reducing to 28.5 % by 2006 based on GLSS data. This strong performance has been influenced by and contributed to increased educational attainment, as the average years of schooling for the population aged 15 and above rose from 5.9 years in 1990 to 8 years in 2010 based on EdStats data.

The political and macroeconomic environment, its constraints and its conditions set the context within which the development of the education system can either be fostered or hindered. Within this context, however, scaling up educational opportunities and outcomes can also help to support the country's development by, for example, fostering political participation, helping to increase economic productivity and growth, and promoting poverty reduction and other key development objectives. In the two chapters that follow, the scope of both of these reinforcing dynamics are analysed.