
COST AND IMPACT OF CORRUPTION ON EDUCATION AND HEALTH SECTORS IN GHANA

GHANA INTEGRITY INITIATIVE (GII) CONSORTIUM



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Ghana Integrity Initiative
Local Chapter of Transparency International

gacc
Ghana Anti-Corruption Coalition





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AND HEALTH SECTORS IN
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Executive Summary

Corruption in all its forms is costly and its impact is pervasive. Corruption affects economic growth, level of GDP per capita, investment activity and its efficiency especially in the health and education sectors. Corruption denies access to quality services for the poor and marginalized, weakens the effective distribution of wealth and income, and has the potential of magnifying child mortality in society. It also increases the cost of goods and services and in the absence of an effective social protection mechanism, puts the poor and marginalized in society at a great disadvantage. Corruption is probably known to have caused more non-violent harm to humanity than any human intervention. It has 70% more impact than its actual occurrence according to empirical evidence. There is supply and demand side to corruption where public officials (frontline politicians, civil servants, etc.) make demands and the private sector/businesses comply with those demands. This includes commercial corruption though other actors also play a part either on the

demand side or the supply side. It is widely speculated that corruption is high in the health and education sectors of Ghana but there is dearth of empirical evidence at the national, regional and district levels on the extent of corruption in those sectors of the country and its impacts on the citizens. Institutional strengthening and transparency are known to minimize the occurrence of corruption and its impact. It is in line with this that the study was undertaken under the Accountable Democratic Institutions and Systems Strengthening (ADISS) project. The study largely sought to: (i) ascertain if citizens perceive any cost and impact implication of corruption on their lives; (ii) estimate/determine the cost of corruption to citizens regarding access to social services (health/education) and economic opportunities; iii. determine the impact of corruption on the lives of citizens. To achieve the objectives, the study employed both quantitative and qualitative methods (mix methods) and surveyed 49 districts in all the ten regions of the country.

A questionnaire was used to collect information in the 49 districts across the 10 regions of the country with a minimum of 100 copies of the questionnaire being administered in each district with 4,907 respondents across the ten regions in the country.

► Key Findings:

Generally, the perception of corruption exceeds actual experience of the phenomenon at both sub-national and national levels in education and health sectors.

Less than half of the respondents have experienced at least one form of corrupt activity in the education sector with varying regional and district level occurrences. With regards to the general payment of bribes, a total of 54 percent of the respondents indicated that they had not paid a bribe previously.

“Thirty-four percent (34%) of the respondents admitted to paying bribes suggesting 1 in 3 people who interact with the education sector in Ghana is likely to engage in one form of a corrupt act”. With regards to the spatial frequency of payment, the Greater Accra Region has the highest proportion of people who paid bribes on a regular basis followed by the Central and Brong Ahafo Regions respectively. Buying of certificates, paying for placement in senior high schools (computerized placement system), buying of examination questions, paying money to get into tertiary institutions including grade changing dominate bribery activities in the education sector.

Generally, 43.8% of the respondents had experienced one form of corruption in the health sector with Ashanti Region recording the highest proportion of respondents who

had experienced corruption (paid a bribe) in one form or the other in the health sector.

The following are some identified corrupt practices in the health sector: unused drugs not returned to patients though they have been billed, illegal charges for services rendered in relation to accessing health facilities with National Health Insurance Scheme (NHIS), accessing drugs with NHIS, subscribing to NHIS, acquisition and retrieval of folders, ambulance use, etc.

We note that the impact of corruption is pervasive in the lives of the respondents with the marginalized in society most affected. On the national level, the perceived impact of corruption in the country is seen to be high among respondents across all the regions. Even the region with the least proportion of respondents alluding to high levels of corruption in the health and education sectors had over 60% of respondents confirming this (in the Upper West region). The Ashanti Region recorded over 90% of respondents confirming the existence of corruption in the education sector.

Generally, about 53% spend up to 30% of their disposable income on excess payments in accessing education and health services. Also, about 6% of the respondents spend above 30% of their annual disposable income in excess payment on gaining access to education and health services as a result of corruption.

It is therefore recommended that the following actions be taken as a matter of urgency:

Computerized School Selection and Placement System (CSSPS) should be reviewed and assessment should be done to ascertain if it has achieved its intended purpose of eliminating corruption in the admission and selection process.

A proper audit should be done to ascertain if actual placement conforms to standards articulated to the public in order to safeguard the increasing threats to the establishment of the system.

A broad-based legislative framework that encompasses all occupational groups in the health and education sectors should be instituted to back effective enforcement against identified corrupt practices. It should come along with effective enforcement mechanisms. This should embrace both civil servants and politicians as it is often perceived that only politicians are corrupt when civil servants and public sector workers across all occupational groups are actors in this menace as evidenced by this report.

More efforts are needed to buttress the ongoing anti-corruption campaigns in line with National Anti-Corruption Action Plan framework as led by Ghana Integrity Initiative and Ghana Anti-Corruption Coalition and others, targeting not only demand side to corruption but the supply side as well.

Effective anti-corruption compliance regime should be established and enforced to deal with the supply side of corruption and this should be included in the curricular of the education sector. Specifically, a curriculum on corruption, values and ethics should be designed for teaching at all levels of the education sector.

In consultation with all relevant stakeholders in the health and education sectors, an anti-corruption behaviour should be cultivated by reviewing and promoting the enforcement of existing professional codes of conduct.

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List of Acronyms



ADISS	Accountable Democratic Institutions and System Strengthening
AR	Ashanti Region
BA	Brong Ahafo
CSSPS	Computerized School Selection and Placement System
CR	Central Region
ER	Eastern Region
GA	Greater Accra
GACC	Ghana Anti-Corruption Coalition
GDP	Gross Domestic Product
GES	Ghana Education Service
GHC	Ghana Health Service
GHC	Ghana Cedi (Ghanaian Cedi currency code)
GII	Ghana Integrity Initiative
GMA	Ghana Medical Association
GNAT	Ghana National Association of Teachers
ISCO	International Standard Classification of Occupations
NAGRAT	National Association of Graduate Teachers
NHIS	National Health Insurance Scheme
NR	Northern Region
SD	Standard Deviation
SHS	Senior Health School
UE	Upper East
UNDP	United Nations Development Programme
USAID	United States Agency for International Development
USD	US Dollar (US dollar currency code)
UW	Upper West
VR	Volta Region
WR	Western Region

1.0

Introduction



Corruption, in all its forms poses a significant challenge to the development and wellbeing of a country. Often times, the poor, women, the vulnerable, low and moderate-income earners are the ultimate bearers of the costs associated with this act. Though, several attempts have been made to define corruption, the complex and dynamic phenomenon that vary in nature across all countries in Africa and the world makes it difficult to give it a precise definition. Corruption, according to the United Nations Development Programme (UNDP,1998), “is the misuse of public power, office or authority for private benefit/gain, through bribery, extortion, influence peddling, nepotism, fraud, speed money or embezzlement”. According to Transparency International, “corruption is the abuse of entrusted power for private gain”. It can be classified as grand, petty and political, depending on the amounts of money lost and the

sector where it occurs., The application of the given definition should take into consideration the depth and magnitude of the socioeconomic devastation caused by corruption in each context. This is probably underpinned by the saying that “just as it is impossible to know when a fish moving in water is drinking it, so it is impossible to find out when government officials in charge of undertakings misappropriate money.” This certainly calls for strengthening institutional accountability by roping in civil society, media and the community.

Corruption takes at least two parties on the average to complete a transaction (the supply-side and demand-side). The World Bank documents that more than US \$1 trillion is paid in bribes per year while the Asian Development Bank puts the cost of corruption as high as 17% of global gross domestic product (GDP) with the harm exceeding the

proceeds (US \$1 bribes = US \$1.7 damage). A report by the African Union, presented in Addis Abba in September 2002, estimated corruption in African economies to be in excess of USD \$ 148 billion a year. This implies a loss of 25% of the continent's GDP and potentially increases costs of goods and services by 20%. Euromoney (1996) contends that up to \$30 billion in aid for Africa, constituting twice the annual GDP of Ghana, Kenya and Uganda put together ended up in foreign bank accounts. The World Bank (Baker, 2005) estimates that each year US \$20 to US \$40 billion, between 20% to 40% of official development assistance is stolen through high-level corruption from public budgets in developing countries and hidden overseas. Lumumba (2010), estimates that 40% of GDP is lost annually in corruption-related activities. The World Economic Forum contends that corruption increases the cost of doing business by up to 10%.

The Carnegie Endowments for International Peace (2014) reports that, corruption poses significant economic costs to developing countries, including the subversion of development plans and programs, and the diversion of resources that may have been invested more efficiently in the various sectors of the economy, especially in the education and health sectors. Less privileged groups and vulnerable persons suffer disproportionately from corruption as they are often more reliant on public services and public goods and have limited or no means to look for alternative private services according to empirical evidence. Gupta et al. (2011), provide empirical evidence

that child mortality rates in countries with high levels of corruption are about one third higher than in countries with low corruption; infant mortality rates are almost twice as high and student drop-out rates are five times as high. This goes to support the observed negative relationship/correlation between corruption and the quality of government investments, services and regulations.

Education is very crucial to achieving Ghana's economic transformation as it represents the most viable means to reducing poverty and narrowing the inequality gap. Health on the other hand has a positive, sizable, and statistically significant effect on aggregate economic output and transformation, and is seen as the ultimate wealth of the country. The costs associated with corruption are several times the continents' total annual budgetary allocations to education and health. Adversely, a new report from the global anti-corruption organization, Transparency International (TI) shows that Ghana's education sector is booming with massive corruption. TI's Global Corruption Report (GCR) on Education (2013) also estimates that 66 percent of Ghanaians perceive the country's education system as 'highly corrupt' and a dangerous barrier to high-quality learning, as well as social and economic development.

It is believed that highlighting the cost of corruption could be one of the most effective ways to dealing with this act. Often corruption manifests itself in the form of project or contract

overvaluation, project delays and over-invoicing. It is noted in the press that the MTN Foundation constructed a six classroom block plus a store and an office for GHC 170,000 in 2011. The government, built a similar six classroom block around the same time at GHC 510,000 (www.myjoyonline.com accessed 1/11/2016) implying overvaluation of 200%. The OECD (2014) believes that owing to corruption, investments are not allocated to sectors and programs which present the best value for money or where needs are highest. Rather, they go to projects which offer the best prospects for personal enrichment of corrupt politicians. Resources therefore go into big infrastructure projects or

military procurement where kickbacks are high, to the detriment of sectors like education and health care.

It is therefore important in the light of the above developments to ascertain the cost of corruption in the health and education sectors as it relates to public institutions in Ghana and its impact on the lives of citizens. In this regard, the survey sought to: 1) determine whether citizens see any cost and impact implications of corruption on their lives; 2) estimate and/or determine the cost of corruption to citizens regarding access to social services (health/education) and economic opportunities; 3) determine the impact of corruption on the lives of citizens.

2.0

Methodology and Coverage



There are several ways of conceptualizing this assessment framework. We followed the conceptualization of the Independent Advisory Committee on Socio-economic Analysis and considered the socio-economic assessment framework (IACEA, 1998) as a tool for understanding the scale and distribution of the costs associated with corruption in the education and health sectors. The assessment of socio-economic and political impacts aims at examining the direct or indirect effects of a public policy intervention, in the spheres of science, economy or society (PREST, 2002). This tracks changes in people's way of life, cultural traditions, community (its cohesion, stability, services and facilities) and living standards. It also tracks changes in quality of life, such as income levels, range of choices in terms of quality and quantities of goods and services in the health and the education sectors.

The study covered the ten regions of Ghana. The districts surveyed are the districts where the ADISS activity is being implemented (Table A1) for purposes of accessibility and to gauge citizens' awareness of corruption after ADISS interventions. Questionnaires were designed, a simple random sampling technique adopted in the collection of data and the analysis undertaken under the framework of the IACEA (1998). In each region, samples of five districts were purposively selected, (exception was Upper East Region where 4 districts were selected), totaling 49 districts as the sampling districts. In each district, a minimum of one hundred questionnaires were administered across different occupational groups, including students, using the International Standard Classification of Occupations (ISCO) by the International Labor Organization (ILO). In all, 4,907 observations were gathered that formed the sample size and the basis of the analysis. The data was collected in October 2017.

3.0

Demographic description of respondents



This section presents the key characteristics of the respondents used in the sample. The respondents came from a total of 49 districts across all ten regions of Ghana. The selection was made in order to ensure a proper coverage of both rural and urban areas. Table A1 in the appendix depicts selected districts within the various regions in Ghana. Ashanti Region recorded the highest number of respondents among the ten regions with a total of 519 respondents, which represents approximately 10.6 percent of the total population of respondents. The Upper East Region recorded the least number of respondents with a representation of 8% among the surveyed people in the ten regions.

Table 1 presents the age distribution of respondents grouped in terms of their sex. Majority of the respondents were aged between 26 to 35 years constituting a national representation of approximately 32% of the respondents.

Figure 1 provides a general description of the age group of the respondents based on their sex. Across all the age groups, the representation of males outnumbered that of females. Generally, females constituted 37.6% of the total number of respondents while males constituted 52.6%. The remainder (9.8%) represented the respondents who did not respond in terms of their sex.



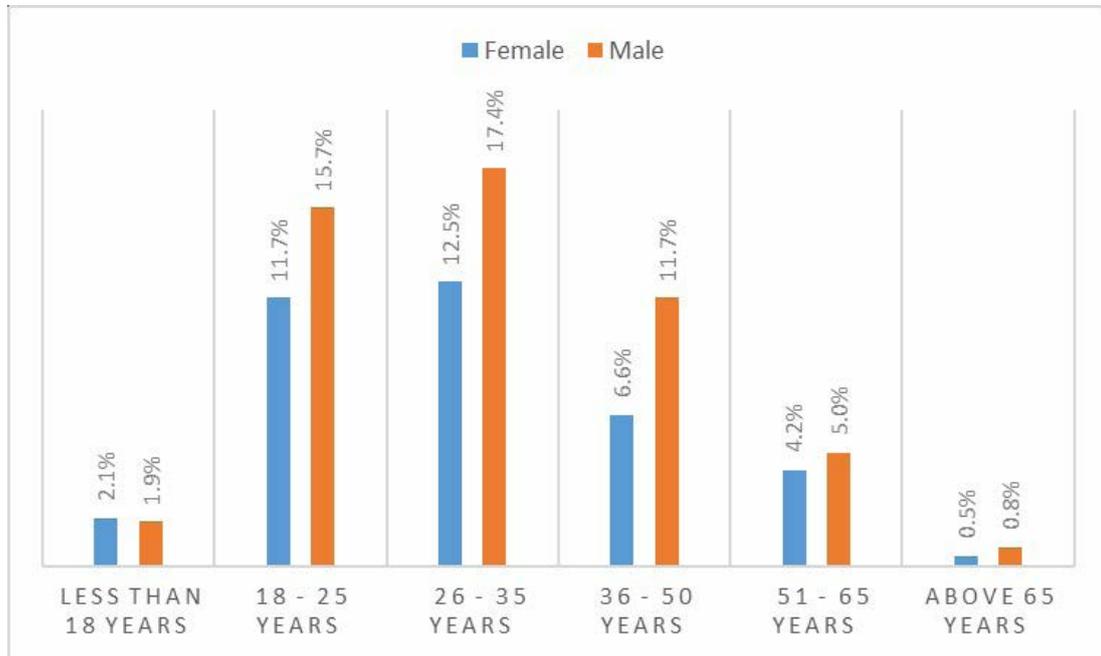
Table 1 >>

Table 1: Age distribution of respondents by sex and region by percentage

Regional code	Sex	Less than 18 years	18 - 25 years	26 - 35 years	36 - 50 Years	51 - 65 years	Above 65 years	Non-response	Total
AR	Male	0.30	2.20	1.50	1.20	0.50	0.20	0.10	6.00
	Female	0.40	1.70	1.30	0.50	0.50	0.00	0.20	4.60
BA	Male	0.40	1.40	1.70	1.70	0.80	0.00	0.00	6.00
	Female	1.00	1.40	1.40	0.30	0.10	0.00	0.10	4.30
CR	Male	0.10	3.10	1.70	0.80	0.30	0.00	0.00	6.00
	Female	0.10	2.20	1.30	0.50	0.10	0.00	0.10	4.30
ER	Male	0.20	1.60	2.00	1.20	0.50	0.10	0.00	5.60
	Female	0.20	1.20	1.60	1.00	0.50	0.10	0.00	4.60
GA	Male	0.70	2.10	1.80	1.10	0.20	0.00	0.10	6.00
	Female	0.50	1.50	1.30	0.90	0.10	0.00	0.40	4.70
NR	Male	0.00	0.90	1.60	1.10	0.90	0.00	0.00	4.50
	Female	0.00	0.80	1.90	0.90	1.50	0.40	0.00	5.50
UE	Male	0.30	0.80	1.50	1.00	0.60	0.10	0.00	4.30
	Female	0.20	0.80	0.80	1.00	0.60	0.00	0.30	3.70
UW	Male	0.20	1.60	2.00	1.20	0.40	0.10	0.20	5.70
	Female	0.20	1.70	1.30	0.50	0.30	0.00	0.10	4.10
VR	Male	0.30	1.50	2.00	1.80	0.50	0.00	0.20	6.30
	Female	0.30	1.00	1.00	0.80	0.20	0.00	0.20	3.50
WR	Male	0.10	1.30	2.40	1.50	0.50	0.10	0.00	5.90
	Female	0.10	1.20	1.40	1.00	0.50	0.20	0.00	4.40
Total		5.20	29.90	32.00	19.80	9.50	1.40	2.10	100.00

Source: Field data, 2016

Figure 1: Age and sex distribution of respondents



Source: Field data, 2016

In terms of education levels, a larger proportion of the respondents had obtained tertiary education as their highest level of education (43.1% of respondents). This representation implies most respondents could appreciate key concepts and issues in responding to the questionnaires. This category includes respondents who hold bachelor's or post-graduate degrees from universities, polytechnics and colleges of education. The group with the least representation had respondents with primary education as their highest level of education. This comprised 5.8% of the total number of respondents. Respondents with Senior High School and Junior High School education or its equivalent (including the Middle School) formed 17.9% and 20.9% of the total number of respondents respectively. Eight percent (8%) of respondents had no formal education. Figure 2 presents

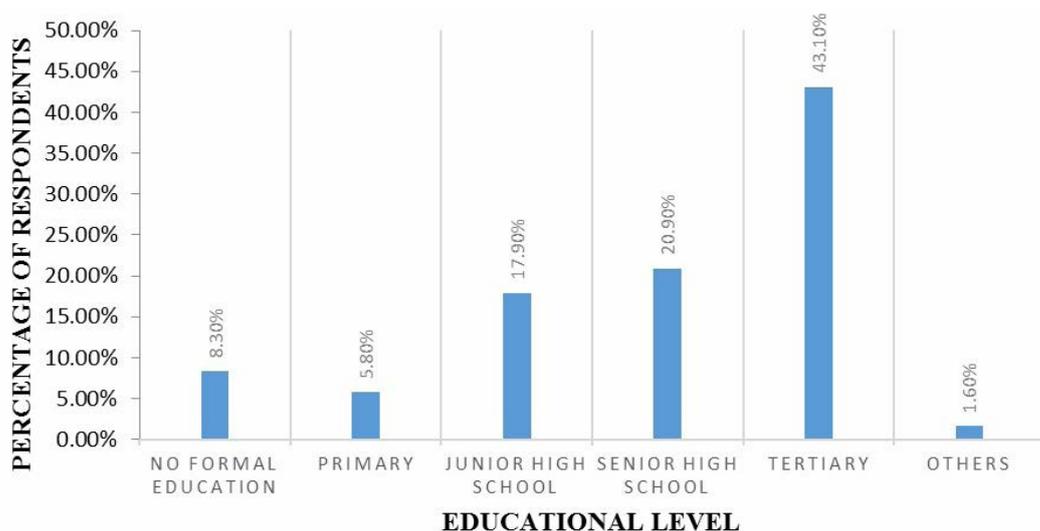
the percentages of respondents within the various educational levels while Table 2 presents details of the classification of the occupation of the respondents.

The occupation of the respondents was categorized according to the International Standard Classification of Occupations (ISCO). Table 3 presents the various classifications including elementary occupations consisting of simple and routine tasks which mainly require the use of hand-held tools and often some physical effort. Other groupings that were made outside the ISCO classifications were Businessmen (2.4% of respondents) and National Service Personnel (1.6% of respondents). The category labelled "others" were other occupations that were not found in the ISCO classifications as indicated earlier. Professionals, which mainly included formal professions like teachers,

doctors, nurses, engineers etc had the highest representation of 29.8% of the respondents. Service providers and sales workers including food vendors,

caterers, traders, shop attendants, fuel attendants and others followed with a representation of approximately 19.6% of the total sample.

Figure 2: Educational level of respondents



Source: Field data, 2016

Table 2: Classification of occupation of respondents

Occupation	Percentage of respondents
Managers	1.1%
Armed Forces	0.1%
Professionals	29.8%
Technicians and associate professionals	1.5%
Clerical Support	1.5%
Service and Sales workers	19.6%
Skilled Agricultural, forestry and fishery workers	5.3%
Craft and related trade	6.3%
Plant and machine operators	4.5%
Elementary Occupations	2.3%
National Service Persons	1.6%
Self Employed	3.1%
Students	9.9%
Unemployed	8.3%
Others	1.1%
Non response	3.8%

Source: Field data, 2016.

4.0

Assessment of Corruption in the Education Sector



4.1

General experience of corrupt activities in the education sector

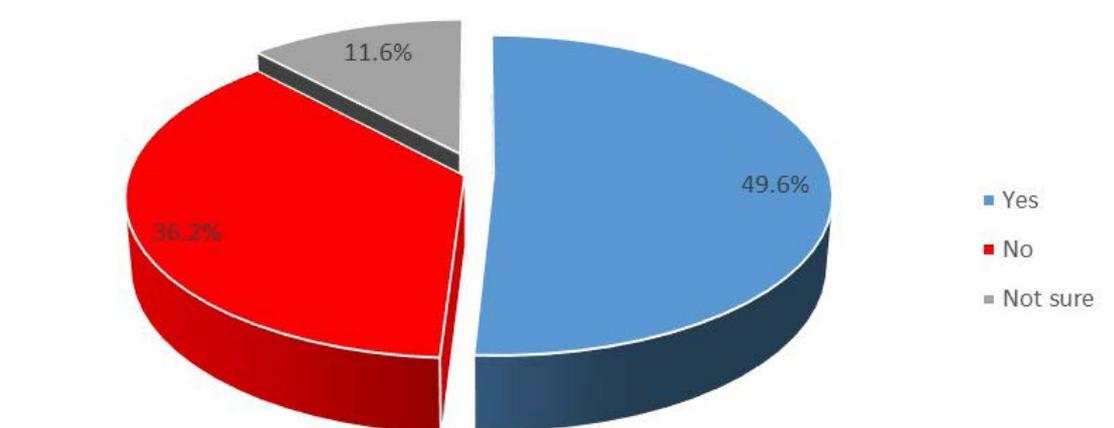
To assess respondents' general experience of corruption, they were asked whether they had been involved in (either paying or receiving bribes) or aware of at least one corrupt activity in the preceding 12 months to the conduct of the survey. On the national scale, a total of 49.6% meaning nearly

half of respondents had experienced or have been aware of at least one corrupt activity in the education sector. This indicates that corrupt practices are quite prevalent in this sector. On the other hand, about 36% claimed they had not experienced any form of corrupt activity in the sector (see Figure 3).



Figure 3 >>

Figure 3: Experience of corrupt activities in the education sector¹

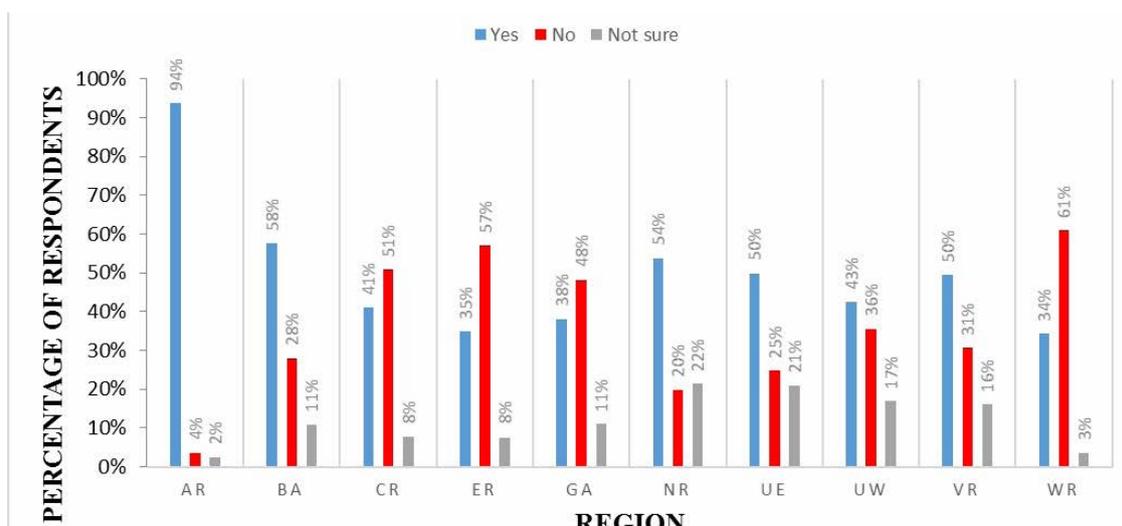


Source: Field Data, 2016

On the regional level, the Ashanti Region recorded the highest proportion of respondents (94%) that had experienced corrupt activities in the education sector. This was followed by the Brong Ahafo and the Northern Regions respectively with an approximate proportion of 58% and 54% of respondents reporting that they had experienced at least one corrupt

activity. The Western, Eastern and the Greater Accra Regions recorded the least proportion of respondents that had experienced corruption in the education sector as provided in Figure 4. Table A2 provides the district and regional level details on the general experience of corruption.

Figure 4: General experience of corrupt activities in the education sector by region



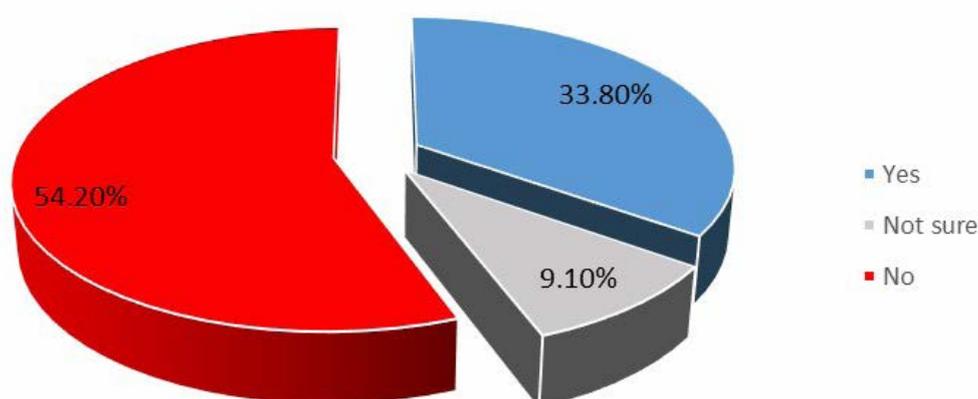
Source: Field Data, 2016.

¹ refers respondent's inability to differentiate between whether payments made constituted a corrupt act

Whereas nearly half of the respondents were aware of or had experienced some level of corruption in the education sector, 33.8% of the respondents admitted to having paid bribes in accessing educational services. Thus, a

third of the respondents had not paid bribes in accessing educational services. This notwithstanding, the prevalence of corruption in accessing educational services is seen to be alarming (Figure 5).

Figure 5: Responses to paying bribes to access educational services



Source: Field Data, 2016

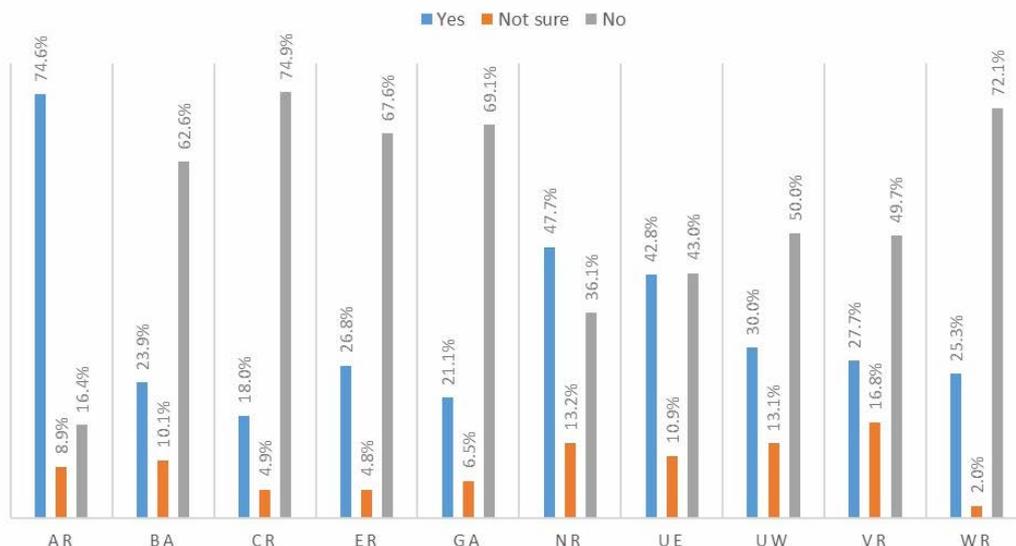
On the regional level, Ashanti Region recorded the highest proportion of respondents (74%) admitting to paying a bribe in accessing educational services. All the districts in the Ashanti Region had over 50% of the respondents admitting to having paid a bribe in accessing some services in the education sector. The districts that reported the largest proportions of paying bribes were Kumasi Metropolitan Assembly and Atwima Nwabiagya district. The Northern Region followed this distantly where 48% of respondents admitted to having paid bribes to access educational services. The Savelugu district recorded a proportion of 68.7% of the respondents within the district. The other districts within the region had less than 50% of respondents who reported paying bribes in accessing education-related services.

The Central and the Greater Accra

Regions had the smallest proportions of respondents reporting paying any form of bribe or engaging in any form of corruption with a representation of 18% and 21% respectively. Figure 6 provides a graphical representation of the statistics that relate to respondents' engagement in the payments of bribes (See Table A3 for district level details).

Figure 6 >>

Figure 6: Ever Paid Bribes in Accessing Educational Services



Source: Field Data, 2016

4.1.1 Frequency of Bribe Payments

This section highlights the number of times the individual has paid bribes. Respondents were made to indicate whether they paid bribes frequently or not in accessing education related services. A total of 62.8% of the respondents did not answer the question that sought to find the frequency of payment of the bribes. This is probably due to the fact that over 50% of the respondents nationally reported not to have paid any form of bribe in accessing educational related services. Another likely reason is the fact that some respondents could not track their frequency of bribe payments and hence did not report on them. Yet, it could have been as a result of the sensitive nature of the questions respondent may have thought that providing detailed information

amounted to giving themselves out. As a result, the percentage values in Table 4 are therefore calculated out of the remaining 37.2% of the respondents who responded to the question on the frequency of payment.

Generally, within this category, over 61% of the respondents had paid a bribe on an irregular basis. Less than 10% of the respondents reported having paid a bribe on a regular basis when it comes to the education sector. With regards to the frequency of payment, the Greater Accra Region had the highest proportion of people that paid bribes on a regular basis (15.9% of the respondents within the region). This was followed by the Central and Brong Ahafo Regions, which constitute 11.5% and 11.1% respectively, of the total number of responders in the region. The Upper East, Northern and the Upper West Regions had the least proportion of respondents that frequently paid bribes within the education sector.

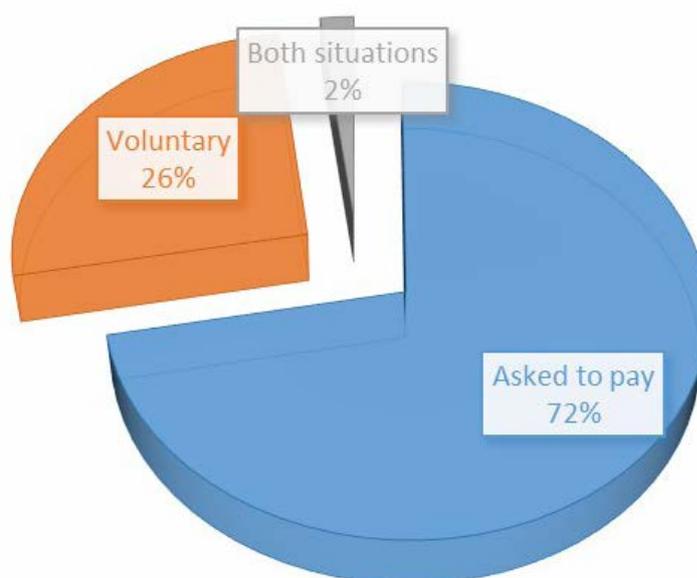
Table 3: Frequency of Bribe Payments in Education by Percentage²

Region	A few times	Not often	A lot of times
AR	31.6	60.3	8.1
BA	27.8	61.1	11.1
CR	16.1	72.4	11.5
ER	35.4	56.3	8.3
GA	32.6	51.5	15.9
NR	36.9	56.9	6.2
UE	29.7	64.8	5.5
UW	37.0	56.8	6.3
VR	26.1	66.1	7.9
WR	20.3	74.0	5.7
National Percentage	30.8	61.0	8.2

Source: Field Data, 2016.

Payments of bribes were mostly demanded from those requesting the services. This was attested to by about 72% of the respondents. Twenty-six percent (26%) of the respondents who had paid a bribe noted that they

rather paid on a voluntary basis while the remaining 2% had paid under both conditions (bribe being demanded from them and they paying the bribes voluntarily).

Figure 7: Demand and Supply Side of Bribe Payments

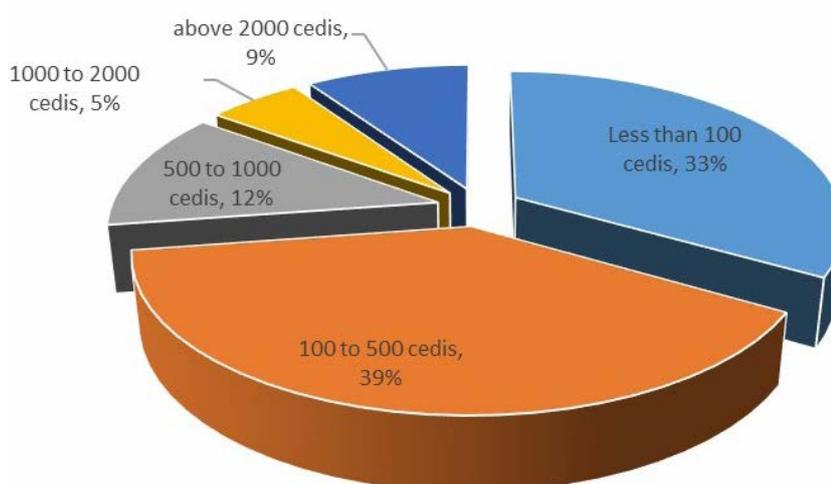
Source: Field Data, 2016.

² Respondents who paid bribes regularly implies payment made every time such services are needed, irregular denotes once in a while and sandwiched between regular and irregular is not often times implying also the use of a lot of times, a few times and not often

4.1.2 Amount of Money Paid as Bribe in Accessing Educational Services

Out of the respondents who indicated to have paid bribes in accessing educational facilities, payments made in the range of Gh 100 to 500 cedis recorded the highest proportion of respondents (about 39%). Meanwhile, 33 percent of respondents had paid less than Gh100 cedis in accessing these services.

Figure 8: Amount of Money paid to access educational services



Source: Field Data, 2016

The majority of bribe payments across the regions were in the range of either less than GHC 100 cedis or between GHC 100 and GHC 500 cedis. In the Central, Eastern, Greater Accra, Upper West and Volta regions, the majority of the respondents who had paid bribes, paid less than GHC 100 cedis. For the Ashanti, Brong Ahafo, Northern, Upper East, and Western Regions, payment of bribes was predominantly between GHC 100 and GHC 500 cedis (Table 5). Although the Greater Accra Region which has the national capital city, Accra (in line with the view that spatial distance between citizens and the seat of political power reduces the accountability of government to its

constituents) seems to have a lesser amount paid as bribe when compared to the other regions, the frequency of bribe payments in this region is higher than the others (See Table 3). The Northern and Upper East Regions showed the highest proportion of respondents who paid bribes exceeding GHC2000 cedis.

Figure 9 presents a comparison of the average bribe payments among the various regions. Respondents from the Upper East Region are seen to pay the highest amount of money as bribe for educational services, averaging up to approximately GHC 957 cedis, followed by the Northern Region with an average of GHC 787 cedis. The Volta and the

Upper West regions recorded the least amount paid as bribes with an average value of GHC 201 cedis and GHC 307 cedis respectively. Generally, the average amount paid as bribe in the education sector by respondents amounted to GHC 525 cedis. These average amounts are approximate amounts paid and are largely subjected to huge variances. For

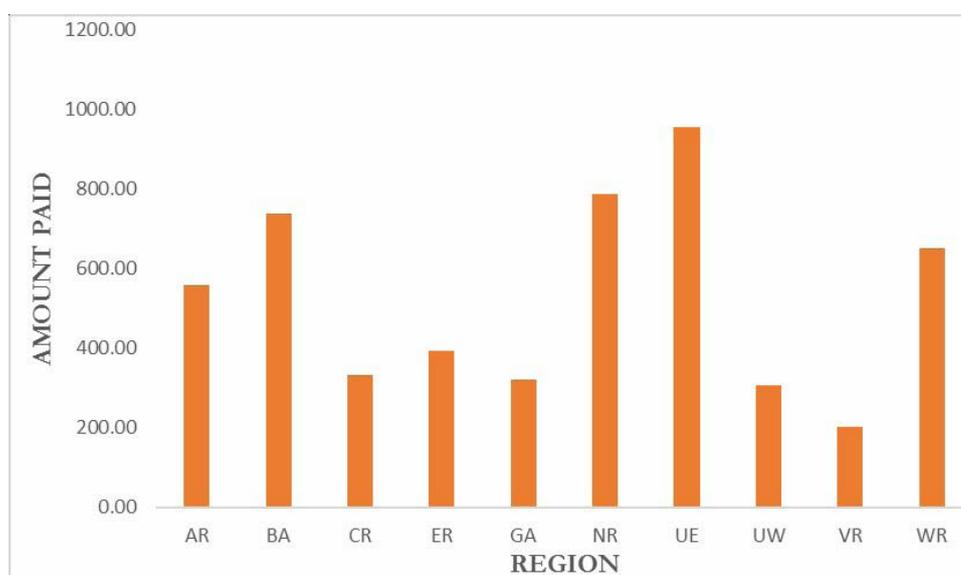
instance, in the Northern and Upper East Regions, average value of bribe payments shot up due to the number of respondents that claimed to have paid more than 2000 cedis as bribes in accessing educational services. Table A5 provides details of the various bribe payments across all the districts studied.

Table 4: Amounts paid as bribes in accessing educational services across regions

Region	Less than 100 cedis	100 to 500 cedis	500 to 1000 cedis	1000 to 2000 cedis	above 2000 cedis
AR	20.8%	50.4%	14.4%	7.8%	6.6%
BA	29.3%	32.8%	15.5%	13.8%	8.6%
CR	50.6%	38.2%	3.4%	5.6%	2.2%
ER	41.8%	39.0%	10.6%	5.7%	2.8%
GA	59.2%	25.0%	9.2%	4.2%	2.5%
NR	30.5%	32.4%	16.2%	1.2%	19.7%
UE	17.0%	36.4%	17.0%	2.3%	27.3%
UW	39.0%	44.8%	11.7%	2.6%	1.9%
VR	65.3%	29.9%	2.7%	1.4%	0.7%
WR	15.9%	47.0%	12.9%	12.1%	12.1%

Source: Field Data, 2016

Figure 9 Average amounts paid as bribes in accessing educational services across regions



Source: Field Data, 2016

In Table 6, the districts with the highest and lowest average amounts paid as bribes are presented. Within the Ashanti region, the Atwima Nwabiagya district had the highest average amount paid as bribe (approx. GHC 795) whilst the least was the Ejisu Juaben District (approx. GHC417). The Tain and Pru districts in the Brong Ahafo region recorded the least and the highest average amounts paid as bribes respectively in the education sector. As can also

be seen from the Table, the districts with the least average amount paid as bribe were the Ada East district in the Greater Accra region and the Akatsi South district in the Volta region. The Kassena Nankana Municipal in the Upper East region and the Tamale Metropolis in the Northern region recorded the highest average amounts paid as bribe among all the districts that were studied.

Table 5: Districts in each region with the largest and least average amounts paid as bribe in educational sector

Least Average Amount			Highest Average Amount	
Region	Name of district	Amount	Name of district	Amount
AR	Ejisu Juaben	417.33	Atwima Nwabiagya	795.15
BA	Tain	316.67	Pru	950.00
CR	Assin North Municipal	245.65	Cape Coast	415.00
GA	Ada West	107.69	Ga East	413.89
NR	Savelugu	477.21	Tamale Metro	1172.92
UE	Bawku West	656.25	Kassena Nankana Municipal	1425.51
UW	Nadowli	267.39	Jirapa	495.71
VR	Akatsi South	182.93	Central Tongu	242.50
WR	Elembele	352.50	Sefwi Wiawso Municipal	1182.95

Source: Field Data, 2016

4.2

Specific Experiences of Bribe Payments in Education

Three specific experiences were sought from respondents as to the payments of bribes in the education sector. The first instance concerned school administrators demanding bribes for admissions. The second experience concerned the teachers demanding bribes for grades, book purchases and other education related services whilst the third experience relates to teachers forcing students to buy handouts and other course materials as a criterion for passing exams.

Generally, about 30% of the respondents across the nation noted that school administrators demanded bribes for admissions. With regard to teachers taking bribes, the proportions increased generally as compared to that of the school administrators or heads of the schools. For instance, the general proportion of respondents who had experienced teachers demanding bribes for education related services increased by approximately 4.5 percentage points when that of the school administrators was used as a baseline. In the third situation, there was a significant increase in the general proportions of respondents who had experienced these acts before. An average of about 46% of the respondents had generally

experienced situations where teachers forced their students to buy their handouts as a prerequisite for passing their examinations.

Given these figures, the situation where teachers force their students to buy their handouts is quite prevalent across the nation. During the interactions with some student respondents, they indicated that some lecturers in the tertiary institutions allow students to indicate their index numbers upon purchasing the book or lecture material. Thus, once a student buys these handouts, he/she has a higher chance of passing the examination irrespective of the amount of effort placed in studying.

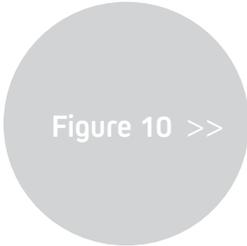
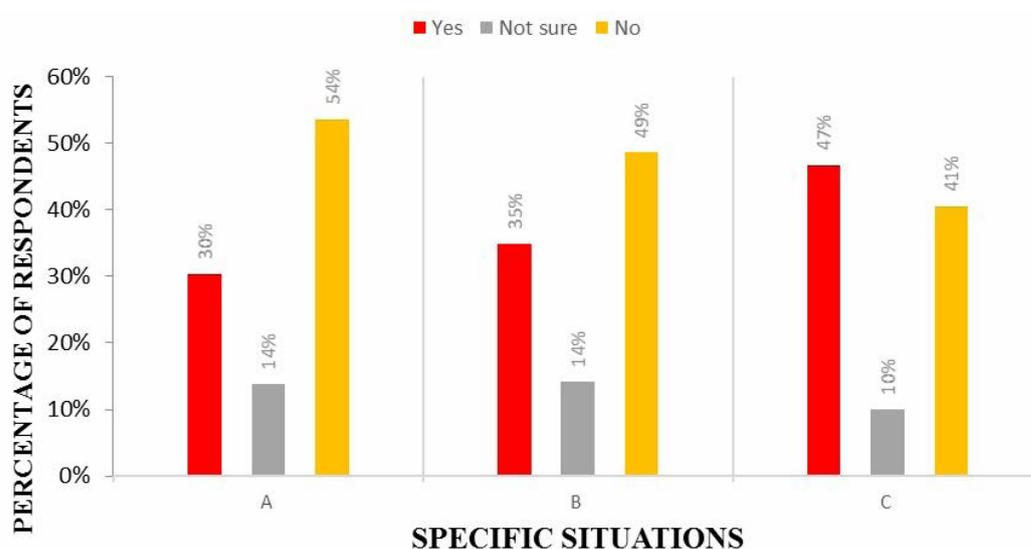


Figure 10 >>

Figure 10: Specific experience of respondent regards to bribery in education across the nation



Source: Field Data, 2016

Key

- Situation A: School administrators demanding bribes for educational services
- Situation B: Teachers demanding bribes for educational services
- Situation C: Teachers forcing students to buy handouts and course materials as a requisite for passing

On the regional level, respondents in the Ashanti region recorded the highest proportion of respondents who had actually experienced a situation where an administrator demanded bribe for certain educational services. About 63% of the respondents in the Ashanti region confirmed this. Within the region, the Kumasi Metropolitan and the Atwima Nwabiagya districts had the highest proportion of respondents, which attested to the fact that a senior school official had demanded a bribe for admissions. The respondents in the Brong Ahafo and the Northern regions, which recorded 48% and 41% respectively of respondents affirmed to have experienced this. For the Brong

Ahafo region, the Nkoranza North and the Jaman North districts were the districts with the highest proportion of respondents that had experienced the above situation (69% and 62% of the respondents respectively). The Central, Volta and the Western regions recorded the least proportion of respondents who had experienced head teachers demanding bribes for admission (approximately 13%, 16% and 20% respectively).

In the second situation, which sought to look at teachers demanding bribes for rendering education related services, the Ashanti region still recorded the highest proportion of respondents that have had

this experience (65% of respondents in the region). The Kumasi Metropolitan and the Atwima Nwabiagya district also dominated as the districts with the highest proportion of respondents who had experienced teachers demanding bribes for education related services. The Northern region ranked second with about 58% of the respondents affirming to have experienced situations where teachers demanded bribes for certain education related services with the Savelugu district ranking highest among the districts in the region. The Central, Volta and the Western regions again recorded the smallest proportion of respondents that had experienced this situation. As compared to the situation with the school administrators, proportions that experienced this in the Central region reduced by about 2 percentage points whereas the Volta region reduced by about 2.7 percentage points. In the Western region, there was a 1-percentage point increment.

All the regions, with the exception of the Brong Ahafo experienced significant increases in the proportions of respondents that had experienced teachers forcing students to buy handouts as a criterion for passing examinations. The Ashanti region still maintained its lead with the highest proportion of respondents attesting to the experience with teachers forcing students in buying their materials as a requisite for passing examinations. This was followed by the respondents from the Northern and Upper East regions who had a percentage representation of 66% and 60.5% of respondents respectively. Figure 10 presents national level proportions of the various experiences for the three

situations discussed above. (See Table A6 in the Annexes for regional level figures).

4.3 Levels of Corruption

4.3.1 General views on the levels of corruption in education

To assess the general views on the levels of corruption, two items were considered and respondents were asked to state whether they agreed or disagreed to these statements. The first item sought respondents' views on 'whether there is a high level of corruption in the education sector in the country.' The second question sought views on the nature of corruption, as to whether it was costly and had a social impact'.

Generally, the majority (77%) of the respondents agreed that there was a high level of corruption in the education sector in the country and this was seen across all the regions within the country. In the Ashanti region, 94% of the respondents agreed that there is a high level of corruption in the education sector whereas the Upper West region recorded 63% of the respondents agreeing to

this statement. These two regions had the highest and lowest proportions of respondents that agreed to the high level of corruption in the country. It is important to note the contrast between the proportions of respondents that experienced corrupt activities in the sector as against the perceived level of corruption. A likely reason stems from the continuous discussions of corruption and corrupt activities among government appointees in the country.

‘Corruption is seen to have an adverse social impact on a country’s wellbeing’. 79% of the respondents generally agreed

that this statement is true. Over 50% of all the respondents agreed to this across Ghana with the Ashanti region leading with 95% of the respondents agreeing to this statement. This was followed by respondents within the Central, Brong Ahafo and the Western regions respectively with a percentage representation of 86.8%, 86.4% and 81.9% respectively. The Upper West and the Volta regions recorded the least proportion of respondents that agreed to the costly nature of corruption within the education sector. Table 7 presents the details of the views of corruption across the regions in Ghana.

Table 6: General views on the levels of corruption in education by percentage

	Regional code	Disagree (%)	Neither agree nor disagree (%)	Agree (%)
There is a high level of corruption in the education sector in the country	AR	3.3	2.1	94.6
	BA	7.3	7.7	85.1
	CR	6.2	8.5	85.3
	ER	7.3	12.1	80.6
	GA	9.4	12.2	78.4
	NR	12.3	23.3	64.4
	UE	9.5	26.0	64.4
	UW	18.8	17.8	63.4
	VR	16.0	16.4	67.6
	WR	9.3	8.7	81.9
		National Percentage	9.8	13.1
Corruption in the education sector is costly and has a social impact	AR	2.7	1.8	95.5
	BA	6.9	6.7	86.4
	CR	5.2	8.0	86.8
	ER	7.6	14.3	78.1
	GA	9.6	11.4	78.9
	NR	13.5	13.5	73.0
	UE	8.3	16.4	75.3
	UW	16.2	18.1	65.7
	VR	14.6	15.8	69.6
	WR	8.5	9.5	81.9
		National Percentage	9.2	11.3

Source: Field Data, 2016.

4.3.2 Rate of Corruption on Specific Education Sector Services

Respondents were asked to rate corruption alongside 13 issues which related to services within the education sector. The ranks were to be made on a scale of one to five where a score of 1 depicts the fact that the particular service is least corrupt and a score of 5 depicts a service that is most corrupt. These scores were averaged out across all the respondents across the various regions and a graphical representation is as given in Figure 11.

▶ *Securing admission to educational institutions*

This activity was seen to be the most corrupt activity as it recorded the highest average score (Mean = 3.70, standard deviation (SD) = 1.39). The smaller standard deviation depicts the low level of variation in the responses. It is also possible that there are individuals' who parade themselves as university officials soliciting money to help prospective applicants to secure admissions into tertiary institutions in the country. Though the tertiary institutions may not have institutionalized this, the practice is wide spread and therefore attention needs to be given to arrest the situation.

Whilst admissions into Senior High School (SHS) institutions are alleged to be fairly engulfed with corrupt practices, it was rated as the 10th most corrupt

activity on the list of corrupt activities selected. Before the introduction of the secondary school placement system, instances of headmasters securing bribes for admission were very common in the country. Headmasters were thus said to be in their "cocoa season" at the beginning of every academic year. Although not completely eradicated, there has been a seeming reduction in corrupt practices relating to securing admission into senior high schools. However, the computerized placement system is noted to be wrapped with corruption as well.

The level of corrupt practices in admission into basic schools on the other hand was virtually non-existent. This was noted to be the least corrupt activity by the respondents. With the influx of basic schools in the country, getting into a school at the basic level is not as involving as getting into a tertiary or second cycle institution. However, some basic schools have stringent admission processes. These are mostly prevalent among basic schools with higher educational standards located in the major cities of the country. Parents may like to get their wards into these schools at all cost and may take every necessary means to achieve their objectives.

▶ *Securing Contracts*

In terms of securing contracts, three major issues were discussed – Securing contracts for the construction of educational facilities; securing contracts for school feeding programs; and securing contracts for the distribution of free uniforms. Securing contracts for the construction of educational facilities was perceived to be more corruption prone among its indicators (Mean =

3.47, SD = 1.57). In this case bidding for contracts for the provision of these services is done without going through the right competitive tendering process. Contractors are able to bribe their way through securing contracts from education officials in the provision of these services.

Some respondents also noted that for government sponsored projects like the distribution of free uniforms and school feeding programs, workers in these areas are mainly chosen by virtue of their political party affiliations and not by their ability to deliver. A respondent recounted how a change of government led her to lose her job as a caterer who used to provide services under the school feeding program.

▶ *Postings and promotions of teachers*

This was rated generally as the fifth most corrupt activity (Mean = 3.34, SD = 1.56). It was noted that some teachers would want to pay bribes in order to be transferred to another area mostly from rural areas to urban areas. During the interaction with some teachers, they noted that some headmasters and educational office workers use this as a form of punishment to teachers who mostly are seen to oppose these leaders. One teacher recalled how he was unfairly transferred from Kumasi (Ashanti regional capital) to a rural district because he had questioned his headmaster's judgement on a certain issue during their staff meeting.

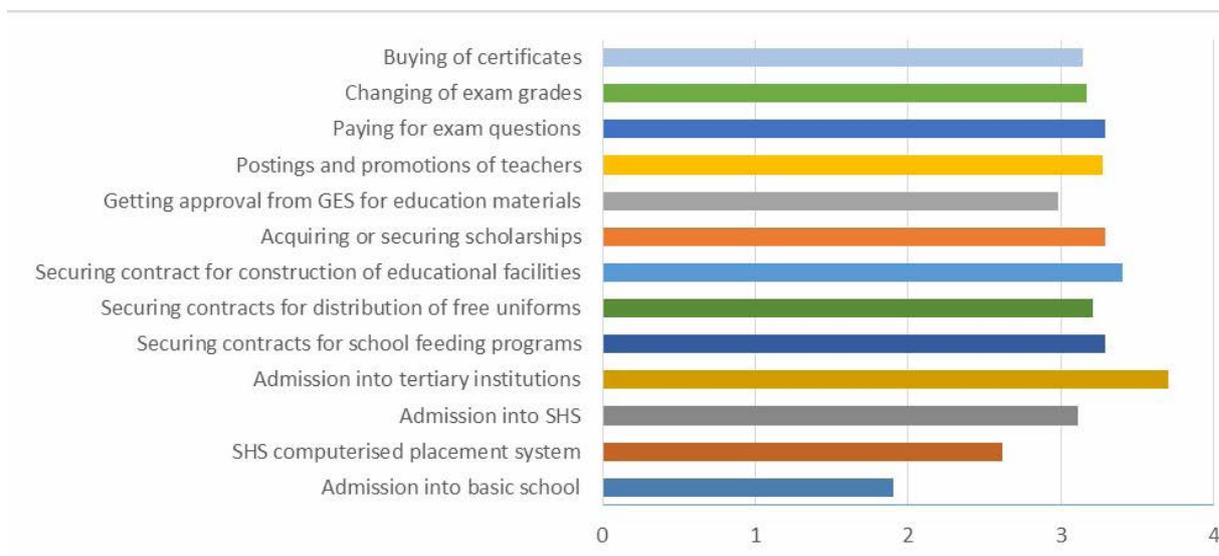
On the issue of promotions of teachers, it was seen that the level of corruption was quite low in this regard. Some teachers interviewed noted that their

promotions were given to them when they were due and had successfully passed their promotional interviews. However, the corrupt activities mostly were in the processing of documents for salary increments and other services at the educational offices.

▶ *Changing of examination grades*

This activity was rated as the 7th most corrupt activity among the list of items and it occurs mostly in the tertiary institutions. On the demand side, most respondents who were students noted that some teachers ask for favours, be it in cash or in kind, to help students pass or change their grades. On the supply side, some teachers recounted both students and parents begging for change of grades for certain favours.

Figure 11: Scores on the views of corruption in education sector on the national level



Source: Field Data, 2016

► Regional level differences

For all the 13 processes, the Ashanti region had the highest mean value across all the ten regions. The Upper East and the Upper West regions recorded low average scores for most of the items with the exception of the item that related to admissions of students into tertiary institutions. Similarly, the Volta region recorded lower scores particularly relation to admissions into the basic schools. Lower scores depict perceptions that a particular service is less corrupt (See Table A7).

In an effort to quantify bribery, respondents were asked to state the amount of money they had paid as bribe for the various services. In all of these instances, most of the respondents confirmed that they had paid nothing in securing these services. These were more prevalent in all the situations that

involved the securing of contracts. This is attributed to the fact that respondents sampled were not mainly contractors but people from all walks of life.

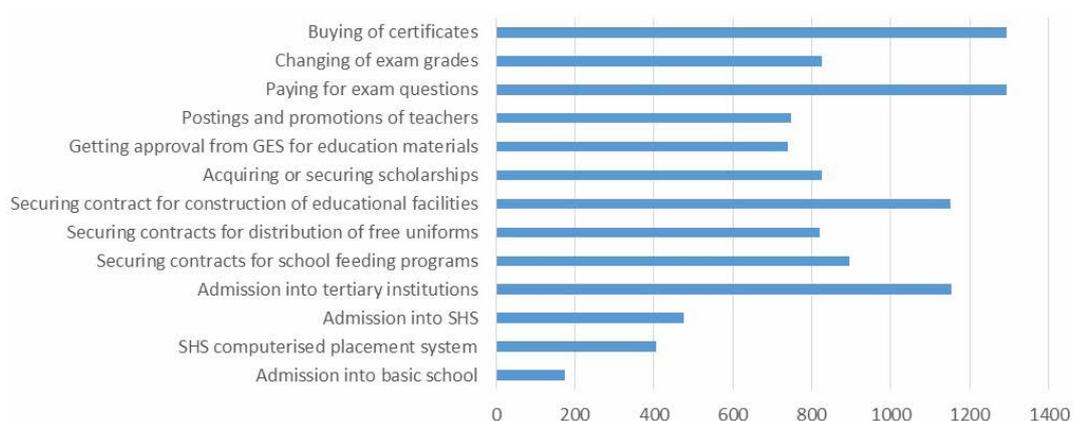
The study thus considered bribe payments outside of those that had paid nothing in accessing the listed educational services. Thus, for admission into institutions, most of the respondents had paid less than 100 cedis as bribes for admission into basic schools. For the tertiary institutions, most bribe payments were above 2000 cedis. This underscores this service as perceived to be highly corrupted. For admissions into second cycle institutions, bribe payments ranged between 100 and 500 cedis (Table 7). In figure 12, the approximate average amounts are provided. These amounts are, however, also subjected to huge variances.

Table 7: Bribe amounts for specific educational items

	Nothing	Less than 100 cedis	100 – 500 cedis	500 – 1000 Cedis	1000 to 2000 cedis	Above 2000 cedis
Admission into basic schools	70.7%	21.0%	6.1%	1.3%	0.3%	0.6%
SHS computerised placement system	67.2%	11.7%	10.8%	7.2%	2.4%	0.7%
Admission into SHS	53.0%	11.7%	19.2%	10.1%	4.7%	1.4%
Admission into tertiary institutions	53.1%	4.5%	11.0%	8.5%	9.4%	13.6%
Securing contracts for school feeding programs	75.4%	4.4%	6.0%	6.2%	4.8%	3.2%
Securing contracts for distribution of free uniforms	76.1%	5.1%	5.4%	6.3%	4.0%	3.1%
Securing contract for construction of educational facilities	74.8%	4.2%	4.6%	6.0%	4.4%	6.0%
Acquiring or securing scholarships	74.6%	4.9%	5.8%	5.9%	4.8%	4.0%
Getting approval from GES for education materials	73.5%	8.0%	6.3%	6.1%	3.5%	2.5%
Postings and promotions of teachers	69.9%	6.0%	9.3%	7.3%	4.6%	2.8%
Paying for exam questions	70.9%	8.6%	9.0%	4.9%	4.4%	2.2%
Changing of exam grades	74.7%	4.1%	6.5%	6.9%	5.0%	2.8%
Buying of certificates	74.3%	3.0%	4.1%	5.0%	8.5%	5.2%

Source: Field Data

Figure 12: Average amounts paid as bribes for specific educational items



Source: Field Data, 2016

► Regional level differences

On a regional basis, the Greater Accra region reported to have had the highest average amount paid for the

services that related to admission into basic schools, with the least amount reported for the Upper East region. Greater Accra region also recorded the highest average amount paid as

bribe concerning services related to the senior high school computer placement, acquiring or securing scholarships and changing examination grades. The Ashanti region recorded highest average amount paid as bribe for services that include admission into senior high schools and gaining admission into tertiary institutions. The Brong Ahafo region had highest amount paid as bribe for services that included securing contracts for school feeding, securing contracts for the distribution of uniforms and securing contracts

for the construction of educational facilities. Others were getting approval from the Ghana Education Service (GES) for educational materials and securing postings to preferred places or paying for promotions. The Western region had the highest average amount paid for securing examination questions and buying of certificates (see Table 8). District and regional level bribe payments for the various services are given in Table A8 in the annexes section of this document.

Table 8: Highest and least amounts paid for educational related services by region

Educational related service	Region with highest amount		Region with least amount	
	Region	Amount	Regions	Amount
Admission into basic schools	GA	357.2	UE	61.4
SHS computerised placement system	GA	610.6	WR	176.5
Admission into SHS	AR	743.1	UE	280.3
Admission into tertiary institutions	AR	1821.3	VR	757.2
Securing contracts for school feeding programs	BA	1313.7	VR	477.6
Securing contracts for distribution of free uniforms	BA	1200.0	VR	435.4
Securing contract for construction of educational facilities	BA	1849.7	VR	737.6
Acquiring or securing scholarships	GA	972.8	ER	454.1
Getting approval from GES for education materials	BA	1446.2	UE	360.1
Postings and promotions of teachers	BA	1337.7	UE	343.0
Paying for exam questions	WR	1647.9	VR	713.8
Changing of exam grades	GA	1212.4	UE	462.5
Buying of certificates	WR	1647.9	VR	713.8

Source: Field Data, 2016

Generally, on the perceived levels of corruption, the Ashanti region has recorded highest figures in terms of proportions of respondents that

agree to the existence of corruption in the education sector. Other regions with a similar trend are the Brong Ahafo and the Northern region. The

Greater Accra region does not show a distinct difference in perceived levels of corruption although they are high in some instances.

4.4

Effects of corruption in the Education Sector

Respondents were asked to state their level of agreement to a total of ten statements that related to the effect of corruption in the education sector on the broader socio-economic development of the country. Across all statements, majority of respondents agreed that corruption in the education sector negatively affects development. Corruption affects economic activity in all forms. It potentially increases the cost of goods and services. Empirical evidence suggests corruption in emerging economies increases the general price level, which in turn affects the overall cost of living and that the effect of corruption is twice as strong for consumer services as for consumer goods (Budak and Vizek, 2015). It dwarfs productivity and consequently GDP

► *Corruption and economic indicators - Denial of access to education*

Another major impact of corruption on education in the lives of the people is the denial of access to quality education especially by the poor and marginalised in society who cannot pay their way

through. For instance, there is the likelihood for a poor individual to lose his admission into a senior high school mainly because another individual is willing to bribe his way to secure admission for his or her wards. Students who are not able to buy handouts from their teachers are left at the mercy of these teachers who might have to give them poor grades at the end of the semester or term. This can have long-term effects on the students as far as their academic lives are concerned. A student noted his inability to graduate with his peers due to the fact that he trailed in a paper, which demanded that he must pay for handouts and other course materials.

As seen in the previous sections, some individuals had to lose their jobs because of some corrupt practices in the educational sectors. One could imagine the negative implications on a family if the source of income of the breadwinner is cut off.

► *Mistrust in quality of education*

A corrupt educational system where recruitment processes are substandard could generally result in poor inputs. For example, when unqualified teachers are made to teach in basic, second cycle and tertiary institutions, student performance and the quality of graduates churned out will ultimately be questionable. Similarly, when unqualified students are admitted into programs, there is the likelihood of poor academic performance on the part of the students. This can surely have ripple effects in the long term. For instance, the sensitive nature of medical practice,

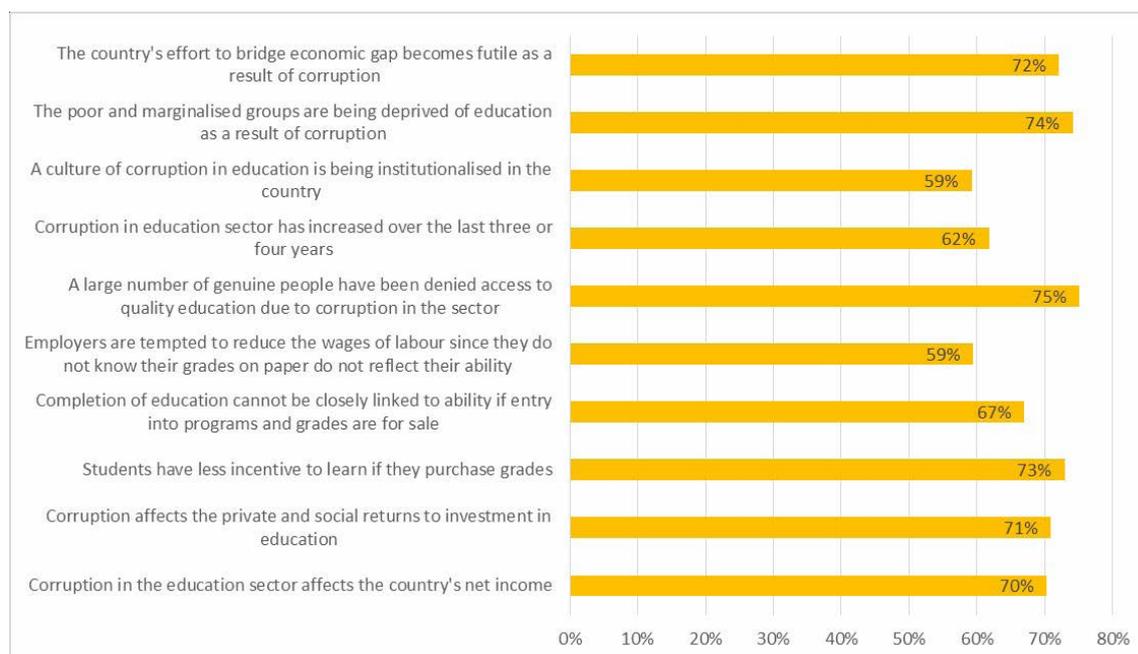
piloting and their impact on human lives demand that right students are admitted into the schools that train these professionals and other labor force required for nation building.

► *Compromise on quality of projects*

Where there is corruption, any allocation made to improve upon quality is reduced. For instance, when contracts are given

on the basis of who the bidder knows and not on the basis of competence, substandard projects are delivered. There are issues of new buildings collapsing as a result of the use of inferior materials and the incompetence of contractors during the period of construction. This is also because officials in charge of providing the contract would like to take some percentages of amounts for the contract for themselves leaving smaller amounts for the completion of the project.

Figure 13: National proportions of respondents that agreed to statements on specific effects of corruption in education



Source: Field Data, 2016

► *Regional level differences*

On the regional level, the Ashanti region recorded the highest proportion of respondents that attested to the fact that corruption affected the country's GDP. Furthermore, the Ashanti region recorded the highest proportion of responses in terms of effects of corruption on private and social

returns to investment in education, students having less incentives to learn, employees being tempted to reduce wages of labor, people being denied access to quality education and poor and marginalized groups being deprived as a result of corruption in the sector. The Upper East region recorded the highest proportion of respondents that agreed to the statement that the country's

effort to bridge the economic gap is futile as a result of Corruption. The inability of students to complete school could be closely linked to payment for grades as grades are made for sale. Most of the respondents in the Brong Ahafo region believed that the culture of corruption is being institutionalized in the country.

The Upper West region recorded the least proportion of respondents that agreed to seven out of the twelve listed effects of corruption. The Volta region recorded the smallest proportion of respondents that agreed to the statement that students do

have fewer incentives to learn as a result of them buying grades. Respondents in the Northern region recorded the smallest proportion of respondents that noted that corruption in the education sector had increased over the last three or four years whilst respondents within the Eastern region recorded the smallest number of respondents that attested to the fact that employers are tempted to reduce the wages of labor as a result of corruption (see Table 9). All regional level percentages are as given in Table A9 in the annexes section.

Table 9: Region with highest representation on the various effects of corruption in the education sector

Effect of corruption	Region with highest proportion of respondents	
	Region	Percentage
Corruption in the education sector affects the country's net income/GDP	AR	89.2%
Corruption affects the private and social returns to investment in education	AR	88.4%
Students have fewer incentives to learn if they purchase grades	AR	90.0%
Completion of education cannot be closely linked to ability if entry into programs and grades are for sale	UE	83.0%
Employers are tempted to reduce the wages of labour since they do not know their grades on paper do not reflect their ability	AR	89.4%
A large number of genuine people have been denied access to quality education due to corruption in the sector	AR	87.1%
Corruption in education sector has increased over the last three or four years	AR	92.7%
A culture of corruption in education is being institutionalized in the country	BA	77.3%
The poor and marginalized groups are being deprived of education as a result of corruption	AR	89.2%
The country's effort to bridge economic gap becomes futile as a result of corruption	UE	86.6%

Source: Field Data, 2016

5.0

Assessing Corruption in the Health Sector



This section outlines corruption in the health sector of the country.

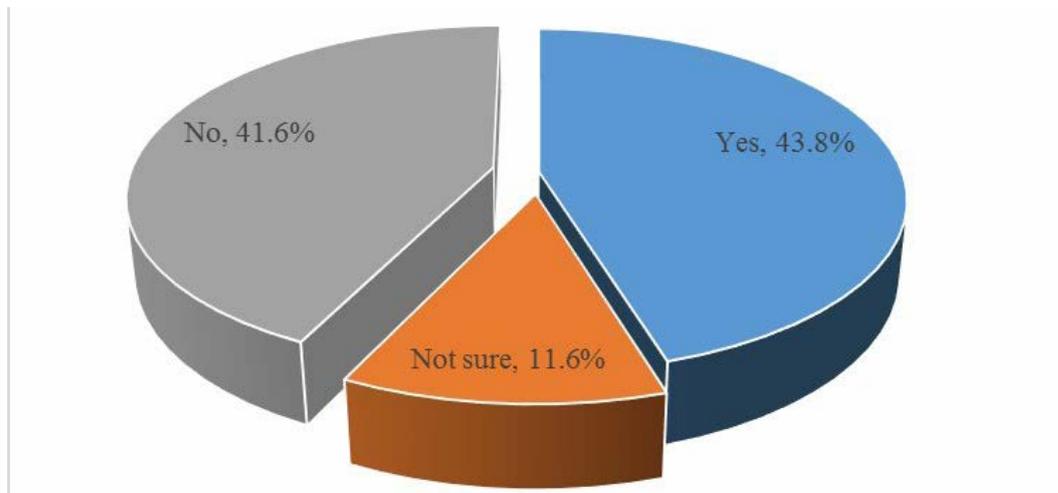
5.1

General experience of corrupt activities in the Health Sector

As in the education sector, respondents were asked whether they had been involved in (either paying or receiving bribes) any corrupt activity in the health sector. Generally, about 43.8% of the respondents had experienced one form of corruption or another in the health sector as presented in Figure 14. This also gives an indication on the prevalence of corruption in the health sector.

On a regional basis, the Ashanti region recorded the highest proportion of respondents that had experienced corruption in the health sector. This accounted for about 85% of the total respondents in the Ashanti region. The Upper East and the Northern regions, which recorded about 56% and 52% of the respondents respectively, followed this quite distantly. The region with the least proportion of respondents experiencing any form of corruption in the health sector was the Eastern region with a proportion of 29% of the respondents. The Brong Ahafo and the Western regions also recorded lower proportions of respondents that had experienced corruption within the health sector with proportions of 31% and 32% of the respondents respectively.

Figure 14: General experiences of corruption



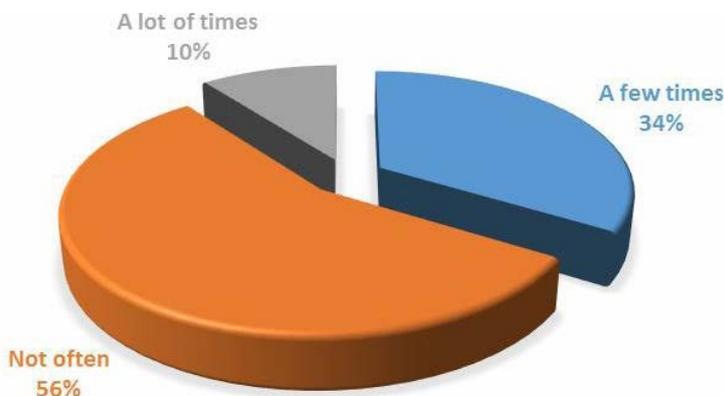
Source: Field Data, 2016

5.1.1 Frequency of bribe payments in the health sector

Out of the respondents who had paid bribes in accessing health related services, approximately 10% reported having paid these bribes frequently (see Figure 15). Generally, most of the respondents noted that they had paid

bribes on an irregular basis. Among the respondents that frequently paid bribes, the Central, Eastern and the Brong Ahafo regions had the largest proportion of respondents (22.5%, 17.1% and 16.7% respectively). The Ashanti (4.6% of respondents), Volta (4.9% of respondents) and the Upper West (8.1% of respondents) regions recorded the smallest proportion of respondents that frequently paid bribes in accessing health related services. Presented in Table 10 is the frequency of bribe payments for all the regions in Ghana.

Figure 15: Frequency of paying bribes in obtaining services in health



Source: Field Data, 2016

Table 10: Frequency of bribe payments by region

Regional code	A few times (%)	Not often (%)	A lot of times (%)
AR	39.0	56.4	4.6
BA	33.3	50.0	16.7
CR	20.2	57.3	22.5
ER	32.9	50.0	17.1
GA	35.6	51.7	12.8
NR	33.9	57.6	8.5
UE	36.6	51.4	12.0
UW	34.6	57.3	8.1
VR	27.8	67.3	4.9
WR	28.6	56.1	15.3

Source: Field Data, 2016

5.1.2 Amounts of bribe payments in accessing health related services

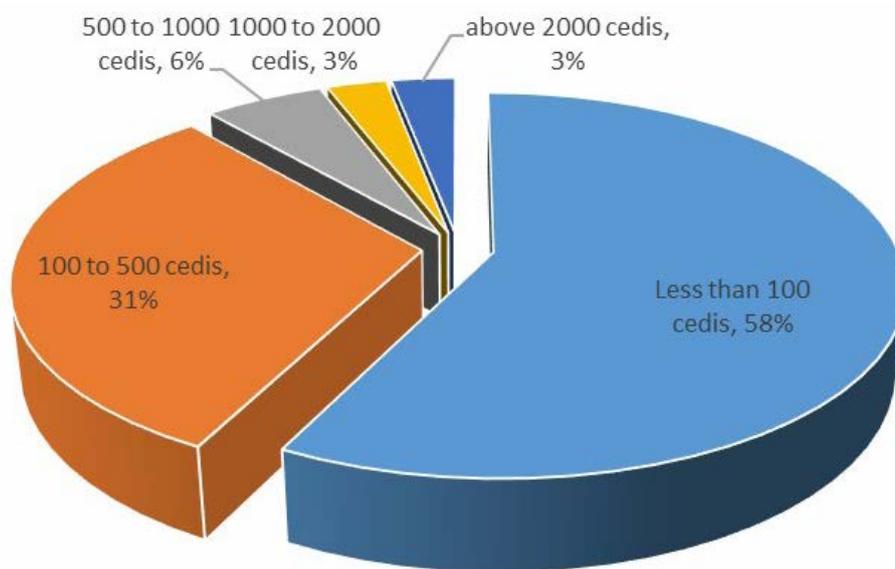
On the national scale, most of the amounts of bribe payments were generally less than GHC 100 cedis (58%) of the respondents (Figure 16). On the regional level, most of the respondents had paid less than GHC 100 cedis as bribes in accessing health related services. Most of the respondents who had paid less than GHC100 cedis were from the Central region (82.5%) Eastern (77.5%) and the Volta (69%) Region (See Table 11). The Ashanti region, Upper West region and the Upper East region represent the regions with the highest average amounts paid as bribes in accessing health related services. The Central, Brong Ahafo and the Eastern regions recorded the lowest amounts

paid as bribes in accessing health related services (Figure 17).

At the district level, the Atwima Nwabiagya district in the Ashanti region had the highest amount paid in accessing health related services (approximately GHC662). The West Mamprusi district in the Northern region and the Jirapa district in the Upper West region with an average amount of GHC591 and GHC581 respectively followed. The Kassena Nankana West district in the Upper East region, Nkoranza North and the Atebubu Amantin districts both in the Brong Ahafo regions recorded the lowest amount paid as bribes (See Table 12). Table A11 presents all the details on the average payments across all the districts used for the study.

Figure 16 >>

Figure 16: Amounts of bribe payments



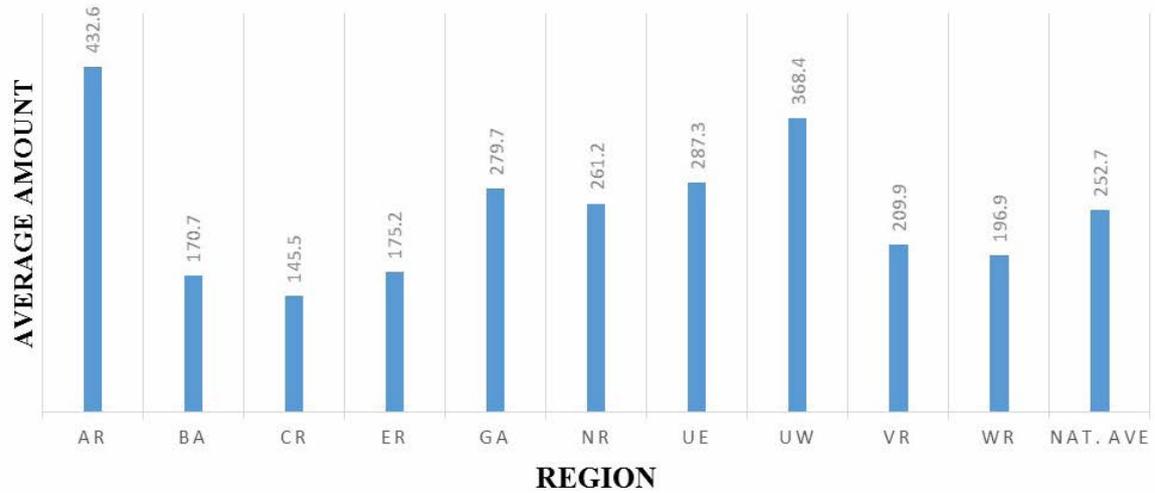
Source: Field Data, 2016

Table 11: Amounts paid as bribes in accessing educational services across regions

	Less than 100 cedis	200 to 500 cedis	500 to 1000 cedis	1000 to 2000 cedis	above 2000 cedis
AR	41.7%	41.4%	4.6%	6.3%	6.0%
BA	54.4%	36.7%	6.3%	1.3%	1.3%
CR	82.5%	16.3%	0.0%	0.0%	1.3%
ER	77.5%	14.8%	5.6%	0.7%	1.4%
GA	55.6%	29.0%	10.5%	4.0%	0.8%
NR	56.5%	35.1%	4.8%	1.6%	2.0%
UE	55.9%	33.0%	5.0%	1.1%	5.0%
UW	50.8%	32.0%	10.2%	2.3%	4.7%
VR	69.0%	21.4%	6.9%	2.1%	0.7%
WR	67.3%	27.6%	2.0%	3.1%	0.0%

Source: Field Data, 2016

Figure 17: Average bribe payments for accessing general health related services



Source: Field Data, 2016.

Table 12: Average bribe payments of bribe in health among districts

Code	District name	Amount	District name	Amount
AR	Atwima Nwabiagya	662.2	Mampong Municipal	198.5
BA	Pru	288.5	Atebubu Amantin	50.0
CR	Cape Coast	354.5	Effutu	71.4
ER	New Juaben	270.5	Fanteakwa	125.0
GA	Ashaiman	357.9	Ga East	208.8
NR	West Mamprusi	591.8	Yendi	128.3
UE	Kassena Nankana Municipal	524.0	Kassena Nankana West	70.0
UW	Jirapa	581.8	Lawra	107.1
VR	South Dayi	235.7	Akatsi North	195.0
WR	Sekondi-Takoradi Metro	286.1	Sefwi Wiawso Municipal	138.9

Source: Field Data, 2016

5.2

Estimated levels of corruption in the Health Sector

5.2.1

General views of corruption in the health sector

General views on corruption in the health sector was assessed across two major perspectives; the extent of the existence of corruption in the health sector and the cost of corruption in the health sector. The existence of corruption in the health sector was generally confirmed by about 67% of the respondents. On a regional level, the Ashanti, Brong Ahafo and the Upper East Regions recorded the highest proportion of respondents who confirmed the prevalence of corruption in the health sector with a percentage representation of approximately 90%, 81% and 74%, respectively. The Upper West, Volta and the Greater Accra regions recorded the smallest percentage of respondents with a representation of approximately 46%, 58% and 58.3% of the respondents, respectively.

On the cost and impact of corruption in the health sector, about 70% of the respondents nationally agreed that corruption was costly and had a social impact. The Ashanti, Brong Ahafo and the

Upper East regions recorded the highest proportion of respondents that agreed to the adverse cost and impact of corruption in the health sector. The Ashanti region had a percentage representation of 91% of the respondents whilst the Brong Ahafo regions had a percentage representation of approximately 82% within their respective regions. The Upper West region, Greater Accra and the Volta regions again recorded the least proportion of respondents of 52%, 62% and 63% of respondents' respectively agreeing to the adverse cost and impacts of corruption in the health sector. The details for both national and regional proportions are as given in Table 13.

Figure 13 >>

Table 13: National and Regional Proportions of Views on the costs and impacts of corruption

	Regional Code	Disagree	Neither Agree or Disagree	Non-Response	Agree
There is a high level of corruption in the health sector	AR	4.2	5.0	1.0	89.8
	BA	6.8	7.0	5.2	81.1
	CR	12.8	18.2	6.1	62.8
	ER	10.4	23.4	2.6	63.6
	GA	12.0	16.0	13.7	58.3
	UE	7.8	15.4	2.8	73.9
	UW	17.5	26.7	9.4	46.5
	VR	15.8	17.7	8.3	58.2
	WR	12.5	11.5	4.8	71.3
National average		11.0	15.8	67.1	6.1
Corruption in the health sector is costly and has a social impact	AR	3.5	3.1	1.9	91.5
	BA	5.4	8.0	5.0	81.7
	CR	11.9	17.0	5.1	66.0
	ER	8.0	23.0	2.0	67.0
	GA	12.2	12.2	13.1	62.5
	NR	11.2	12.8	5.5	70.6
	UE	11.6	7.3	2.8	78.2
	UW	15.2	23.3	9.8	51.7
	VR	15.6	15.6	6.0	62.8
	WR	10.7	12.5	5.5	71.3
National average		10.4	13.5	70.3	5.7

Source: Field Data, 2016.

5.2.2 Corruption on general health related services

Within the health sector, the perceived levels of corruption were seen to be low for certain health related services. For instance, about 10% of the respondents generally affirmed that health

administrators do generally demand bribes for admission of patients. This view was mostly upheld by respondents in the Ashanti (33% of respondents) region. The region also recorded the highest amount paid as bribe for this service. Generally, an average amount of GHC324 cedis is paid as bribe to access this service on the national scale.

About 12% of respondents generally agreed that health workers demand bribe for folder retrievals. The Ashanti

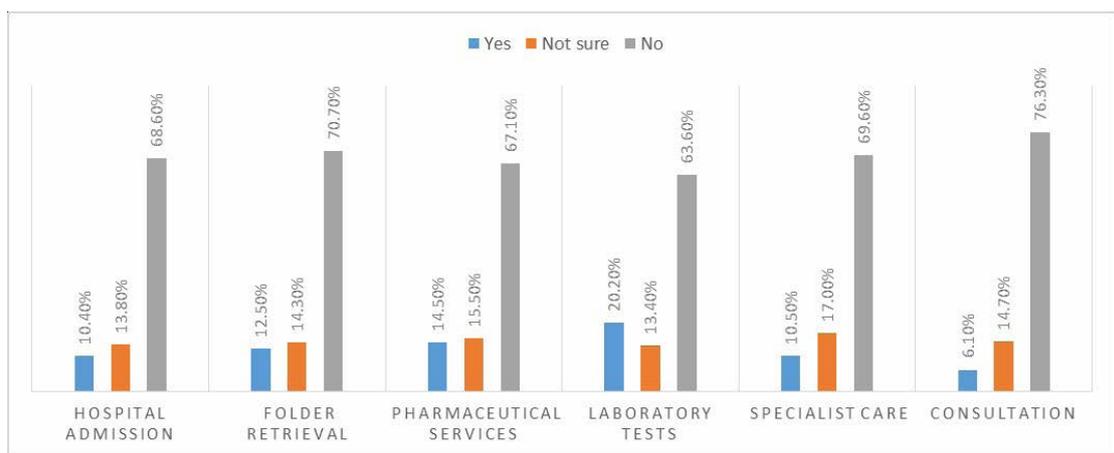
region recorded the highest proportion of respondents who affirmed that health workers demanded bribes for folder retrievals (53% of respondents). Generally, an average amount of 105 cedis was paid as bribe in accessing this service with the Northern region recording the highest amount paid as bribe as compared to the ten regions with an average amount of GHC310 cedis.

About 14% of the respondents believed that health workers also demand bribes for pharmaceutical services. This was greatly upheld by respondents from the Ashanti (48%), Upper East (31%) and the Northern regions (31%). Generally, an average amount of GHC260 cedis was paid as bribe for this service with the highest amount coming from respondents from the Ashanti and Northern regions. For laboratory services, about 20% of respondents affirmed that health workers sometimes

demand bribes for the service. This was mostly affirmed by respondents in the Upper East (56%) and Ashanti regions (54%). A general amount of GHC194 cedis was paid as bribe for this service with the Brong Ahafo having recorded the highest amount paid for this service.

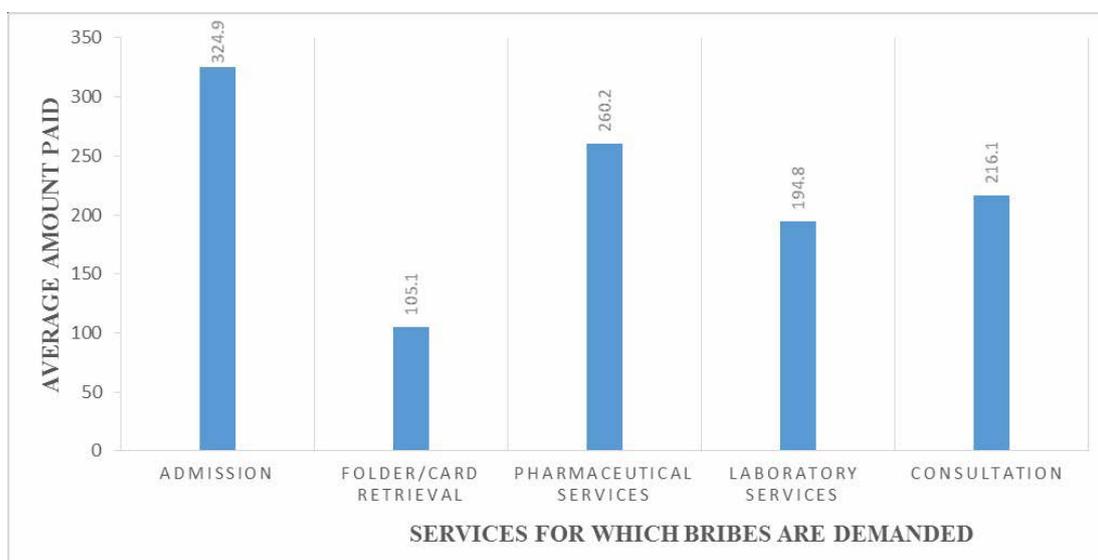
In terms of specialist care, about 10% of respondents affirmed that health workers sometimes demand bribes for such cares. This was mostly affirmed by respondents in the Upper East (30%) and Ashanti regions (21%). Lastly, about 6% of respondents believed that health workers demand bribes for consultation and this was mostly confirmed by respondents within the Ashanti region (21%). A general amount of GHC216 cedis was paid as bribe for this service. Figure 18 presents the proportions of respondents who agreed or disagreed to the extent of corrupt activities related to the selected health related services on the national level.

Figure 18: Health related services for which bribes could be demanded



Source: Field Data, 2016

Figure 19: Bribes paid for accessing specific health related services



Source: Field Data, 2016

5.2.3 Views of corruption on specific health worker related issues

Respondents were also asked to rate the level of corruption on twelve selected healthcare related services on a scale of 1 to 5 with 1 being least corrupt and 5 being highly corrupt. Comparatively, the perceived level of corruption in the health section was less as compared to the education sector. This is based on the average scores or ratings as given by the respondents.

► *Corruption in medical procurement*

Respondents rated the procurement of medical equipment as the most corrupt activity in the health sector. Just as it

was seen in the education sector where contracts were given to people not out of competence but corrupt practices, respondents believed that medical procurement schemes could be highly corrupt. Health workers would rather buy cheap health related items and or cut down the quantity of materials and equipment that must be supplied within the hospitals. Budgeted funds are therefore diverted to other projects or left in individual pockets. Other corrupt practices include the inflation of prices of medical equipment.

► *Corruption in drug prescriptions*

In relation to prescription of drugs, it was noted that doctors could prescribe drugs that the patients do not really need. This was seen as the fourth most corrupt item among the thirteen items given to the respondents. This practice affords doctors who have various links with pharmaceutical companies the

chance to make more money in sale of drugs. Thus, prescribed drugs are not necessarily given on the basis of the needs of the patient but based on how much money the doctor can make.

▶ *Negative work attitudes*

Respondents saw certain negative work attitudes as corrupt practices. For instance, some doctors who work in government hospitals also own or work in other private hospitals that provide them extra income. There are instances where doctors would not come to work at their scheduled times and would rather do private practice during the scheduled work hours. This was perceived to be the third most corrupt activity as seen by the respondents is this data captured in Table 14.

▶ *Accessing National Health Insurance Scheme (NHIS) related services*

NHIS related services were seen as another avenue for indulging in corrupt activities. Respondents noted that it is not easy to access drugs and other health related services with the NHIS card. Health workers are thus unwilling to provide prompt services for patients who are not willing to pay cash but rely on the health insurance scheme – how does this behaviour amount to abuse of entrusted power for private gain? This attitude is basically negligent behaviour rather than corruption. Health workers on the other hand complain of non-payment of claims, which adversely affect their operations hence their unwillingness to accept NHIS cards for health related services.

▶ *Other health related services*

Other health services that were perceived to be corrupt included ambulance services and the allocation of beds. The levels of corruption in these activities were however, seen as low compared to the other listed items. Thus, nurses and health workers demand bribes to allocate beds for some patients in situations where bed occupancy rates are high.

Table 14 >>

Table 14: Perceived level of corruption in the health sector

Item	Mean	Std Deviation
Medical procurement	3.52	1.23
It is possible for health administrators to divert budgeted funds	3.44	1.29
Health workers steal time by not coming to work or do private practice during work hours	3.41	1.31
Doctor prescribes a medication that patient does not need	3.38	1.30
Accessing drugs with NHIS card	2.83	1.49
Assessing health services with NHIS	2.82	1.51
Issuing fake sick leaves and medical reports	2.73	1.49
Subscribing to be an NHIS holder	2.70	1.51
Purchasing drugs from medical store/facility dispensary	2.61	1.49
Ambulance services	2.16	1.42
Allocation of beds	2.08	1.35
Acquisition and retrieval of folders	2.08	1.56

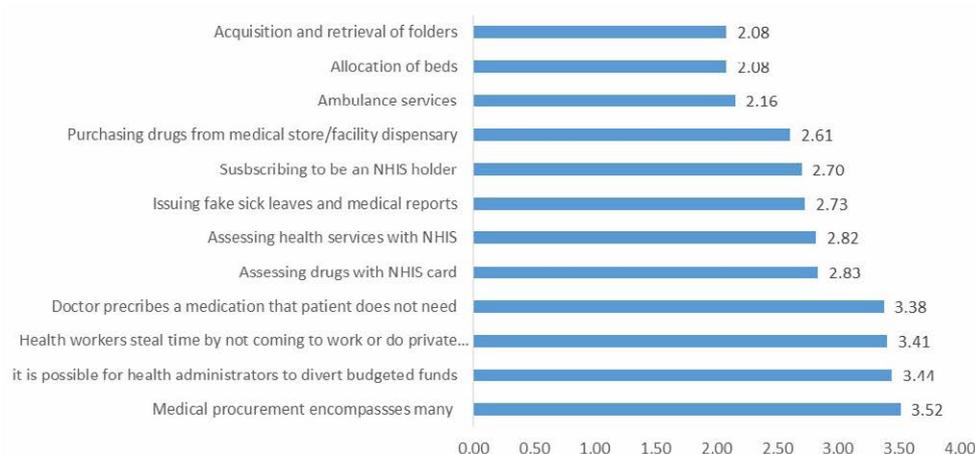
Source: Field Data, 2016

► Regional level differences

Respondents from the Ashanti region recorded the highest average score across all questions. The Upper East region recorded the lowest average score on the level of corruption for the service that related to the acquisition and retrieval of folders. The Central region also recorded the lowest score in terms

of the service that related to issuing of fake sick leave and medical reports. The Brong Ahafo region, on the other hand, recorded the lowest average score on the level of corruption for the remaining seven health related services. Table 15 presents the details of the average scores for the various regions across all the nine health related items.

Figure 20: Scores on the views of corruption in health-related services (1 – least corrupt, 5 – most corrupt)



Source: Field Data, 2016

Table 15: Levels of corruption in health-related issues (1 – least corrupt, 5 – most corrupt)

	AR	BA	CR	ER	GA	NR	UE	UW	VR	WR	National average
Abuse of drug prescription	3.69	1.49	1.72	1.78	2.32	2.19	2.11	2.07	2.00	2.00	2.14
Gaining access to a medical doctor	3.86	1.48	1.83	1.96	2.55	1.84	1.81	2.38	2.01	1.97	2.17
Discharging a patient from the hospital	3.77	1.54	1.52	1.98	2.46	3.48	2.49	1.92	2.05	1.93	2.31
Inflating prices of drugs	4.05	2.44	2.13	2.97	2.81	3.59	3.35	2.81	2.54	2.45	2.91
Referral to private hospitals owned by same medical doctor at the government hospital	3.64	2.47	1.65	2.61	3.06	3.73	3.12	2.73	2.51	2.43	2.80
Excuse of free drugs not available but available if one wants to pay	3.73	2.63	2.70	2.84	3.23	3.66	3.50	3.17	2.94	2.75	3.12
NHIS processes	4.24	2.17	2.74	2.70	3.19	2.99	2.75	2.49	2.54	2.95	2.88
Procurement in the health sector	3.60	2.37	1.62	2.32	2.89	3.16	2.94	2.66	2.40	2.15	2.61

Source: Field Data, 2016

Table 16: Cost of corruption in health-related issues

	AR	BA	CR	ER	GA	NR	UE	UW	VR	WR	NA
Abuse of drug prescription	104.0	141.6	100.6	76.7	147.3	131.0	70.5	203.3	149.3	66.2	119.0
Gaining access to a medical doctor	284.5	276.1	174.2	114.9	206.3	186.5	157.4	191.3	186.0	90.5	186.8
Discharging a patient from the hospital	378.5	162.5	184.1	301.6	292.3	206.8	147.5	163.2	196.2	159.4	219.2
Inflating prices of drugs	222.3	135.0	161.3	89.1	232.0	215.6	204.9	194.6	207.0	151.2	181.3

Referral to private hospitals owned by same medical doctor at the government hospital	426.8	304.3	240.0	406.5	401.6	257.7	170.2	405.8	220.3	276.1	310.9
Excuse of free drugs not available but available if one wants to pay	323.5	258.1	185.6	153.5	244.1	189.4	175.7	275.9	211.8	175.7	219.3
NHIS processes	219.4	315.3	132.9	184.6	226.5	130.9	203.8	200.1	187.4	175.3	197.6

Source: Field Data, 2016

Respondents were also asked to rank another set of activities on a scale of 1 to five where corrupt activities prevail. Generally, free drugs being available only when one is willing to pay for was noted as the most corrupt activity. Inflating the prices of drugs and the processes of the national health insurance scheme followed as the second and third most corrupt activities. The least corrupt activity was related to the abuse of drug prescription.

The Ashanti region recorded high scores across board, especially on the issues of NHIS processes as well as health professionals inflating the prices of drugs. The Greater Accra region recorded higher scores in the perceived levels of corruption on issues pertaining to referrals made by medical doctors to their own hospital (rather than the government hospitals) and making free drugs available only to those willing to pay for them. The respondents in the Northern region noted that there are highly corrupt activities in the health sector in the areas of referrals, inflating prices of drugs and making health care available only to those willing to pay. Respondents in the Upper East region noted that corruption mainly arises

from the sale of supposedly free drugs and the process of referrals.

In each of these instances, referrals to private hospitals owned by medical doctors who also work at government hospitals are reported as the most expensive corrupt activities. This is followed by the instances where a patient is being discharged from the hospital. The activities ranked as least expensive to respondents were the ones that concerned the abuse of drug prescriptions and inflating prices of drugs.

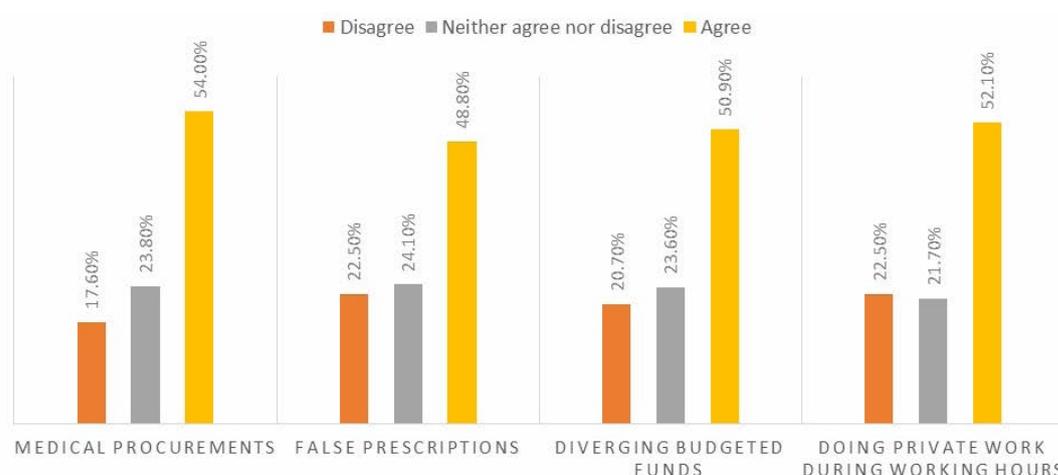
Similarly, the respondents were asked to confirm the degree to which certain selected activities within the health sector are corrupt or not. A total of five issues were presented. In terms of corruption in medical procurements, 54% of the respondents generally agreed that the issue exists within the health sectors. Specifically, the Upper East region recorded the highest respondents (81.3%) that perceived the conduct of this activity as fraught with corrupt practices. The Western, Upper West and the Eastern regions recorded the least number of respondents representing 37%, 38% and 44% respectively.

In terms of health administrators diverting budgeted funds or revenue, approximately 51% of the respondents agreed to this statement. On a regional level, the Upper East, Northern and Eastern regions had the highest proportion of respondents (with 81%, 72% and 55% of respondents respectively). The Brong Ahafo, Central and Upper West regions had the lowest portions of respondents perceiving the existence of health administrators diverting budgeted funds (with 27%, 35% and 42% of the respondents respectively).

With regard to the issue of health workers using official hours to engage in private practices, about 52% of

the respondents generally perceived that this was in existence as a corrupt activity. It was highly perceived by respondents within the Ashanti (93% of respondents), Upper East (72% of respondents) and the Northern regions (66% of respondents). This activity was least perceived by respondents within the Western (32% of respondents), Upper West (36% of respondents) and Eastern (37% of respondents) regions. Generally, about 50% of respondents perceived that a culture of corruption is being institutionalized in the country. The countrywide proportions are as given in Figure 21. Table A13 in the annexes also provides the regional level figures.

Figure 21: Views of corruption on health-related services



Source: Field Data, 2016

5.3

Effects of corruption in the Health Sector

▶ *Denial of access to quality healthcare*

Access to quality healthcare is seen as a right and not a privilege, just as in accessing quality education. The previous section noted that most patients with the NHIS card are not granted access to some health related services. They are thus denied of quality healthcare.

▶ *Endangering lives*

When doctors prescribe drugs with the intention of making money, lives of the patients are put in danger since the drugs prescribed may not be needed by the patient. Similarly, if doctors and other health workers attend to their private practice at the expense of their scheduled times, emergency situations may arise where doctors may not be available to attend to.

▶ *Compromise on quality*

The quality of healthcare provision generally is compromised. There is thus a situation where patients do not even trust the competence of the health personnel. Also, when budgeted funds are diverted, cheap and inferior equipment and materials are bought. A corrupt procurement system leads to adverse effects on the lives of patients as a whole. One could imagine what the

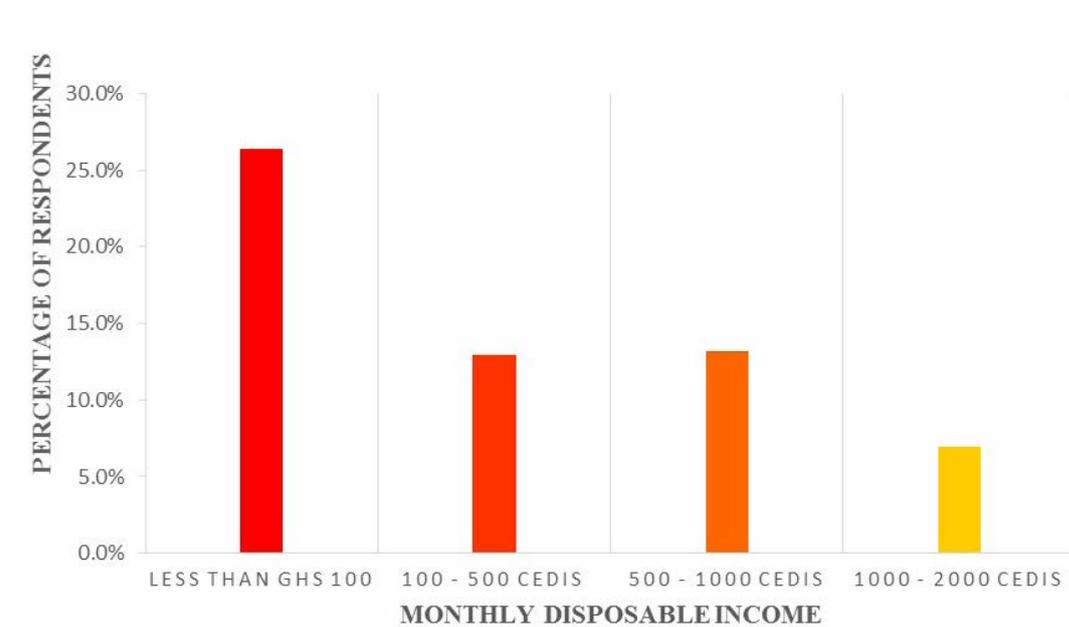
outcome will be where faulty surgery equipment or faulty standby generators are used in the case of a surgical operation when there is a power outage.

In addressing some other perceived effects of corruption within the health sector, respondents were made to rate their level of agreement on eight selected effects of corruption in the health sector. Generally, the perceived effects of corruption were high among most of the respondents. Most respondents believed that the access to healthcare, especially among the poor and marginalized groups have been affected negatively by corrupt activities within the health sector (about 78% of the respondents). Lives are also seen to be in peril due to these corrupt practices. This was affirmed generally by about 77% of the respondents and it stems from the lack of access to healthcare by individuals especially the poor and marginalized groups as shown in Figure 22.



Figure 22 >>

Figure 22: Impacts of corruption in the health sector



Source: Field Data, 2016

► *Regional level differences*

On the regional level, most respondents in the Ashanti region believed that corruption has affected the social benefits of investments made in the sector. This was affirmed by over 90% of the respondents within the region. This was followed by the respondents within the Upper East and the Northern regions with a percentage representation of approximately 86% and 77% respectively. On the effect of corruption on the general healthcare delivery, the Eastern and Ashanti regions recorded the highest proportions of respondents that agreed to this as an effect of corruption recording an approximate proportion of 83% and 81% respectively. The Brong Ahafo region followed closely with a percentage representation of approximately 80% of the respondents.

The Ashanti region is seen to have the

majority representation of respondents (in six out of the eight) noting the effects of corruption in the health sector. The Eastern and the Brong Ahafo regions also had the highest representation of respondents that attested to the effect of corruption in the remaining two out of the eight effects of corruption within the health sector.



Table 17: Region with highest representation on the various effects of corruption in the health sector

Effect of corruption	Region with highest proportion	percentage of respondents
Corruption affects all social benefits of investments in health sector	AR	91.9%
Corruption affects the private and social returns to health	AR	86.4%
Corruption affects the general quality of health delivery	ER	83.0%
Corruption affects the personal wellbeing of an individual	AR	91.8%
Corruption affects access to health care among poor and marginalized in the community	AR	90.5%
The lives of patients are endangered due to corruption	AR	91.0%
A larger number of people have been denied access to quality healthcare due to corruption	AR	89.3%
A culture of corruption in the health sector is being institutionalized	BA	74.4%

Source: Field Data, 2016

6.0

Cost and Impact of Corruption in Health and Educational Sectors in Ghana



This section outlines the combined impacts of corruption in the education and health sectors of the country. Overall, about 60% of the respondents spend excess amounts of money in obtaining educational and health related services. The data also shows that about 26.4% of the respondents who earn less than GHC100 cedis monthly spend more than GHC100 cedis in excess in obtaining services in the education and health sectors of the economy.

Again, about 18% of respondents, particularly among those that earn less than GHC100 cedis monthly, spend between GHC100 to GHC500 cedis in excess on obtaining educational and health related services. Similarly, about 4% spend between GHC500 to GHC1000 cedis in obtaining these services. Less than 2% spend between 1000 and 2000

cedis whilst about 2.5% of respondents that earn less than GHC100 cedis spend above GHC2000 cedis in accessing educational and health related services. For those that earn between GHC100 and GHC500 cedis monthly, about 13% of them spend an excess of more than what they earn in accessing these services. As shown in the bar graph presented below, most respondents who earn less spend more than what they earn as excess payments in accessing educational and health related services. This explains the denial of the poor and marginalised in the community of the opportunity to access these social services (see Fig 23)

Figure 23: Percentage of respondents whose annual excess payments in education and health sectors exceed monthly disposable income



Source: Field Data, 2016.

On the regional level, less than 10% of the respondents spent over GHC1000 cedis as excess spending in obtaining services in the education and health sectors in Ghana. In the Ashanti, Northern and the Volta regions, most of the respondents within the regions spent up to GHC100 cedis as excess spending on obtaining services in the health and

education sectors. Most respondents from the Brong Ahafo, Central, Eastern, Greater Accra, Upper East, Upper West and the Western regions spent nothing in excess to obtain health and education related services. Table 18 presents the details of the excess amounts spent in obtaining services in the education and health sectors.

Table 18: Excess amounts spent in obtaining services in education by percentage

	Nothing	Less than 100 cedis	100 – 500 cedis	500 – 1000 cedis	1000 to 2000 cedis	Above 2000 cedis
AR	10.8	30.4	26.0	11.6	9.8	10.8
BA	54.1	16.9	17.5	5.6	3.4	1.0
CR	47.0	22.9	13.0	4.2	2.6	5.9
ER	55.0	17.0	17.2	4.4	3.0	2.4
GA	51.0	15.4	13.0	3.2	1.9	4.0
NR	15.0	18.1	25.4	15.6	15.4	5.9
UE	30.6	20.5	23.3	8.4	8.6	5.6
UW	32.5	22.7	17.5	6.3	4.4	5.8
VR	30.8	32.6	20.4	4.8	1.7	1.5
WR	38.6	12.9	31.3	8.7	2.6	2.8
National Percentage	36.7	20.9	20.4	7.2	5.3	4.6

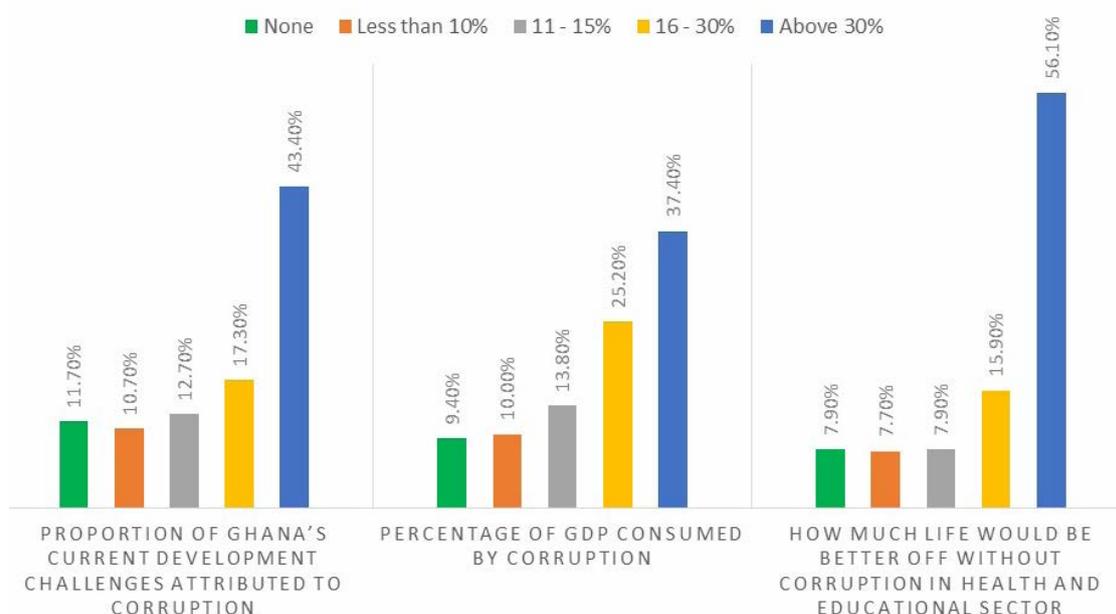
Source: Field Data, 2016

Generally, about 53% also spend up to 30% of their disposable income on excess payments in accessing services within the education and health sectors. Also, about 6% of the respondents spend above 30% of their annual disposable income in excess on gaining access in education and health services as a result of corruption in the health and education sectors. This is seen largely among those who earn between G H C 200 and G H C 500 cedis as their monthly income. A comparison on the respondents who spent above 30% of their disposable incomes in accessing educational and health related services among the regions showed that the Ashanti region had the largest proportion of respondents. Approximately 20% of respondents in the Ashanti region spent more than 30% of their disposable income in accessing health and educational services as a result of corruption in these sectors. Distantly following the Ashanti region are the Upper West and

the Central regions with a proportion of approximately 11% and 9% respectively.

In relation to the development challenges, 43% of the respondents generally affirmed that over 30% of the nation’s development challenges are due to corrupt activities within the education and health sectors as presented in Figure 24. This was affirmed greatly by respondents in the Ashanti, Brong Ahafo, Central, Greater Accra, the Upper East and the Upper West regions. Similarly, about 37% of the respondents nationwide agreed that over 30% of the nation’s GDP is lost to corruption. This was greatly affirmed by respondents within the Central, Brong Ahafo, Ashanti, Western, Greater Accra, Upper West and the Volta regions. Lastly, about 56% believed that their lives could be more than 30% better off without corrupt activities in the education and health sectors. This was affirmed by majority of respondents in all the regions in the country. Table A14 provides the regional details.

Figure 24: Impact of Corruption on economic development



Source: Field Data, 2016

On the role of elections on corruption in the education and health sectors, most believed that it indeed affected levels of corruption in the sectors. Generally, about 65% of the respondents believed that elections play a role in corrupting the education sector whilst

64% (Table 19) also believe that elections play a role regarding the prevalence of corruption in the health sector. Out of this, about 75% believed that the rate of corruption in these sectors increases a lot during elections.

Table 19: Views on the role of election in corruption in education and health

	Regional Code	Non-response	Yes	Not Sure	No
Election plays a role in corruption in the Education sector	AR	2.7%	87.3%	7.9%	1.9%
	BA	2.8%	66.2%	20.9%	10.1%
	CR	2.2%	60.1%	29.4%	8.3%
	ER	1.2%	59.6%	22.2%	17.0%
	GA	9.0%	60.4%	19.4%	11.2%
	NR	6.1%	74.0%	10.5%	9.1%
	UE	7.8%	79.5%	7.3%	5.1%
	UW	9.6%	63.1%	12.1%	15.2%
	VR	7.7%	41.4%	30.1%	20.8%
	WR	3.6%	65.3%	21.2%	9.9%
		National Percentage	5.0%	65.5%	18.3%
Election plays a role in corruption in the Health sector	AR	1.9%	87.5%	4.2%	6.4%
	BA	3.8%	63.0%	22.9%	10.3%
	CR	2.0%	58.3%	31.2%	8.5%
	ER	1.6%	54.8%	25.0%	18.6%
	GA	8.4%	58.9%	20.6%	12.2%
	NR	5.5%	78.1%	6.9%	9.5%
	UE	3.0%	71.6%	10.1%	15.2%
	UW	7.5%	56.9%	16.7%	19.0%
	VR	5.2%	42.2%	32.0%	20.6%
	WR	1.8%	69.1%	15.8%	13.3%
		National Percentage	4.1%	64.0%	18.7%

Source: Field Data, 2016

7.0

Summary and conclusions



7.1

Corruption in the Education Sector

The analysis shows that less than half of the respondents had paid bribes in accessing education related services. In comparison, perceived levels of bribery within the sector far exceed the actual lived experiences of the respondents as far as accessing educational services is concerned. Payment of bribes is confirmed by 33% of the respondents. The payment of bribes is mostly prevalent in the Ashanti, Northern and the Upper East regions. It is least

prevalent in the Brong Ahafo, Central and the Greater Accra regions. The Upper East and the Northern regions recorded the highest average amounts paid as bribes in accessing educational services with the Volta and the Upper West regions recording the least amounts paid as bribes.

Concerning the behaviour of key personnel in the educational sector (administrators and teachers), the general proportion of respondents had experienced situations where teachers demanded bribes for educational service than school administrators. Similarly, the situation where teachers force their students to buy handouts had more respondents confirming to have experienced it

compared to the other two situations. Bribes are seemingly more demanded by teachers than the school administrators as they are seen to have a more personal contact with students.

At the national level, the perceived level of corruption seems to be high among respondents across all the regions. Even the region with the least proportion of respondents alluding to high levels of corruption in the education sector had over 60% of respondents confirming it (The Upper West region). The Ashanti region recorded over 90% of respondents perceiving the existence of corruption in the educational sector.

Ratings on the views of corruption on certain education related services placed admission into tertiary institutions as the most corrupt aspect of access to education. This was followed by issues such as payments for examination questions, securing scholarships and securing contracts for School Feeding Programme. These items had relatively high amounts paid as bribes. Basic school admissions are noted to be least corrupt activity in the sector. On the regional level, the Brong Ahafo region recorded the highest amounts paid as bribes for five out of the thirteen items. These included securing contracts for School Feeding, distribution of Free Uniforms and the construction of educational facilities. The other two items concerned getting approvals from the Ghana Education Service for education materials and postings and promotion of teachers. The Greater Accra region recorded the highest amounts paid as bribes for four out of the thirteen items, mainly concerning admissions into basic

schools, the computerized placement systems, securing scholarships and changing examination grades.

7.2

Corruption in the Health Sector

Less than 30% of the respondents claimed to have experienced corrupt activities in the health sector. Perceived levels of corruption is significantly higher than the lived experiences of the respondents. However, compared to that of the Education sector, the generally perceived level of corruption in the Health sector is lower and this is also evident in the proportion of respondents that had ever paid bribes to access health related services.

Regional level statistical figures place the Ashanti region as the region with the highest proportion of respondents that had ever paid bribe followed by the Northern and Upper East regions. The payment of bribes in accessing health related services is least prevalent in the Eastern, Brong Ahafo and the Western regions with the lowest coming from the Eastern region. Although slightly different from responses in the education sector, perceived levels of corruption in the health is highly noted among the respondents. The Ashanti, Upper East and the Greater Accra regions have respondents admitting to have paid highest amounts as bribes in accessing health related services. These amounts ranged between approximately

GHC 270 to approximately GHC432 for these three regions. On the national level, average bribe payments noted is approximately GHC 235.

On the behaviour of some health workers concerning bribery, a lower proportion of the respondents generally agreed to these professionals demanding bribes. Although the Ashanti region recorded the highest number of respondents that attested to health administrators demanding bribes for admission, the proportion of such respondents was less than 35 percent. On the whole, health workers demanding bribes for pharmaceutical services ranked the highest proportion of respondents that attested to this constituting 14% of the respondents.

Ratings on the views of corruption on health-related services saw accessing drugs and other health services with the health insurance card being perceived to be the most corrupt health related services by the respondents. The least perceived corrupt service was related to ambulance services. Amounts paid as bribes for accessing health related services was high on the issue of referrals with the Ashanti and the Greater Accra regions paying more for these services.

7.3

Impact of Corruption on the Education and Health sectors

The respondents have not downplayed the impact of corruption in the education sector. Generally, over 68% of the respondents identified various effects of corruption on the education sector. The one of the major effects of corruption identified in the education sector is the denial of access to quality education to certain people especially the poor and marginalized in society. The poor within the community cannot afford to pay such high amounts to access education related services. In addition to this is the students' lack of incentive to learn. With the awareness that grades could be bought to ensure success in examinations, the students are not motivated to learn.

Within the health sector, the major impact of corruption is the lack of access to quality healthcare by the marginalised groups within the country. This was the same in the case of the education sector. Also of much importance is the negative impact of corruption on the lives of patients.

The data analysis has shown that various forms of corruption exist in both the health and education sectors of the country. This is sure to impact negatively on the economy.

Corruption in the education sector has deprived certain groups of the population (the marginalized) access to quality education.

Corruption in the health and education sectors has led the populace to spend more of their disposable income to access these related services. For instance, over 40% of the respondents spent up to GHC500 in excess in obtaining services in these two sectors. That is to say that one major impact of corruption in the health and education sectors is the excess spending that is made by the people. The data shows that only about 36% of the respondents do not spend anything in excess in obtaining services in the health and education sectors of the country.

A lot more of the challenges being experienced in the economy/country are perceived to be attributed to the high levels of corruption in the education and health sectors according to majority of the respondents. Only about 11% of the respondents disputed this fact. The remaining respondents noted that the levels of corruption in these sectors have contributed immensely to the development challenges of the country. Similarly, a significant proportion of the country's GDP is deemed to have been wasted through corrupt activities. For instance, just less than 9% of the respondents noted that no part of the nation's GDP is consumed by corruption. Life would then be significantly better off without corruption in both the health and the education sectors.

7.4

Recommendations

It can be gleaned from the report that institutional and legal frameworks, systems and processes ought to be put in place or strengthened to deal with corruption in the education and health sectors of the country. This undoubtedly will not be successful without the necessary will and concerted effort to enforcing these legal frameworks.

It is obvious from the report that institutions matter in dealing with corruption especially in the education and health sectors of the country. Weaker institutions incentivise corruption and therefore institutional strengthening will be key in addressing corruption in Ghana. Improving quality of education and health care delivery cannot be attained by pumping in more resources alone but also by strengthening the legal and institutional frameworks that ensure value for money in the sectors. For example, South Africa spends more on education, as a fraction of its GDP (6.4%), than European countries do on average (4.8%) and yet it ranks at the bottom of the education league tables (Economists, 2017). Institutional strengthening is needed also in the area of accountable and transparent procurement processes in both the health and education sectors of the country

More efforts are needed to reinforce on-going anti-corruption campaigns (in line with National Anti-Corruption Action Plan – NACAP framework) as led

by Ghana Integrity initiative and Ghana Anti-Corruption Coalition and others with efforts targeting not only demand side to corruption but the supply side as well. Contents of the campaigns should be broadened to educate citizens on rights under the health charter as patients exhibit high degrees of ignorance in their relationship with health providers. The same should be extended to the education sector and as more stakeholders become aware of the practice, its impact on society and the economy in general will become less attractive as sustained effort is made to deal with it. This should be situated in the context of the broader disclosure and transparency debate. It should also be backed by cultivating anti-corruption behaviors through promotion for effective enforcement of existing codes of conduct in consultation with all relevant stakeholders in the health and education sectors of the country. This will moderate corrupt practices in the sectors. The support of professional bodies such as National Association of Graduate Teachers (NAGRAT), Ghana National Association of Teachers (GNAT), Ghana Medical Association (GMA) etc. will be essential for compliance and enforcement. Anti-corruption education should reflect in curriculum development at all levels of education because it is the starting point of disclosure and transparency value system building. For example, when we include in our Religious and moral education not to sell hand-outs and examination questions to students it morally constraints both parties to engage in such practice and will help significantly in combating corruption through human capacity building.

The Computerised School Selection and Placement System (CSSPS) should be reviewed and assessment done to ascertain if it has achieved its intended purpose of eliminating corruption in the admission and selection process. A proper audit should be done to ascertain if actual placement conforms to standards articulated to the public. Certainly, the report confirms people have paid bribes to secure admission through the system and its increasing nature threatens the objective we sought to achieve with the establishment of the system.

In this regard, and consistent with the UNDP report (2010), creation of or strengthening existing external bodies to handle or audit the allocation of specific allowances such as scholarships, supervise/audit university admissions and entry examinations, or oversee teachers' examination and appointments with greater involvement of parents and other stakeholders may result in corruption deterrence for these specific risk areas. Similar measures may do for the health sector as well. The country should take advantage of the investment in ICT in the areas of teacher/registration and patient management, examination and access to education and health services in general.

Reference



- ▶ Budak, J andVizek, M. (2015) The corruption mark-up: is corruption cost incorporated in the prices of goods and services in emerging and developed countries? *Post-Communist Economies*, 27:2, 247-255

Appendix



Table A 1: Regional and district demarcations of survey areas

Region (Regional Code)	Districts	Number of respondents	Percentage within region	Percentage within country
Ashanti Region (AR)	Asante Akim Central	101	19.5%	2.1%
	Atwima Nwabiagya	115	22.2%	2.3%
	Ejisu Juaben	100	19.3%	2.0%
	Kumasi Metra	102	19.7%	2.1%
	Mampong Municipal	101	19.5%	2.1%
	Regional Total		519	100.0%
Brong Ahafo Region (BA)	Atebubu Amantin	100	19.9%	2.0%
	Jaman North	100	19.9%	2.0%
	Nkoranza North	103	20.5%	2.1%
	Pru	100	19.9%	2.0%
	Tain	100	19.9%	2.0%
	Regional Total		503	100.0%
Central Region (CR)	Agona Swedru	100	19.8%	2.0%
	Assin North Municipal	100	19.8%	2.0%
	Cape Coast	106	20.9%	2.2%
	Effutu	100	19.8%	2.0%
	Mfantseman Municipal	100	19.8%	2.0%
	Regional Total		506	100.0%
Eastern Region (ER)	Akuapem North	100	20.0%	2.0%
	East Akim	100	20.0%	2.0%
	Fanteakwa	100	20.0%	2.0%
	New Juaben	100	20.0%	2.0%
	Yilo Krobo	100	20.0%	2.0%
	Regional Total		500	100.0%
Greater Accra Region (GA)	Ada West	115	21.9%	2.3%
	Ashaiman	119	22.7%	2.4%
	Ga East	97	18.5%	2.0%
	Ga South	100	19.0%	2.0%
	Ga West	94	17.9%	1.9%
	Regional Total		525	100.0

Northern Region (NR)	Savelugu	99	20.1%	2.0%
	Tamale Metro	97	19.7%	2.0%
	Tolon	102	20.7%	2.1%
	West Mamprusi	98	19.9%	2.0%
	Yendi	97	19.7%	2.0%
	Regional Total	493	100.0%	10.0%
Upper West Region (UW)	Bawku Municipal	96	24.3%	20%
	Bawku West	101	25.6%	21%
	Kasena Nankana Municipal	98	24.8%	2.0%
	Kasena Nankana West	100	25.3%	2.0%
	Regional Total	395	100.0%	8.0%
Upper East Region (UE)	Jirapa	88	18.3%	1.8%
	Lawra	95	19.8%	1.9%
	Nadowli	97	20.2%	2.0%
	Sissala East	100	20.8%	2.0%
	Wa	100	20.8%	2.0%
	Regional Total	480	100.0%	9.8%
Volta Region (VR)	Akatsi North	82	17.0%	1.7%
	Akatsi South	101	21.0%	2.1%
	Central Tongu	98	20.4%	2.0%
	Kpando	100	20.8%	2.0%
	South Dayi	100	20.8%	2.0%
	Regional Total	481	100.0%	9.8%
Western Region (WR)	Bibiani	103	20.4%	2.1%
	Elembele	101	20.0%	2.1%
	Nzema East	100	19.8%	2.0%
	Sefwi Wiawso Municipal	101	20.0%	2.1%
	Sekondi-Takoradi Metro	100	19.8%	20%
	Regional Total	505	100.0%	10.3%

Table A 2: Respondents' General experience with corrupt activities at district level

Region	-	Non-Response	Yes	Not sure	No
AR	Asante Akim Central	-	85.1%	8.9%	5.9%
	Atwima Nwabiagya	-	97.4%	.9%	1.7%
	Ejisu Juaben	-	97.0%	2.0%	1.0%
	Kumasi Metro	1.0%	99.0%	-	-
	Mampong Municipal	1.0%	90.1%	-	8.9%
	Regional Average	.4%	93.8%	2.3%	3.5%
BA	Atebubu Amantin	2.0%	65.0%	11.0%	22.0%
	Jaman North	6.0%	46.0%	12.0%	36.0%
	Nkoranza North	-	75.7%	6.8%	17.5%
	Pru	2.0%	60.0%	20.0%	18.0%
	Tain	8.0%	40.0%	5.0%	47.0%
	Regional Average	3.6%	57.5%	10.9%	28.0%
CR	Agona Swedru	-	45.0%	5.0%	50.0%
	Assin North Municipal	-	44.0%	6.0%	50.0%
	Cape Coast	1.9%	38.7%	12.3%	47.2%
	Effutu	-	31.0%	10.0%	59.0%
	Mfantseman Municipal	-	47.0%	5.0%	48.0%
	Regional Average	.4%	41.1%	7.7%	50.8%
ER	Akuapem North	1.0%	37.0%	6.0%	56.0%
	East Akim	-	27.0%	2.0%	71.0%
	Fanteakwa	-	28.0%	13.0%	59.0%
	New Juaben	2.0%	51.0%	15.0%	32.0%
	Yilo Krobo	-	31.0%	2.0%	67.0%
	Regional Average	.6%	34.8%	7.6%	57.0%
GA	Ada West	2.6%	40.9%	10.4%	46.1%
	Ashaiman	3.4%	46.2%	11.8%	38.7%
	Ga East	2.1%	30.9%	7.2%	59.8%
	Ga South	2.0%	49.0%	13.0%	36.0%
	Ga West	3.2%	20.2%	12.8%	63.8%
	Regional Average	2.7%	38.1%	11.0%	48.2%

NR	Savelugu	1.0%	80.8%	7.1%	11.1%
	Tamale Metro	1.0%	58.8%	13.4%	26.8%
	Tolon	19.6%	38.2%	24.5%	17.6%
	West Mamprusi	1.0%	44.9%	22.4%	31.6%
	Yendi	1.0%	46.4%	40.2%	12.4%
	Regional Average	4.9%	53.8%	21.5%	19.9%
UE	Bawku Municipal	3.1%	59.4%	28.1%	9.4%
	Bawku West	5.9%	44.6%	19.8%	29.7%
	Kasena Nankane Municipal	6.1%	58.2%	8.2%	27.6%
	Kasena Nankane West	2.0%	38.0%	28.0%	32.0%
	Regional Average	4.3%	49.9%	21.0%	24.8%
UW	Jirapa	12.5%	48.9%	11.4%	27.3%
	Lawra	2.1%	33.7%	16.8%	47.4%
	Nadowli	2.1%	43.3%	17.5%	37.1%
	Sissala East	3.0%	35.0%	16.0%	46.0%
	Wa	6.0%	52.0%	22.0%	20.0%
	Regional Average	5.0%	42.5%	16.9%	35.6%
VR	Akatsi North	4.9%	41.5%	12.2%	41.5%
	Akatsi South	1.0%	55.4%	24.8%	18.8%
	Central Tongu	4.1%	29.6%	7.1%	59.2%
	Kpando	1.0%	77.0%	11.0%	11.0%
	South Dayi	8.0%	42.0%	25.0%	25.0%
	Regional Average	3.7%	49.5%	16.2%	30.6%
WR	Bibiani	1.9%	37.9%	6.8%	53.4%
	Elemebele	4.0%	20.8%	2.0%	73.3%
	Nzema East	-	24.0%	1.0%	75.0%
	Sefwi Wiawso Municipal	-	46.5%	5.9%	47.5%
	Sekondi-Takoradi Metro	1.0%	42.0%	1.0%	56.0%
	Regional Average	1.4%	34.3%	3.4%	61.0%

Table A 3: Ever paid bribes in accessing educational related services - district level

Regional Code	District	Non Response	Yes	Not sure	No
AR	Asante Akim Central	0	59.4%	15.8%	24.8%
	Atwima Nwabiagya	0	87.0%	7.0%	6.1%
	Ejisu Juaben	1.0%	63.0%	15.0%	21.0%
	Kumasi Metro	0	87.3%	4.9%	7.8%
	Mampong Municipal	0	74.3%	2.0%	23.8%
	Regional Average	.2%	74.6%	8.9%	16.4%
BA	Atebubu Amantin	1.0%	11.0%	14.0%	74.0%
	Jaman North	0	39.0%	4.0%	57.0%
	Nkoranza North	2.9%	12.6%	6.8%	77.7%
	Pru	3.0%	19.0%	19.0%	59.0%
	Tain	10.0%	38.0%	7.0%	45.0%
	Regional Average	3.4%	23.9%	10.1%	62.6%
CR	Agona Swedru	0	25.0%	5.0%	70.0%
	Assin North Municipal	3.0%	23.0%	6.0%	68.0%
	Cape Coast	2.8%	11.3%	5.7%	80.2%
	Effutu	2.0%	11.0%	8.0%	79.0%
	Mfantseman Municipal	3.0%	20.0%	0	77.0%
	Regional Average	2.2%	18.0%	4.9%	74.9%
ER	Akuapem North	1.0%	33.0%	6.0%	60.0%
	East Akim	0	26.0%	2.0%	72.0%
	Fanteakwa	0	23.0%	9.0%	68.0%
	New Juaben	2.0%	22.0%	6.0%	70.0%
	Yilo Krobo	1.0%	30.0%	1.0%	68.0%
	Regional Average	.8%	26.8%	4.8%	67.6%
GA	Ada West	2.6%	22.6%	6.1%	68.7%
	Ashaiman	0	25.2%	7.6%	67.2%
	Ga East	8.2%	17.5%	6.2%	68.0%
	Ga South	4.0%	30.0%	9.0%	57.0%
	Ga West	2.1%	8.5%	3.2%	86.2%
	Regional Average	3.2%	21.1%	6.5%	69.1%
NR	Savelugu	3.0%	68.7%	4.0%	24.2%
	Tamale Metro	1.0%	46.4%	5.2%	47.4%
	Tolon	5.9%	37.3%	26.5%	30.4%
	West Mamprusi	4.1%	48.0%	16.3%	31.6%
	Yendi	1.0%	38.1%	13.4%	47.4%
	Regional Average	3.0%	47.7%	13.2%	36.1%

UE	Bawku Municipal	0	52.1%	3.1%	44.8%
	Bawku West	2.0%	41.6%	22.8%	33.7%
	Kasena Nankane Municipal	8.2%	50.0%	4.1%	37.8%
	Kasena Nankane West	3.0%	28.0%	13.0%	56.0%
	Regional Average	3.3%	42.8%	10.9%	43.0%
UW	Jirapa	14.8%	37.5%	13.6%	34.1%
	Lawra	2.1%	23.2%	8.4%	66.3%
	Nadowli	3.1%	19.6%	14.4%	62.9%
	Sissala East	12.0%	24.0%	10.0%	54.0%
	Wa	3.0%	46.0%	19.0%	32.0%
	Regional Average	6.9%	30.0%	13.1%	50.0%
VR	Akatsi North	6.1%	29.3%	7.3%	57.3%
	Akatsi South	2.0%	40.6%	22.8%	34.7%
	Central Tongu	12.2%	17.3%	8.2%	62.2%
	Kpando	3.0%	25.0%	22.0%	50.0%
	South Dayi	6.0%	26.0%	22.0%	46.0%
	Regional Average	5.8%	27.7%	16.8%	49.7%
WR	Bibiani	1.0%	27.2%	2.9%	68.9%
	Elembele	1.0%	19.8%	0	79.2%
	Nzema East	1.0%	15.0%	2.0%	82.0%
	Sefwi Wiawso Municipal	0	44.6%	3.0%	52.5%
	Sekondi Takoradi Metro	0	20.0%	2.0%	78.0%
	Regional Average	.6%	25.3%	2.0%	72.1%

Table A 4: Specific experience with education officials - district level

Region	District	School administrator demanding bribes for education related services				Teachers demanding bribes for education related services				Teachers demanding bribes forcing students to buy handouts as a criterion for passing			
		Non-Response	Yes	Not Sure	No	Non-Response	Yes	Not Sure	No	Non-Response	Yes	Not Sure	No
AR	Asante Akim Central		52.5%	26.7%	20.8%		50.5	28.7%	20.8%		63.4%	19.8%	16.8%
	Atwima Nwabiagya	0.9%	77.4%	10.4%	11.3%		81.7%	7.0%	11.3%		87.0%		13.0%
	Ejisu Juaben		46.0%	38.0%	16.0%	1.0%	57.0%	29.0%	13.0%	5.0%	73.0%	9.0%	13.0%
	Kumasi Metro		78.4%	7.8%	13.7%		89.2%	4.9%	5.9%	1.0%	92.2%	2.0%	4.9%
	Mampong Municipal	2.0%	60.4%	13.9%	23.8%	2.0%	45.5%	32.7%	19.8%	4.0%	72.3%	5.9%	17.8%
	Regional Percentage	1.4%	47.5%	10.3%	40.8%	1.6%	47.7%	11.1%	39.6%	1.2%	41.4%	15.9%	41.6%
CR	Agona Swedru		16.0%	3.0%	81.0%		3.0%	8.0%	89.0%		11.0%	6.0%	41.6%
	Assin North Municipal	1.0%	13.0%	7.0%	79.0%	1.0%	5.0%	9.0%	85.0%	3.0%	10.0%	6.0%	83.0%
	Cape Coast	3.8%	17.9%	13.2%	65.1%	6.6%	29.2%	16.0%	48.1%	3.8%	51.9%	8.5%	35.8%
	Effutu	3.0%	7.0%	2.0%	88.0%	2.0%	4.0%	1.0%	93.0%	3.0%	23.0%	2.0%	72.0%
	Mfantseman Municipal	2.0%	13.0%	3.0%	82.0%	2.0%	13.0	4.0%	81.0%	1.0%	22.0%	5.0%	72.0
	Regional Percentage	2.0%	13.4%	5.7%	78.9%	2.4%	11.1%	7.7%	78.9%	2.2%	23.9%	6.1%	67.8%

UE	Bawku Municipal	4.2%	54.2%	20.8%	20.8%	20.8%	67.7%	9.4%	17.7%	4.2%	77.1%	8.3%	10.4%
	Bawku West	1.0%	22.8%	30.7%	45.5%	4.0%	44.6	26.7%	24.8%	4.0%	46.5%	25.7%	23.8
	Kasena Nankane Municipal		63.3%	20.4%	16.3%		72.4%	15.3%	12.2%		83.7%	7.1%	9.2%
	Kasena Nankane West	2.0%	1.0%	97.0%	2.0%	10.0	10.0		88.0%	6.0%	36.0%		58.0
	Regional Percentage	1.8%	34.9%	18.0%	45.3%	2.8%	48.4	12.9%	35.9%	3.5%	60.5%	10.4%	25.6%
UW	Jirapa	12.5%	33.0%	14.8%	39.8%	14.8%	47.7	10.2%	27.3%	12.5%	60.2%	5.7%	21.6
	Lawra		25.3%	22.1%	52.6%	4.2%	29.5	21.1%	45.3%	4.2%	51.6%	11.6%	32.6
	Nadowli	5.2%	20.6%	16.5%	57.7%	5.2%	22.7%	18.6%	53.6%	10.3%	55.7%	8.2%	25.8%
	Sissala East	5.0%	17.0%	21.0%	57.0%	6.0%	17.0%	24.0%	53.0%	6.0%	48.0%	13.0%	33.0%
	Wa	3.0%	40.0%	23.0%	34.0%	2.0%	33.0%	30.0%	35.0%	3.0%	54.0%	19.0%	24.0%
Regional percentage	5.0%	27.1%	19.6%	48.3%	6.3%	29.6%	21.0%	43.1%	7.1%	53.8%	11.7%	27.5%	
VR	Akatsi North	4.9%	14.6%	15.9%	64.6%	3.7%	17.1%	11.0%	68.3%	3.7%	45.1%	2.4%	48.8%
	Akatsi South	1.0%	21.8%	22.8%	54.5%		7.9%	33.7%	58.4%		33.7%	23.8%	42.6%
	Central Tongu	4.1%	18.4%	12.2%	65.3%	3.1%	23.5%	12.2%	61.2%	5.1%	49.0%	6.1%	39.8%
	Kpando	2.0%	11.0%	25.0%	62.0%		9.0%	22.0%	69.0%	2.0%	48.0%	8.0%	42.0%
	South Dayi	4.0%	16.0%	38.0%	42.0%	4.0%	12.0%	38.0%	46.0%	4.0%	39.0%	25.0%	32.0%
Regional Percentage	3.1%	16.4%	23.1%	57.4%	2.1%	13.7%	23.9%	60.3%	2.9%	42.8%	13.5%	40.7%	

WR	Bibiani	1.9%	27.2%	9.7%	61.2%	1.0%	40.8%	10.7%	47.6%	3.9%	60.2%	5.8%	30.1%
	Elembele		11.9%	2.0%	86.1%		21.8%	5.0%	73.3%		34.7%	4.0%	61.4%
	Nzema East		8.0%	7.0%	85.0%		12.0%	20.0%	68.0%		18.0%	17.0%	65.0%
	Sefwi Wiawso Municipal	1.0%	44.6%	7.9%	46.5%	2.0%	29.7%	8.9%	59.4%	1.0%	39.6%	9.9%	49.5%
	Sekondi-Takoradi Metro		10.0%	9.0%	81.0%		11.0%	12.0%	77.0%		18.0%	9.0%	73.0%
	Regional percentage	0.6%	20.4%	7.1%	71.9%	0.6%	23.2%	11.3%	65.0%	1.0%	34.3%	9.1%	55.6%

Table A 5: Average amounts paid as bribe in the education sector across the various districts

Region	Average amount	Region	Average amount
ASHANTI		NORTHERN REGION	
Asante Akim Central	597.73	Savelugu	477.21
Atwima Nwabiagya	795.15	Tamale Metro	1172.92
Ejisu Juaben	429.69	Tolon	657.61
Kumasi Metro	550.00	West Mamprusi	761.67
Mampong Municipal	417.33	Yendi	868.92
Regional Average	557.98	Regional Average	787.66
BRONG AHAFO		UPPER EAST REGION	
Atebubu Amantin	929.17	Bawku Municipal	1054.08
Jaman North	684.21	Bawku West	656.25
Nkoranza North	818.18	Kasena Nankane Municipal	1425.51
Pru	950.00	Kasena Nankane West	692.86
Tain	316.67		
Regional Average	739.65	Regional Average	957.17
CENTRAL REGION		UPPER WEST REGION	
Agona Swedru	374.00	Jirapa	495.71
Assin North Municipal	245.65	Lawra	336.96
Cape Coast	415.00	Nadowli	267.39
Effutu	327.27	Sissala East	309.26
Mfantseman Municipal	307.50	Wa	316.30
Regional Average	333.88	Regional Average	307.48

EASTERN REGION		VOLTA REGION	
Akuapem North	434.72	Akatsi North	195.45
East Akim	437.04	Akatsi South	182.93
Fanteakwa	354.55	Central Tongu	242.50
New Juaben	503.85	Kpando	184.62
Yilo Krobo	236.67	South Dayi	196.15
Regional Average	393.36	Regional Average	201.55
GREATER ACCRA REGION		WESTERN REGION	
Ada West	107.69	Bibiani	641.94
Ashaiman	386.67	Elembele	352.50
Ga East	413.89	Nzema East	440.00
Ga South	340.00	Sefwi Wiawso Municipal	1182.95
Ga West	355.00	Sekondi-Takoradi Metro	631.82
Regional Average	320.65	Regional Average	651.82

Table A 6: Specific experience of respondents with regards to bribery in education across the regions by percentage

	Region	Non-Response	Not sure	Yes	Non- response
Experienced a school administrator/head teacher demanding bribes for admission, grades.	AR	63.4%	19.1%	17.0%	0.6%
	BA	47.5%	10.3%	40.8%	1.4%
	CR	13.4%	5.7%	78.9%	2.0%
	ER	19.2%	7.4%	72.4%	1.0%
	GA	20.6%	12.4%	63.4%	3.6%
	NR	40.8%	15.8%	41.0%	2.4%
	UE	34.9%	18.0%	45.3%	1.8%
	UW	27.1%	19.6%	48.3%	5.0%
	VR	16.4%	23.1%	57.4%	3.1%
	WR	20.4%	7.1%	71.9%	0.6%
National Average		30.4%	13.9%	53.6%	2.1%
Experienced a teacher demanding bribe for admission, grade, exam and book purchases	AR	65.3%	20.0%	14.1%	0.6%
	BA	47.7%	11.1%	39.6%	1.6%
	CR	11.1%	7.7%	78.9%	2.4%
	ER	27.8%	9.6%	60.8%	1.8%
	GA	23.6%	11.2%	61.3%	3.8%
	NR	58.2%	12.6%	27.2%	2.0%
	UE	48.4%	12.9%	35.9%	2.8%
	UW	29.6%	21.0%	43.1%	6.3%
	VR	13.7%	23.9%	60.3%	2.1%
	WR	23.2%	11.3%	65.0%	0.6%
National Average		34.9%	14.1%	48.6%	2.4%

Have any personal experience with teachers forcing students to buy handouts as a criterion for passing exams	AR	77.8%	7.1%	13.1%	1.9%
	BA	41.4%	15.9%	41.6%	1.2%
	CR	23.9%	6.1%	67.8%	2.2%
	ER	22.0%	11.2%	65.8%	1.0%
	GA	43.8%	5.3%	47.0%	3.8%
	NR	66.1%	10.3%	20.5%	3.0%
	UE	60.5%	10.4%	25.6%	3.5%
	UW	53.8%	11.7%	27.5%	7.1%
	VR	42.8%	13.5%	40.7%	2.9%
	WR	34.3%	9.1%	55.6%	1.0%
	National Average	46.6%	10.1%	40.5%	2.8%

Table A 7: Scores on the views of corruption in education sector across the regions

	AR	BA	CR	ER	GA	NR	UE	UW	VR	WR	National Average
Admission into basic school	3.84	1.21	2.22	1.75	2.26	1.62	1.32	1.63	1.57	1.59	1.90
SHS computerised placement system	4.11	1.95	3.72	2.64	3.26	1.84	1.42	2.28	2.32	2.64	2.62
Admission into SHS	4.46	2.55	4.07	3.32	3.64	2.48	2.08	2.69	2.56	3.27	3.11
Admission into tertiary institutions	4.65	3.32	4.27	3.64	3.83	3.79	3.20	3.68	3.04	3.59	3.70
Securing contracts for school feeding programs	4.30	3.76	3.99	3.26	3.62	2.28	1.80	3.43	2.96	3.51	3.29
Securing contracts for distribution of free uniforms	4.22	3.75	3.94	3.25	3.53	2.20	1.58	3.14	2.94	3.49	3.21
Securing contract for construction of educational facilities	4.20	3.84	4.05	3.38	3.77	2.40	1.79	3.71	3.39	3.49	3.40
Acquiring or securing scholarships	4.39	3.71	3.92	3.09	3.73	2.34	1.81	3.43	3.18	3.29	3.29
Getting approval from GES for education materials	4.35	3.60	3.53	3.06	3.42	2.09	1.67	2.66	2.34	3.08	2.98
Postings and promotions of teachers	4.19	3.72	3.88	3.62	3.57	2.53	1.71	3.32	3.09	3.09	3.27
Paying for exam questions	4.13	3.57	4.18	3.44	3.99	2.52	1.53	3.14	2.95	3.47	3.29
Changing of exam grades	4.21	3.18	4.16	3.13	3.94	2.42	1.29	3.18	2.78	3.37	3.17
Buying of certificates	4.22	3.16	4.12	2.94	3.97	2.54	.99	3.48	2.73	3.24	3.14

Table A 8: Amount of bribes paid to access educational services - district level

Regional code	District	A	B	C	D	E	F	G	H	I	J	K	L	M
AR	Asante Akim Central	212.7	475.0	638.8	1720.5	721.9	690.8	1543.8	835.7	441.4	913.1	1025.0	459.0	1025.0
	Atwima Nwabiagya	335.8	793.2	1076.9	1664.7	1145.6	1150.0	1168.3	1051.1	1067.9	1007.7	1224.0	1027.2	1224.0
	Ejisu Juaben	73.0	761.8	634.9	2387.0	916.3	906.5	971.7	800.0	514.9	926.1	1050.0	687.8	1050.0
	Kumasi Metro	160.0	545.6	827.0	1796.4	1192.1	1188.1	1251.6	1051.4	844.6	1191.0	1164.8	917.3	1164.8
	Mampong Municipal	115.0	456.9	537.9	1538.0	803.0	867.1	1301.2	1042.6	759.9	1153.2	1046.8	770.5	1046.8
	Regional Average	179.3	606.5	743.1	1821.3	955.8	960.5	1247.3	956.2	725.7	1038.2	1102.1	772.3	1102.1
BA	Atebusu Amantin	0.0	0.0	268.8	960.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Jaman North	211.5	448.0	598.2	1590.5	1004.8	1133.3	1548.9	1439.3	1161.6	1126.4	1634.8	1170.9	1634.8
	Nkoranza North	0.0	0.0	412.5	942.9	1500.0	1500.0	2500.0	300.0	2500.0	2500.0	2500.0	300.0	2500.0
	Pru	100.0	637.5	520.6	1138.2	2166.7	1583.3	2500.0	850.0	1683.3	1260.0	1887.5	2500.0	1887.5
	Tain	100.0	220.0	411.1	873.1	583.3	583.3	850.0	500.0	440.0	464.3	500.0	318.8	500.0
	Regional Average	82.3	435.2	442.2	1100.9	1313.7	1200.0	1849.7	772.3	1446.2	1337.7	1630.6	1072.4	1630.6
CR	Agona Swedru	95.5	157.1	614.3	1095.8	1700.0	1700.0	2062.5	0.0	50.0	237.5	1625.0	750.0	1625.0
	Assin North Municipal	0.0	112.5	325.0	1500.0		0.0	750.0	0.0	0.0	0.0	300.0	300.0	300.0
	Cape Coast	415.2	734.8	844.4	1375.7	1272.4	1117.9	1480.0	1031.5	938.6	1242.6	1665.0	1469.0	1665.0
	Effutu	394.4	561.1	680.0	881.8	750.0	750.0	750.0	600.0	525.0	810.0	1081.3	825.0	1081.3
	Mfantseman Municipal	295.0	450.0	418.8	984.6	1092.9	1025.0	1570.0	1108.3	1450.0	1262.5	1812.5	1375.0	1812.5
	Regional Average	240.0	403.1	576.5	1167.6	1203.8	1148.2	1322.5	913.3	740.9	888.1	1296.8	943.8	1296.8

ER	Akuapem North	109.1	319.3	403.2	784.6	1290.3	1169.7	1140.3	491.3	773.5	638.1	1246.6	903.4	1246.6
	East Akim	50.0	258.3	350.0	1155.6		0.0	678.6	175.0	750.0	850.0	2166.7	600.0	2166.7
	Fanteakwa		463.6	261.5	540.0	1018.8	1050.0	0.0	650.0	777.8	300.0	1235.7	112.5	1235.7
	New Juaben	121.4	300.0	650.0	1328.1		0.0	1099.4	0.0	408.3	0.0	1092.9	0.0	0.0
	Yilo Krobo	50.0	335.3	175.0	300.0	1263.1	1159.0	1462.5	500.0	773.7	450.0	1278.6	0.0	1278.6
	Regional Average	82.6	335.3	367.9	821.7	1190.7	1126.2	1095.2	454.1	768.7	529.3	1481.9	677.2	1481.9
	Ada	458.9	782.1	870.0	1510.0	753.1	773.3	1195.8	1090.6	1014.7	1246.4	1388.3	1765.0	1765.0
	West Ashiaman	447.4	691.3	664.3	1209.6	703.3	766.7	1004.0	690.9	741.7	1218.4	1504.8	1652.9	1652.9
	Ga East	320.5	473.7	721.7	1465.9	802.2	647.7	1261.1	1092.9	743.2	911.8	1359.7	1294.1	1359.7
	Ga South	366.1	447.8	611.8	1260.3	1044.4	1016.7	1166.3	934.4	331.8	775.0	1133.3	1050.0	1133.3
Ga West	193.3	658.2	568.8	1170.5	906.3	924.2	1445.5	1055.0	851.1	671.9	1521.9	825.0	1521.9	
Regional Average	357.2	610.6	687.3	1323.3	841.9	825.7	1214.5	972.8	736.5	964.7	1486.6	1212.4	1486.6	
NR	Savelugu	116.2	521.9	306.8	1238.0	940.0	1080.8	517.9	1166.7	1040.9	293.3	1327.3	346.2	1327.3
	Tamale Metro	397.1	268.5	613.2	1442.1	718.2	372.2	497.5	403.3	193.3	689.3	936.4	781.8	936.4
	Tolon	55.0	232.0	380.1	1392.0	612.5	490.3	1275.0	575.7	639.7	365.6	965.2	473.1	965.2
	West Mamprusi	265.7	1025.0	449.3	1152.9	1200.0	1275.0	800.6	1683.3	1100.0	669.7	1625.0	721.4	1625.0
	Yendi	281.0	262.7	597.4	1629.8	748.1	604.7	1275.0	768.5	590.8	687.5	1062.9	1100.0	1062.9
	Regional Average	223.0	462.0	469.4	1370.9	843.7	764.6	873.2	919.5	713.0	541.1	1183.3	684.5	1183.3
	Bawku Municipal	102.6	287.9	270.9	1804.4	488.3	595.8	0.0	635.7	500.8	350.0	917.5	533.3	917.5
	Bawku West	142.9	0.0	393.3	927.0		0.0	0.0	1266.7	50.0	518.3	1275.0	664.3	1275.0
	Nankane Municipal	0.0	0.0	133.3	659.2	750.0	190.0	604.0	0.0	203.8	0.0	190.0	0.0	0.0
	Kasena Nankane West	0.0	282.1	323.7	1078.6	504.4	551.4	1282.7	741.5	529.4	300.0	980.1	0.0	980.1
Regional Average	61.4	285.0	280.3	1117.3	580.9	445.7	943.4	881.3	360.1	343.0	1057.5	462.5	1057.5	
UW	Jirapa	323.5	406.1	551.9	1612.9	985.5	980.4	650.0	1010.7	541.3	903.3	1369.7	802.0	1369.7
	Lawra	100.0	402.2	600.0	1290.9	576.4	518.2	1272.4	653.0	400.0	695.6	1028.8	869.0	1028.8
	Nadowli	79.4	332.6	461.2	1129.6	791.4	806.0	1340.7	1050.0	754.2	640.4	1340.6	570.4	1340.6
	Sissala East	176.3	556.7	427.9	902.4	1186.4	1174.5	1166.1	1040.0	714.0	678.6	1571.7	1083.3	1571.7
	Wa	360.2	427.1	585.4	1233.6	916.8	859.4	1067.6	977.2	595.3	613.6	1360.7	875.5	1360.7
	Regional Average	228.8	327.2	377.9	757.2	477.6	435.4	737.6	767.4	407.4	481.5	713.8	547.4	713.8

WR	Bibiani	50.0	91.7	373.9	1150.0	900.0	525.0	750.0	750.0	400.0	496.2	2500.0	750.0	2500.0
	Elembele	100.0	82.6	233.3	426.5	50.0	300.0	2500.0	300.0	750.0	390.0	0.0	1500.0	0.0
	Nzema East	50.0	375.0	169.3	257.1	1333.3	0.0	333.3	1420.0	2500.0	300.0	2500.0	0.0	2500.0
	Sefwi Wiawso Municipal	133.3	171.1	431.6	1885.7	300.0	300.0	885.0	264.3	292.9	1916.7	300.0	1625.0	300.0
	Sekondi- Takoradi Metro	57.8	162.1	237.3	392.9	726.3	628.1	0.0	595.2	488.1	161.9	1291.7	300.0	1291.7
	Regional Average	78.2	176.5	289.1	822.4	661.9	438.3	1117.1	665.9	886.2	652.9	1647.9	1043.8	1647.9

KEY:

A	Admission into basic schools	F	Securing contracts for distribution of free uniforms	K	Paying for exam questions
B	SHS computerised placement system	G	Securing contract for construction of educational facilities	L	Changing of exam grades
C	Admission into SHS	H	Acquiring or securing scholarships	M	Buying of certificates
D	Admission into tertiary institutions	I	Getting approval from GES for education materials		
E	Securing contracts for school feeding programs	J	Postings and promotions of teachers		

Table A 9: Other effects of corruption in the education sector by percentage

	Region	Non- response	Disagree	Neutral	Agree
Corruption in the education sector affects the country's GDP	AR	0.8	3.3	6.7	89.2
	BA	1.6	9.3	3.2	85.9
	CR	1.8	3.4	15.8	79.1
	ER	2.0	9.6	17.2	71.2
	GA	12.0	8.8	12.2	67.0
	NR	5.7	15.0	28.4	50.9
	UE	4.1	9.6	19.7	66.6
	UW	7.7	18.1	17.7	56.5
	VR	5.0	17.7	14.8	62.6
	WR	4.4	5.3	16.6	73.7
	National Average	4.5	10.0	15.2	70.3
Corruption affects the private and social returns to investment in education	AR	0.6	3.1	7.9	88.4
	BA	1.8	7.8	7.2	83.3
	CR	1.6	3.0	18.0	77.5
	ER	2.0	10.6	18.0	69.4
	GA	12.8	8.0	12.4	66.9
	NR	5.7	12.6	18.7	63.1
	UE	3.3	7.6	16.2	72.9
	UW	7.3	13.1	23.5	56.0
	VR	5.0	17.3	16.0	61.7
	WR	4.4	5.9	20.2	69.5
	National Average	4.4	8.9	15.8	70.9

Students have less incentives to learn if they purchase grades	AR	1.5	2.5	6.0	90.0
	BA	2.6	10.7	11.5	75.1
	CR	2.4	3.0	22.1	72.5
	ER	3.2	7.8	12.2	76.8
	GA	14.1	6.5	11.0	68.4
	NR	5.9	11.2	10.5	72.4
	UE	3.8	7.1	7.6	81.5
	UW	8.3	11.0	17.5	63.1
	VR	6.4	14.3	18.7	60.5
	WR	4.6	4.6	22.2	68.7
National Average	5.3	7.9	13.9	72.9	
Completion of education cannot be closely linked to ability of entry into programs and grades are for sale	AR	0.8	14.5	7.7	77.1
	BA	2.2	17.5	12.7	67.6
	CR	1.8	3.8	33.6	60.9
	ER	2.2	7.6	16.6	73.6
	GA	13.0	9.3	13.9	63.8
	NR	5.5	13.4	9.1	72.0
	UE	3.3	6.6	7.1	83.0
	UW	7.5	17.5	22.7	52.3
	VR	5.6	18.1	22.2	54.1
	WR	4.4	6.3	24.0	65.3
National Average	4.6	11.5	17.0	67.0	

Employers are tempted to reduce the wages of labour since they do not know their grades on paper do not reflect their ability	AR	0.8	3.3	6.6	89.4	
	BA	2.0	34.0	9.1	54.9	
	CR	2.0	7.9	36.6	53.6	
	ER	3.0	25.8	29.6	41.6	
	GA	12.8	16.4	17.9	53.0	
	NR	5.9	12.4	7.1	74.6	
	UE	3.0	5.3	7.8	83.8	
	UW	8.3	24.6	22.3	44.8	
	VR	4.8	25.4	21.8	48.0	
	WR	4.4	18.8	26.5	50.3	
	National Average		4.7	17.4	18.5	59.4
	A large number of genuine people have been denied access to quality education due to corruption in the sector	AR	1.0	3.7	8.3	87.1
BA		2.6	10.3	6.6	80.5	
CR		2.2	3.0	23.9	70.9	
ER		2.2	4.8	13.0	80.0	
GA		13.0	6.9	10.7	69.5	
NR		5.7	12.4	9.7	72.2	
UE		4.8	6.1	6.8	82.3	
UW		7.5	11.9	14.2	66.5	
VR		4.8	13.9	14.3	66.9	
WR		4.6	8.7	12.3	74.5	
National Average		4.8	8.2	12.0	75.0	

Corruption in education sector has increased over the last three or four years	AR	1.2	2.5	3.7	92.7
	BA	2.4	14.9	10.1	72.6
	CR	1.6	8.3	24.3	65.8
	ER	2.4	11.6	25.0	61.0
	GA	13.7	8.6	13.5	64.2
	NR	5.5	13.8	36.3	44.4
	UE	4.3	7.6	42.3	45.8
	UW	8.3	16.9	25.6	49.2
	VR	5.8	20.6	25.2	48.4
	WR	4.6	8.1	13.9	73.5
	National Average	5.0	11.3	22.0	61.8
	A culture of corruption in education is being institutionalised in the country	AR	1.5	16.6	13.1
BA		3.2	8.9	10.5	77.3
CR		2.6	7.3	27.1	63.0
ER		2.8	16.4	23.4	57.4
GA		13.5	10.5	17.5	58.5
NR		7.3	12.4	37.5	42.8
UE		5.8	7.6	34.2	52.4
UW		10.2	20.0	28.5	41.3
VR		5.6	17.9	18.3	58.2
WR		5.0	6.3	16.6	72.1
National Average		5.8	12.4	22.7	59.2

The poor and marginalised groups are being deprived of education as a result of corruption	AR	0.8	3.9	6.2	89.2
	BA	2.2	8.5	8.3	80.9
	CR	2.0	5.3	23.7	69.0
	ER	2.2	7.2	12.6	78.0
	GA	13.0	6.7	14.5	65.9
	NR	5.5	13.6	8.5	72.4
	UE	3.3	8.1	8.4	80.3
	UW	7.7	14.8	14.0	63.5
	VR	4.6	15.4	13.5	66.5
	WR	4.4	5.7	14.7	75.2
	National Average	4.5	8.9	12.4	74.1
	The country's effort to bridge economic gap becomes futile as a result of corruption	AR	0.8	5.2	13.3
BA		2.0	11.3	11.1	75.5
CR		2.0	6.9	24.5	66.6
ER		2.4	9.0	21.0	67.6
GA		13.1	5.5	13.7	67.6
NR		5.9	13.8	6.9	73.4
UE		3.3	4.8	5.3	86.6
UW		7.5	14.4	18.5	59.6
VR		5.0	15.6	12.7	66.7
WR		4.4	6.7	12.5	76.4
National Average		4.6	9.3	14.0	72.1

Table A 10: Perceived levels of corruption in health - District level

District	There is a high level of corruption in the health sector				Corruption in the health sector is costly and has a social impact			
	Non-response	Disagree	Agree nor Disagree	Agree	Non-response	Disagree	Agree nor Disagree	Agree
AR	Asante Akim Central	3.0%	5.0%	10.9%	81.2%	4.0%	6.9%	82.2%
	Atwima Nwabiagya	0.0%	8.7%	2.6%	88.7%	1.7%	6.1%	89.6%
	Ejisu Juaben	1.0%	1.0%	1.0%	97.0%	0.0%	2.0%	98.0%
	Kumasi Metro	1.0%	0.0%	5.9%	93.1%	2.0%	0.0%	96.1
	Mampong Municipal	5.9%	0.0%	5.0%	89.1%	3.0%	2.0%	91.1
BA	Regional Average	1.0%	4.2%	5.0%	89.8%	2.1%	3.5%	91.3%
	Atebubu Amanatin	6.0	2.0%	1.0%	91.0%	5.0%	3.0%	90.0%
	Jaman North	6.0%	5.0%	9.0%	80.0%	7.0%	5.0%	81.0%
	Nkoranza North	1.0%	0.0%	1.0%	98.1%	1.0%	0.0%	98.1%
	Pru	6.0%	22.0%	9.0%	63.0%	7.0%	16.0%	66.0%
CR	Tain	7.0%	5.0%	15.0%	73.0%	5.0%	3.0%	73.0%
	Regional Average	5.2%	6.8%	7.0%	81.1%	5.0%	5.4%	81.7%
	Agona Swedru	6.0%	4.0%	28.0%	62.0%	6.0%	4.0%	62.0%
	Assin North Municipal	0.0%	19.0%	18.0%	63.0%	0.0%	19.0%	63.0%
	Cape Coast	11.3%	17.9%	15.1%	55.7%	10.4%	14.2%	65.1%
Regional Average	Effutu	4.0%	7.0%	17.0%	72.0%	4.0%	5.0%	74.0%
	Mfantseman Municipal	9.0%	16.0%	13.0%	62.0%	5.0%	17.0%	66.0%
	Regional Average	6.1%	12.8%	18.2%	62.8%	5.1%	11.9%	66.0%

ER	Akuapem North	2.0%	17.0%	16.0%	65.0%	2.0%	13.0%	10.0%	75.0%
	East Akim	3.0%	4.0%	4.0%	89.0%	3.0%	4.0%	4.0%	89.0%
	Fanteakwa	0.0%	17.0%	65.0%	18.0%	0.0%	12.0%	64.0%	24.0%
	New Juaben	8.0%	12.0%	26.0%	54.0%	5.0%	8.0%	31.0%	56.0%
GA	Yilo Krobo	0.0%	2.0%	6.0%	92.0%	0.0%	3.0%	6.0%	91.0%
	Regional Average	2.6%	10.4%	23.4%	63.6%	2.0%	8.0%	23.0%	67.0%
	Ada	11.3%	20.9%	18.3%	49.6%	11.3%	22.6%	16.5%	49.6%
	West Ashiaman	10.1%	5.9%	16.8%	67.2%	6.7%	6.7%	11.8%	74.8%
NR	Ga East	15.5%	8.2%	16.5%	59.8%	15.5%	8.2%	12.4%	63.9%
	Ga South	18.0%	11.0%	12.0%	59.0%	18.0%	8.0%	11.0%	63.0%
	Ga West	16.0%	13.8%	16.0%	54.2%	16.0%	14.9%	8.5%	60.6%
	Regional Average	13.9%	12.0%	16.0%	58.1%	13.1%	12.2%	12.2%	62.5%
UE	Savelugu	7.1%	5.1%	6.1%	81.8%	6.1%	2.0%	4.0%	87.9%
	Tamale Metro	8.2%	2.1%	15.5%	74.2%	7.2%	5.2%	9.3%	78.4%
	Tolon	2.0%	17.6%	39.2%	41.2%	29.0%	17.6%	37.3%	42.2%
	West Mamprusi	11.2%	19.4%	21.4%	48.0%	7.1%	21.4%	11.2%	60.2%
UE	Yendi	3.1%	8.2%	8.2%	80.4%	4.1%	9.3%	1.0%	85.6%
	Regional Average	6.3%	10.5%	18.3%	64.9%	5.5%	11.2%	12.8%	70.6%
	Bawku Municipal	4.2%	1.0%	11.5%	83.3%	4.2%	2.1%	0.0%	93.8%
	Bawku West	5.0%	25.7%	24.8%	44.6%	5.0%	26.7%	9.9%	58.4%
UE	Nankane Municipal	0.0%	0.0%	23.5%	76.5%	0.0%	0.0%	19.4%	80.6%
	Kasena Nankane West	2.0%	4.0%	2.0%	92.0%	2.0%	17.0%	0.0%	81.0%
	Regional Average	2.8%	7.8%	15.4%	73.9%	2.8%	11.6%	7.3%	78.2%

UW	Jirapa	15.9%	15.9%	23.9%	44.3%	17.0%	8.0%	25.0%	50.0%	
	Lawra	2.1%	26.3%	25.3%	46.3%	4.2%	22.1%	17.9%	55.7%	
	Nadowli	19.6%	5.2%	22.7%	52.6%	19.6%	7.2%	17.5%	55.7%	
	Sissala East	4.0%	28.0%	32.0%	36.0%	4.0%	26.0%	27.0%	43.0%	
	Wa	7.0%	12.0%	29.0%	52.0%	6.0%	12.0%	29.0%	53.0%	
	Regional Average	9.6%	17.5%	26.7%	46.3%	10.0%	15.2%	23.3%	51.5%	
	Bibiani	6.1%	20.7%	23.2%	50.0%	3.7%	19.5%	17.1%	59.8%	
	Elemebele	2.0%	18.8%	8.9%	70.3%	0.0%	13.9%	17.8%	68.3%	
	Nzema East	21.4%	24.5%	16.3%	37.8%	17.3%	25.5%	11.2%	45.9%	
	Sefwi Wiawso Municipal	4.0%	5.0%	5.0%	86.0%	1.0%	8.0%	3.0%	88.0%	
VR	Sekondi- Takoradi Metro	8.0%	11.0%	36.0%	45.0%	8.0%	12.0%	28.0%	51.0%	
	Regional Average	8.3%	15.8%	17.7%	58.2%	6.0%	15.6%	15.6%	62.8%	
	Bibiani	4.9%	9.7%	6.8%	78.6%	6.8%	7.8%	4.9%	80.6%	
	Elemebele	10.9%	9.9%	11.9%	67.3%	10.9%	9.9%	11.9%	67.3%	
	Nzema East	1.0%	17.0%	13.0%	69.0%	1.0%	18.0%	13.0%	68.0%	
	Sefwi Wiawso Municipal	2.0%	22.8%	5.0%	70.3	2.0%	15.8%	10.9%	71.3%	
	Sekondi- Takoradi Metro	5.0%	3.0%	21.0%	71.0%	7.0%	2.0%	22.0%	69.0%	
	Regional Average	4.8%	12.5%	11.5%	71.3%	5.5%	10.7%	12.5%	71.3	
	WR	Jirapa	15.9%	15.9%	23.9%	44.3%	17.0%	8.0%	25.0%	50.0%
		Lawra	2.1%	26.3%	25.3%	46.3%	4.2%	22.1%	17.9%	55.7%
Nadowli		19.6%	5.2%	22.7%	52.6%	19.6%	7.2%	17.5%	55.7%	
Sissala East		4.0%	28.0%	32.0%	36.0%	4.0%	26.0%	27.0%	43.0%	
Wa		7.0%	12.0%	29.0%	52.0%	6.0%	12.0%	29.0%	53.0%	
Regional Average		9.6%	17.5%	26.7%	46.3%	10.0%	15.2%	23.3%	51.5%	
Bibiani		6.1%	20.7%	23.2%	50.0%	3.7%	19.5%	17.1%	59.8%	
Elemebele		2.0%	18.8%	8.9%	70.3%	0.0%	13.9%	17.8%	68.3%	
Nzema East		21.4%	24.5%	16.3%	37.8%	17.3%	25.5%	11.2%	45.9%	
Sefwi Wiawso Municipal		4.0%	5.0%	5.0%	86.0%	1.0%	8.0%	3.0%	88.0%	

Table A 11: Average amount of bribes for accessing health related services for district

Regional Code	District	Average Amount	Regional Code	District	Average Amount
AR	Asante Akim Central	413.6	NR	Savelugu	201.5
	Atwima Nwabiagya	662.2		Tamale Metro	211.4
	Ejisu Juaben	570.2		Tolon	173.3
	Kumasi Metro	318.4		West Mamprusi	591.8
	Mampong Municipal	198.5		Yendi	128.3
	Regional Average	432.6		Regional Average	261.2
BA	Atebubu Amanatin	50.0	UE	Bawku Municipal	235.9
	Jaman North	335.0		Bawku West	319.2
	Nkoranza North	50.0		Kasena Nankane Municipal	524.0
	Pru	288.5		Kasena Nankane West	70.0
	Tain	130.0		Regional Average	287.3
	Regional Average	170.7		Jirapa	581.8
CR	Agona Swedru	107.1	UW	Lawra	107.1
	Assin North Municipal	114.3		Nadowli	390.0
	Cape Coast	354.5		Sissala East	428.6
	Effutu	71.4		Wa	334.6
	Mfantseman Municipal	80.0		Regional Average	368.4
	Regional Average	145.5		Akatsi North	195.0
ER	Akuapem North	127.4	VR	Akatsi South	215.5
	East Akim	155.7		Central Tongu	203.4
	Fanteakwa	125.0		Kpando	200.0
	New Juaben	270.5		South Dayi	235.7
	Yilo Krobo	197.6		Regional Average	209.9
	Regional Average	175.2			

GA	Ada West	295.8	WR	Bibiani	219.4
	Ashaiman	357.9		Elembele	165.2
Ga East	208.8	Nzema East	175.0		
Ga South	221.4	Sefwi Wiawso	138.9		
Ga West	314.7	Sekondi-Takoradi Metro	286.1		
Regional Average	279.7	Regional Average	196.9		

Table A 12: Regional percentages for health-related services for which bribes could be demanded

	Regional Code	Yes	Not Sure	No	Non-response
Health Administrator demanding bribe for Admission	AR	33.1%	20.0%	40.1%	6.7%
	BA	6.6%	9.7%	76.7%	7.0%
	CR	8.1%	6.1%	80.6%	5.1%
	ER	8.6%	5.2%	82.4%	3.8%
	GA	8.6%	10.7%	70.7%	10.1%
	NR	3.7%	22.5%	65.9%	7.9%
	UE	7.6%	16.2%	70.6%	5.6%
	UW	11.5%	19.2%	62.5%	6.9%
	VR	6.7%	22.7%	64.7%	6.0%
	WR	9.3%	6.1%	72.1%	12.5%
National Average		10.4%	13.8%	68.6%	7.2%

Health worker demanding bribe for folder retrieval	AR	53.0%	14.8%	30.8%	1.3%
	BA	6.6%	12.9%	80.1%	0.4%
	CR	3.0%	7.3%	87.4%	2.4%
	ER	17.6%	6.8%	74.6%	1.0%
	GA	10.1%	10.5%	74.5%	5.0%
	NR	4.9%	26.6%	65.1%	3.4%
	UE	4.8%	12.4%	80.5%	2.3%
	UW	8.8%	20.0%	65.8%	5.4%
	VR	6.2%	25.2%	65.9%	2.7%
	WR	9.9%	6.7%	82.4%	1.0%
	National Average	12.5%	14.3%	70.7%	2.5%
	Health worker demanding bribe for pharmaceutical services	AR	48.4%	14.3%	36.2%
BA		7.2%	26.2%	65.4%	1.2%
CR		1.8%	8.3%	87.2%	2.8%
ER		4.0%	8.6%	86.6%	0.8%
GA		4.4%	13.5%	76.2%	5.9%
NR		30.8%	16.4%	49.3%	3.4%
UE		31.4%	15.7%	50.6%	2.3%
UW		8.5%	20.0%	65.4%	6.0%
VR		6.2%	23.3%	67.2%	3.3%
WR		2.6%	8.9%	87.3%	1.2%
National Average		14.5%	15.5%	67.1%	2.8%

Health worker demanding bribe for laboratory tests	AR	54.3%	12.3%	31.8%	1.5%	
	BA	6.2%	26.8%	66.0%	1.0%	
	CR	3.2%	7.3%	86.8%	2.8%	
	ER	10.8%	5.4%	83.0%	0.8%	
	GA	7.0%	11.2%	76.0%	5.7%	
	NR	40.0%	12.4%	44.4%	3.2%	
	UE	55.7%	7.3%	34.7%	2.3%	
	UW	11.0%	20.0%	62.9%	6.0%	
	VR	7.9%	23.5%	65.7%	2.9%	
	WR	6.3%	7.5%	84.6%	1.6%	
	National Average	20.2%	13.4%	63.6%	2.8%	
	Health worker demanding bribe for specialist care	AR	20.6%	18.3%	60.1%	1.0%
		BA	5.4%	24.1%	69.8%	0.8%
CR		2.0%	7.3%	87.5%	3.2%	
ER		3.2%	7.8%	88.0%	1.0%	
GA		9.0%	10.5%	74.5%	6.1%	
NR		2.8%	22.9%	70.6%	3.7%	
UE		6.3%	14.9%	75.4%	3.3%	
UW		6.7%	17.9%	69.4%	6.0%	
VR		5.6%	24.3%	67.4%	2.7%	
WR		1.6%	4.8%	92.5%	1.2%	
National Average		10.5%	17.0%	69.6%	2.9%	

Health worker demanding bribe for consultation		AR	21.2%	15.4%	62.6%	0.8%
	BA	3.6%	21.3%	74.4%	0.8%	
	CR	1.4%	7.9%	87.9%	2.8%	
	ER	3.2%	7.0%	88.6%	1.2%	
	GA	9.0%	10.5%	74.5%	6.1%	
	NR	2.8%	22.9%	70.6%	3.7%	
	UE	6.3%	14.9%	75.4%	3.3%	
	UW	6.7%	17.9%	69.4%	6.0%	
	VR	5.6%	24.3%	67.4%	2.7%	
	WR	1.6%	4.8%	92.5%	1.2%	
	National Average	6.1%	14.7%	76.3%	2.9%	

Table A 13: Views of corruption on health-related services

	Regional Code	Non-Response	Disagree	Neither agree nor disagree	Agree
Corruption in medical procurements	AR	0.4%	23.7%	16.8%	59.2%
	BA	2.4%	11.7%	18.3%	67.6%
	CR	2.8%	8.9%	43.3%	45.1%
	ER	2.0%	21.8%	32.2%	44.0%
	GA	12.8%	16.8%	22.7%	47.8%
	NR	3.9%	15.8%	8.3%	72.0%
	UE	2.8%	8.9%	7.1%	81.3%
	UW	6.3%	27.5%	28.1%	38.1%
	VR	5.4%	22.9%	23.7%	48.0%
	WR	7.7%	17.8%	37.6%	36.8%
	National Average	4.6%	17.6%	23.8%	54.0%
Doctor prescribes a medication that patient does not need because he has made arrangements with pharmacist next door to get a share of the price	AR	0.8%	24.7%	21.6%	53.0%
	BA	3.0%	41.9%	24.7%	30.4%
	CR	3.0%	9.5%	43.7%	43.9%
	ER	2.0%	26.6%	34.6%	36.8%
	GA	12.4%	20.4%	23.4%	43.8%
	NR	3.7%	13.0%	11.0%	72.4%
	UE	2.5%	6.3%	7.6%	83.5%
	UW	6.3%	40.0%	25.8%	27.9%
	VR	4.8%	25.2%	28.3%	41.8%
	WR	7.5%	17.4%	20.4%	54.7%
	National Average	4.6%	22.5%	24.1%	48.8%

Health administrator or diverging budgeted funds or revenue	AR	0.6%	23.5%	22.2%	53.8%
	BA	3.2%	53.7%	16.3%	26.8%
	CR	3.0%	13.4%	48.6%	35.0%
	ER	2.0%	15.4%	27.4%	55.2%
	GA	12.4%	16.0%	25.7%	45.9%
	NR	3.9%	14.6%	9.3%	72.2%
	UE	2.5%	4.8%	11.4%	81.3%
	UW	6.9%	26.3%	25.2%	41.7%
	VR	5.2%	21.0%	23.1%	50.7%
	WR	7.5%	18.6%	27.1%	46.7%
	National Average	4.7%	20.7%	23.6%	50.9%
	AR	0.2%	3.7%	2.7%	93.4%
	BA	1.4%	35.6%	9.1%	53.9%
	CR	1.4%	12.3%	44.9%	41.5%
ER	1.4%	29.6%	31.8%	37.2%	
GA	11.2%	25.3%	16.0%	47.4%	
NR	2.8%	18.1%	13.2%	65.9%	
UE	2.5%	11.9%	13.9%	71.6%	
UW	7.5%	35.8%	20.6%	36.0%	
VR	4.8%	28.9%	25.2%	41.2%	
WR	3.4%	24.4%	39.8%	32.5%	
National Average	3.7%	22.5%	21.7%	52.1%	
AR	0.8%	21.4%	18.5%	59.3%	
BA	1.4%	13.7%	11.5%	73.4%	
CR	1.8%	6.9%	35.0%	56.3%	
ER	2.0%	19.2%	30.4%	48.4%	
GA	12.0%	16.6%	16.0%	55.4%	
NR	2.6%	15.6%	25.2%	56.6%	
UE	3.0%	8.6%	26.3%	62.0%	
UW	8.8%	30.6%	27.5%	33.1%	
VR	6.0%	19.8%	21.2%	53.0%	
WR	7.7%	12.7%	15.0%	64.6%	
National Average	4.6%	16.5%	22.7%	56.2%	
Health workers stealing time by not coming to work or they do their private practices during work hours	AR	0.6%	23.5%	22.2%	53.8%
	BA	3.2%	53.7%	16.3%	26.8%
	CR	3.0%	13.4%	48.6%	35.0%
	ER	2.0%	15.4%	27.4%	55.2%
	GA	12.4%	16.0%	25.7%	45.9%
	NR	3.9%	14.6%	9.3%	72.2%
	UE	2.5%	4.8%	11.4%	81.3%
	UW	6.9%	26.3%	25.2%	41.7%
	VR	5.2%	21.0%	23.1%	50.7%
	WR	7.5%	18.6%	27.1%	46.7%
	National Average	4.7%	20.7%	23.6%	50.9%
	AR	0.2%	3.7%	2.7%	93.4%
	BA	1.4%	35.6%	9.1%	53.9%
	CR	1.4%	12.3%	44.9%	41.5%
ER	1.4%	29.6%	31.8%	37.2%	
GA	11.2%	25.3%	16.0%	47.4%	
NR	2.8%	18.1%	13.2%	65.9%	
UE	2.5%	11.9%	13.9%	71.6%	
UW	7.5%	35.8%	20.6%	36.0%	
VR	4.8%	28.9%	25.2%	41.2%	
WR	3.4%	24.4%	39.8%	32.5%	
National Average	3.7%	22.5%	21.7%	52.1%	
AR	0.8%	21.4%	18.5%	59.3%	
BA	1.4%	13.7%	11.5%	73.4%	
CR	1.8%	6.9%	35.0%	56.3%	
ER	2.0%	19.2%	30.4%	48.4%	
GA	12.0%	16.6%	16.0%	55.4%	
NR	2.6%	15.6%	25.2%	56.6%	
UE	3.0%	8.6%	26.3%	62.0%	
UW	8.8%	30.6%	27.5%	33.1%	
VR	6.0%	19.8%	21.2%	53.0%	
WR	7.7%	12.7%	15.0%	64.6%	
National Average	4.6%	16.5%	22.7%	56.2%	
A culture of corruption is being institutionalised	AR	0.6%	23.5%	22.2%	53.8%
	BA	3.2%	53.7%	16.3%	26.8%
	CR	3.0%	13.4%	48.6%	35.0%
	ER	2.0%	15.4%	27.4%	55.2%
	GA	12.4%	16.0%	25.7%	45.9%
	NR	3.9%	14.6%	9.3%	72.2%
	UE	2.5%	4.8%	11.4%	81.3%
	UW	6.9%	26.3%	25.2%	41.7%
	VR	5.2%	21.0%	23.1%	50.7%
	WR	7.5%	18.6%	27.1%	46.7%
	National Average	4.7%	20.7%	23.6%	50.9%
	AR	0.2%	3.7%	2.7%	93.4%
	BA	1.4%	35.6%	9.1%	53.9%
	CR	1.4%	12.3%	44.9%	41.5%
ER	1.4%	29.6%	31.8%	37.2%	
GA	11.2%	25.3%	16.0%	47.4%	
NR	2.8%	18.1%	13.2%	65.9%	
UE	2.5%	11.9%	13.9%	71.6%	
UW	7.5%	35.8%	20.6%	36.0%	
VR	4.8%	28.9%	25.2%	41.2%	
WR	3.4%	24.4%	39.8%	32.5%	
National Average	3.7%	22.5%	21.7%	52.1%	
AR	0.8%	21.4%	18.5%	59.3%	
BA	1.4%	13.7%	11.5%	73.4%	
CR	1.8%	6.9%	35.0%	56.3%	
ER	2.0%	19.2%	30.4%	48.4%	
GA	12.0%	16.6%	16.0%	55.4%	
NR	2.6%	15.6%	25.2%	56.6%	
UE	3.0%	8.6%	26.3%	62.0%	
UW	8.8%	30.6%	27.5%	33.1%	
VR	6.0%	19.8%	21.2%	53.0%	
WR	7.7%	12.7%	15.0%	64.6%	
National Average	4.6%	16.5%	22.7%	56.2%	

Table A 14: General effects of corruption in education and health

	Regional Code	Non-response	None	Less than 10%	11-15%	16-30%	Above 30%
Excess annual disposable income spent on gaining access to education and health as a result of corruption	AR	0.8%	10.6%	43.7%	17.1%	8.1%	19.7%
	BA	2.2%	46.3%	21.3%	18.5%	7.2%	4.6%
	CR	4.9%	56.5%	20.9%	4.9%	3.8%	8.9%
	ER	3.8%	56.8%	22.4%	9.8%	3.8%	3.4%
	GA	11.4%	50.9%	18.5%	8.4%	5.1%	5.7%
	NR	4.7%	16.6%	53.5%	17.4%	7.5%	0.2%
	UE	3.0%	26.3%	42.8%	14.4%	13.2%	0.3%
	UW	10.8%	32.5%	23.5%	15.2%	7.1%	10.8%
	VR	7.5%	33.7%	32.4%	15.8%	7.1%	3.5%
	WR	3.6%	39.8%	24.6%	9.3%	17.0%	5.7%
	National percentage	5.3%	37.3%	30.1%	13.0%	7.9%	6.5%
Proportion of Ghana's current development challenges attributed to corruption	AR	0.6%	14.1%	5.4%	11.9%	8.7%	59.3%
	BA	2.2%	6.4%	4.4%	12.1%	22.1%	52.9%
	CR	2.6%	18.2%	5.7%	3.6%	5.9%	64.0%
	ER	3.4%	16.4%	12.6%	25.0%	18.0%	24.6%
	GA	10.5%	8.2%	10.5%	10.7%	20.0%	40.2%
	NR	4.5%	5.7%	7.3%	8.7%	28.0%	45.8%
	UE	2.8%	3.8%	18.2%	10.1%	22.3%	42.8%
	UW	7.1%	17.5%	13.5%	12.3%	14.0%	35.6%
	VR	6.4%	16.0%	22.2%	16.6%	18.5%	20.2%
	WR	1.8%	9.1%	9.5%	15.8%	17.4%	46.3%
	National percentage	4.0%	11.7%	10.7%	12.7%	17.3%	43.4%

AR	0.4%	3.9%	4.4%	8.7%	35.3%	47.4%
BA	1.8%	5.4%	4.2%	9.7%	28.6%	50.3%
CR	2.4%	19.0%	5.9%	4.0%	8.3%	60.5%
ER	3.2%	11.0%	9.8%	18.8%	23.8%	33.4%
GA	10.3%	8.6%	8.0%	10.9%	21.0%	41.3%
NR	4.7%	5.7%	13.4%	26.2%	33.1%	17.0%
UE	2.5%	3.8%	15.2%	19.0%	44.3%	15.2%
UW	7.3%	15.8%	12.9%	9.4%	23.5%	31.0%
VR	6.2%	16.2%	18.5%	14.1%	20.8%	24.1%
WR	1.6%	4.2%	10.1%	19.2%	17.6%	47.3%
National percentage	3.8%	9.4%	10.0%	13.8%	25.2%	37.4%
AR	0.4%	1.7%	2.7%	5.2%	19.8%	70.1%
BA	1.4%	6.6%	7.4%	6.8%	23.7%	54.3%
CR	4.0%	16.2%	4.5%	3.0%	5.9%	66.4%
ER	2.2%	5.8%	10.4%	8.2%	16.2%	57.2%
GA	11.8%	9.0%	10.1%	6.5%	10.5%	52.2%
NR	4.5%	4.9%	6.9%	4.7%	17.0%	62.1%
UE	3.0%	3.8%	4.6%	11.4%	39.0%	38.2%
UW	7.1%	14.8%	10.0%	7.7%	10.6%	49.8%
VR	7.1%	13.7%	14.6%	12.3%	16.8%	35.6%
WR	2.2%	2.8%	5.3%	14.7%	4.8%	70.3%
National percentage	4.2%	7.9%	7.7%	7.9%	15.9%	56.1%

Questionnaire to Assess the Cost and Impact of Corruption in the Education and Health Sectors of Ghana

This study is conducted by the Ghana Integrity Initiative (GII) Consortium. It is to solicit your views on corruption in the health and education sectors in Ghana. The data collected will be used for research purposes. The information obtained will strictly be treated anonymously and confidentially. Neither your name nor the name of your organisation will be mentioned in any documents related to this study.

► Part A – Demographic characteristics of respondents

1. The age of the respondent

<input type="checkbox"/> Less than 18 years	<input type="checkbox"/> 18 – 25 years	<input type="checkbox"/> 26 – 35 years
<input type="checkbox"/> 36 – 50 years	<input type="checkbox"/> 51 – 65 years	<input type="checkbox"/> Above 65 years
2. Gender of the respondent

<input type="checkbox"/> 1=Male	<input type="checkbox"/> 0=Female
---------------------------------	-----------------------------------
3. Region of the respondent

<input type="checkbox"/> Ashanti	<input type="checkbox"/> Brong Ahafo	<input type="checkbox"/> Greater Accra	<input type="checkbox"/> Central	<input type="checkbox"/> Eastern
<input type="checkbox"/> Northern	<input type="checkbox"/> Western	<input type="checkbox"/> Upper West	<input type="checkbox"/> Upper East	<input type="checkbox"/> Volta
4. District of the respondent
5. Highest educational level of respondent

<input type="checkbox"/> No Formal Education	
<input type="checkbox"/> Primary	<input type="checkbox"/> Junior High School
<input type="checkbox"/> Senior High School	<input type="checkbox"/> Tertiary
<input type="checkbox"/> Other (Please specify)	
6. Are you still in school and at what level are you.....
7. Average monthly income

<input type="checkbox"/> less than GHC 100	<input type="checkbox"/> GHC 100 – GHC 500	<input type="checkbox"/> GHC 500 – GHC 1000
<input type="checkbox"/> GHC 1000 – GHC 2000	<input type="checkbox"/> GHC 2000 – GHC 5000	<input type="checkbox"/> Above GHC 5000
8. What is your profession? (Also indicate if respondent is unemployed)
.....
9. How many years have you been working?

<input type="checkbox"/> less than 5 years	<input type="checkbox"/> 6 - 10 years	<input type="checkbox"/> 11 – 15 years
<input type="checkbox"/> 16 – 20 years	<input type="checkbox"/> 21 – 25 years	<input type="checkbox"/> above 25 years

► *Part B – Corruption and impact variables*

10. Have you ever experienced any form of corrupt activity in the education sector?
 Yes Not sure No
11. Have you ever paid bribe or engaged in any form of corruption for accessing educational services?
 Yes Not sure No
12. If yes to question (10), please indicate how much you paid generally
 Less than GHC 100 GHC 200 – GHC 500 GHC 500 – GHC 1000
 GHC 1000 – GHC 2000 Above GHC 2000
13. How often do you have to pay this bribe?
 A few times Not Often A lot of times
14. How much do you have to pay for females to access educational services?
 Less than GHC 100 GHC 200 – GHC 500 GHC 500 – GHC 1000
 GHC 1000 – GHC 2000 Above GHC 2000
15. How much do you have to pay for males to access educational services?
 Less than GHC 100 GHC 200 – GHC 500 GHC 500 – GHC 1000
 GHC 1000 – GHC 2000 Above GHC 2000
16. Were you asked to pay the bribe or you paid voluntarily.....

Please tick the box which best describes your opinion of the statement

17. There is a high level of corruption in the education sector in this country
 Strongly Disagree Disagree Neither agree nor Disagree
 Agree Strongly agree
18. Corruption in the education sector is costly and has a social impact
 Strongly Disagree Disagree Neither agree nor Disagree
 Agree Strongly agree
19. The computerized school placement system is highly corrupt
 Strongly Disagree Disagree Neither agree nor Disagree
 Agree Strongly agree

20. Rate corruption on the following interventions in the education sector with the score 1 being the least corrupt. (Tick 999 if respondent doesn't have an idea)

Item	Description	1	2	3	4	5	999
a	Admission into Basic schools						
b	Senior secondary School Computerized placement system						
c	Admission into Senior High Schools						
d	Gaining admission to tertiary institutions						
e	Securing contracts for school feeding programmes						
f	Securing contracts for distribution of free uniforms						
g	Securing contracts for construction of educational facilities						
h	Acquiring/securing scholarships						
i	Getting approval from GES for educational facilities like books etc.						
j	Postings and promotions of teachers						
k	Paying for examinations questions						
l	Changing of examination grades						
m	Buying of certificates						

21. What amount if any on average do you spend in getting access to the following services?

Item	Description	Nothing	Less than 100	100-500	500-1,000	1,000-2,000	Above 2,000
a	Admission into Basic schools						
b	Senior secondary School Computerized placement system						
c	Admission into Senior High Schools						
d	Gaining admission to tertiary institutions						
e	Securing contracts for school feeding programmes						
f	Securing contracts for distribution of free uniforms						
g	Securing contracts for construction of educational facilities						
h)	Acquiring/securing scholarships						
i)	Getting approval from GES for educational facilities like books etc.						

j)	Postings and promotions						
k)	Paying for examinations questions						
l)	Changing of examination grades						
m)	Buying of certificates						

22. Indicate your level of agreement to each of these statements on corruption on a scale of one to five where:

1 = Strongly Disagree 2 = Disagree 3 = Neither agree nor Disagree
4 = Agree 5 = Strongly agree

Item	Description	1	2	3	4	5
a	Officials in charge of providing accreditation for educational institutions demand bribe					
b	Officials in charge of providing accreditation for educational institutions demand bribe					
c	Officials in charge of approving text books demand bribe					
d	Officials in charge of material for classroom construction demand bribe					
e	The country spends more to construct educational facilities because of corruption in the sector					
f	Officials in charge of material for classroom construction demand bribe					
g	Educational facilities are of poor quality as a result of corruption					
h	It costs twice as much as is needed for the construction educational facilities because of corruption					
i	If the education system is corrupt, one can expect future citizens to be corrupt					

23. Have you experienced in one way or the other school administrator (head teacher) demanding bribe for admission, grades, exams and transcripts?

Yes Not Sure No

24. If yes to the above, how much did you have to pay

25. At any level, have you seen teacher demanding bribe for admission, grades, exams and book purchase

Yes Not Sure No

26. Do you have any personal experience with teachers forcing students to buy their hand-outs/text books as a criterion for passing exams?

Yes Not Sure No

► *Part C – Corruption, Quality Education and Economic cost*

27. Indicate your level of agreement to each of these statements on corruption on a scale of one to five where:

1 = Strongly Disagree 2 = Disagree 3 = Neither agree nor Disagree
4 = Agree 5 = Strongly agree

Item	Description	1	2	3	4	5
a	Corruption in the education sector affects the country's net income or GDP?					
b	Corruption affects the private and social returns to investment in education					
c	Students have less incentives to learn if they purchase grades					
d	Completion of education cannot closely be linked to ability if entry into program and grades are for sale					
e	Employers are tempted to reduce the wages of labour because they do not know whether the student's grades on paper reflects their ability					
f	A large number of genuine people have been denied access to quality education due to corruption in the sector					
g	Corruption in education has increased over the last three (3) or (4) years					
h	A culture of corruption in education is being institutionalised in this country					
i)	The poor and marginalised groups are being deprived of education as a result of corruption in the sector					
j)	The country's effort to bridge economic gap becomes futile as a result of corruption					

► *Part D – Assessing corruption in the health sector*

28. Have you ever experienced any form of corrupt activity in the health sector?

Yes Not sure No

29. Have you ever paid bribe or engaged in any form of corruption for accessing health services?

Yes Not sure No

30. If yes to question (2), please indicate by how much you paid generally

Less than GHC 100 GHC 200 – GHC 500 GHC 500 – GHC 1000
 GHC 1000 – GHC 2000 Above GHC 2000

31. How often do you have to pay this bribe?

A few times Not Often A lot of times

32. How much do you have to pay for females to access health related services?
 Less than GHC 100 GHC 200 – GHC 500 GHC 500 – GHC 1000
 GHC 1000 – GHC 2000 Above GHC 2000
33. How much do you have to pay for males to access health related services?
 Less than GHC 100 GHC 200 – GHC 500 GHC 500 – GHC 1000
 GHC 1000 – GHC 2000 Above GHC 2000
34. How much do you have to pay for the young (children to adolescents) to access educational services?
 Less than GHC 100 GHC 200 – GHC 500 GHC 500 – GHC 1000
 GHC 1000 – GHC 2000 Above GHC 2000
35. How much do you have to pay for adults to access educational services?
 Less than GHC 100 GHC 200 – GHC 500 GHC 500 – GHC 1000
 GHC 1000 – GHC 2000 Above GHC 2000

Please tick/select the answer that best describes how you feel about the statements below

36. There is a high level of corruption in the health sector in this country
 Strongly Disagree Disagree Neither agree nor Disagree
 Agree Strongly agree
37. Corruption in the health sector is costly and has a social impact
 Strongly Disagree Disagree Neither agree nor Disagree Agree
 Strongly agree
38. Rate corruption on the following interventions in the education sector with the score 1 being the least corrupt

Item	Description	1	2	3	4	5
a.	Acquisition and retrieval of folders					
b.	Allocation of beds					
c.	Purchasing drugs from medical store/ facility dispensary					
d.	Subscribing to be a NHIS card holder					
e.	Accessing drugs with the NHIS card					
f.	Accessing health services with NHIS card					
g.	Ambulance services					
h.	Issuing fake sick leaves and medical reports					
i.	Used prescribed drugs not given back to patients or monies refunded to them					

42. Have you experienced in one way or the other Health administrator/ Medical doctor demanding bribe card or folder retrieval?

- Yes Not Sure No

If yes to the above, how much did you have to pay.....

43. Have you experienced in one way or the other Health administrator/ Medical doctor demanding bribe for pharmaceutical services?

- Yes Not Sure No

If yes to the above, how much did you have to pay.....

44. Have you experienced in one way or the other Health worker doctor demanding bribe for laboratory tests?

- Yes Not Sure No

If yes to the above, how much did you have to pay.....?

45. Have you experienced in one way or the other a Health worker demanding bribe for specialist care such as eye, ear, throat and skin?

- Yes Not Sure No

46. Have you experienced in one way or the other a Medical doctor demanding bribe for consultation?

- Yes Not Sure No

If yes to the above, how much did you have to pay.....?

47. Rank corruption on the following interventions in the health sector with 1 being the least corrupt

Item	Description	1	2	3	4	5
A	Abuse of drug prescription					
B	Gaining access to a medical doctor					
	Discharging a patient from the hospital					
c	Inflating prices of drugs					
d	Referral to private hospital owned by the same medical doctor at the government hospital					
e	Excuse of free drugs not available but available if one wants to pay					
f	National Health Insurance Scheme					
g	Procurement in the health sector					

48. Indicate how much the following occurrences have cost you

Item	Description	Less than GHC 100	200- 500	600- 1,000	1,100- 2,000	Above 2,000
a	Abuse of drug prescription					
b	Gaining access to a medical doctor					
	Discharging a patient from the hospital					
c	Inflating prices of drugs					
d	Referral to private hospital owned by the same medical doctor at the government hospital					
e	Excuse of free drugs not available but available if one wants to pay					
f	National Health Insurance Scheme					
g	Procurement in the health sector					
h	Unused prescribed drugs not given back to patients or monies refunded to them					

□ *Part E – Composite impact of corruption in the health and educational sectors in Ghana*

49. How much annually in excess, if any, do you spend obtaining services in the health and educational sectors in Ghana?

Nothing | Less than
GHC 100 | GHC
200 - 500 | GHC
600 - 1000 | GHC
1100 - 2000 | above 2000
cedis

50. How much of your annual disposal income in excess do you spend on gaining access education and health sectors as a result of corruption

None | Less than 10% | 11-15% | 16-30% | Above 30%

51. What percentage of current challenges or sufferings do you think is a result of corruption in the country

None | Less than 10% | 11-15% | 16-30% | Above 30%

52. What percentage of our GDP is lost through corruption in this country?

None | Less than 10% | 11-15% | 16-30% | Above 30%

53. By how much do you think your life would have been better off without corruption in Ghana especially in the areas of education and health?

None | Less than 10% | 11-15% | 16-30% | Above 30%

54. Elections have the tendency to increase the level of corruption in the education and health sectors and Ghana in general?

Yes [] Not sure [] No []

REPORT CORRUPTION



0800 100 25



0800 100 250



057 766 5295



0800 100 250

ADVOCACY AND LEGAL ADVICE CENTRE (ALAC)

The Ghana Integrity Initiative (GII) Consortium:
GII, Ghana Anti-Corruption Coalition (GACC) & SEND GHANA

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