

GHANA NATIONAL ASSOCIATION OF TEACHERS (GNAT) ROLE OF THE PROFESSIONAL DEVELOPMENT DIVISION

1. GNAT POLICY ON EDUCATION

GNAT, as a teacher's association or union, recognizes education as the corner stone of national development. Education represents an invaluable investment in human capital. Ghana cannot develop without ensuring and delivering the very best of education for its citizens. In the same vein, we believe that at least basic and secondary education is fundamental human rights, which must be available to all the citizens of Ghana. It must be compulsory, universal and reasonably affordable.

The state has the primary responsibility to provide sound quality education for its citizens. Quality public education is therefore second to none. It must be pursued to its optimum best in order to give equal opportunity to the rich and poor, male and female, young and old, urban and rural, as well as the physical challenged. We believe that special attention should be paid to the right of the girl-child and women to education in view of their special circumstances. Government's educational efforts and policies must be designed to increase access to education, maintain high quality standards, and ensure that educational policy decisions and actions are made in the best interest of the children and the general citizenry of Ghana including those with special needs. Educational guidance should be mainstreamed into the educational process to curb human wastage.

We believe that care must be taken to ensure that all aspects of education are emphasized. There must be a holistic approach to education delivery. We see pre-school education as very relevant to and a preparatory ground for good work take-off at the primary school level. It is our conviction, therefore that pre-school education must be given as an equal attention as primary level education. It must be regarded as an integral part of the primary level of education. It must come under total government supervision, regulation and control.

Parents must have the right to determine where to educate their children. They must have the right to input into the education policies of the nation. It is therefore our basic principle that private education should be encouraged only as a supplement or a complement to public education. It must not be promoted as a substitute for public education. Parents who want to and who can afford it must have the right to send their children to private schools of their choice. No deliberate efforts should be made to reduce government provision for public education and educational facilities because private educational facilities or providers are available. In applying the concept of public-private educational partnership, we look forward to a healthy and fruitful collaborating that would provide education more efficiently and effectively and with equal access.

Efforts must be made to maximize the strengths of private and public partnership in education. We must eliminate or minimize any weakness through optimal legal and regulatory frame works that must guide the conditions for such a partnership.

As a teacher's union and professional association, we see the role of the teacher as central to the provision of quality education in Ghana. No efforts should therefore be spared in producing good quality teachers. The nation must ensure that teachers work under the best conditions of service in order to motivate them to give of their best.

2. In order to translate gnat policy on education the education and professional development division engages in the education and professional development division engages in various projects, programmes and activities.

Currently our five-year development plan (2007-2011) priorities the following;

- Recruitment drive and orientation of beginning teachers
 - Pre-service and in-service training of members
 - Higher education/training including computer-based distance education.
 - Constant monitoring and evaluation of national education policies programmes and bills for parliament.
 - Support for teachers in deprived for teachers in deprived schools in pedagogy and logistics.
 - Mounting subject clinics for SSS students and teachers
 - Creating special fora/colloquia for various interest groups within the association
 - Support for subject teachers' associations eg. GAST,GATE,GAFT, GHEA, MAG etc. Through the consultative council of teachers associations
 - Support for conferences of education managers- CODDE,COMEU,CHASS,PRINCEOF,APTI,COHESS,COHBS etc.
 - Collaborating with GES, TED, PRINCOF, and Institute of Education (UCC) to mount to-up courses for certificate 'a' teachers to attain diploma status.
3. The professional development division also serves on the boards of the following organizations to ensure quality control in education;
 - The West African Examination Council
 - The professional board of the Institute of Education, University of Cape Coast.
 - The Institute Of Educational Development And Extension (IEDE) of University Of Winneba (UEW)
 - Centre for continuing education, university of cape coast.
 4. Projects and programmes
 - GNAT/BUPL early childhood education project

- GNAT/CTF , SODEP/NKABOM interaction ii in support of teachers in very deprived schools
- GNAT/CTF project overseas in-service programme in;
- - leadership and administration in SSS/TTC
 - leadership and administration in basic schools
 - SSS mathematics
 - SSS English language
 - JSS pre-technical skills
 - JSS science
 - JSS French
 - Special Women class for JSS Science & Mathematics
 - Primary Mathematics and Science

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GNAT

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