GOVERNMENT OF GHANA

# EDUCATION STRATEGIC PLAN
# 2003 to 2015

## VOLUME 1
## POLICIES, TARGETS AND STRATEGIES

Ministry of Education

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# EDUCATION STRATEGIC PLAN 2003 - 2015

## Volume 1: Policy, Targets and Strategies

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## Abbreviations

| | |
|---|---|
| BECE | Basic Education Certificate Examination |
| BOG | Board of Governors |
| CBO | Community Based Organisation |
| CPM | Consultative Panel Meeting |
| CRT | Criterion Referenced Tests |
| DP | Development Partners |
| EA | Equitable Access |
| EFA | Education For All |
| EM | Educational Management |
| EMIS | Education Management Information System |
| ERRC | Education Reform Review Committee |
| ESP | Education Strategic Plan |
| ESPRR | Education Sector Policy Review Report |
| ESR | Education Sector Review |
| ESTAC | Education Sector Technical Advisory Committee |
| FBO | Faith Based Organisation |
| FCUBE | Free Compulsory Universal Basic Education |
| FPMU | Funds and Procurement Management Unit |
| GER | Gross Enrolment Ratio |
| GES | Ghana Education Service |
| GETFund | Ghana Education Trust Fund |
| GoG | Government of Ghana |
| GPRS | Ghana Poverty Reduction Strategy |
| HIV/AIDS | Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome |
| HQ | Head Quarters |
| HT | Head Teacher |
| ICT | Information and Communication Technology |
| IEC | Information, Education, Communication |
| IGO | Inter-Governmental Organisation |
| INSET | In-Service Education of Teachers |
| JSS | Junior Secondary School |
| KG | Kindergarten |
| M&E | Monitoring and Evaluation |
| MNS | Minimum National Standards |
| MoE | Ministry of Education |
| MoMDE | Ministry of Manpower Development and Employment |
| MoEP | Ministry of Economic Planning |
| MoF | Ministry of Finance |
| MoH | Ministry of Health |
| MOU | Memorandum of Understanding |
| MSP | Minimum Standards of Performance |
| MTEF | Medium Term Expenditure Framework |
| NCTE | National Council for Tertiary Education |
| NDPC | National Development Planning Commission |
| NEPAD | New Partnerships for Africa's Development |
| NER | Net Enrolment Ratio |
| NFED | Non-Formal Education Division |
| NGO | Non-Governmental Organisation |
| PBME | Planning, Budgeting, Monitoring and Evaluation |
| PMT | Performance Monitoring Tests |
| PTA | Parent Teacher Association |
| PTR | Pupil Teacher Ratio |
| QE | Quality of Education |
| SEN | Special Education Needs |
| SPIP | School Performance Improvement Programme |
| SMC | School Management Committee |
| SRIMPR | Statistics, Research, Information Management and Public Relations |
| SSS | Senior Secondary School |
| SSSCE | Senior Secondary School Certificate Examination |
| ST | Science, Technology and TVET |
| SWAp | Sector Wide Approach |
| SWOT | Strengths, Weaknesses, Opportunities, Threats |
| TA | Technical Assistance |
| TG | Thematic Group |
| ToR | Terms of Reference |
| TOT | Trainers of Trainers/Tutors |
| TTC | Teacher Training College |
| TVET | Technical and Vocational Education and Training |

| | |
|---|---|
| UBE | Universal Basic Education |
| UNESCO | United Nations Education, Scientific and Cultural Organisation |

## Foreword

The Education Strategic Plan (ESP) is an important component in the preferred approach of the Ministry of Education to development - a whole sector, or sector wide approach with responsibility for sector planning resting with government, supported by partnerships with the home, schools and local and wider communities. The ESP is a forward-looking plan, based on declared targets and indicators that will assist in delivering civil service reform and poverty reduction through activities in the education sector.

The two volumes of the ESP are an outcome of discussions and consultations between numerous officers and stakeholders in the education sector. This interaction has provided a sound pragmatic basis for the plan and I would like to thank my senior officials and technical staff in the MoE and all those who took part for their committed efforts during the preparation stages.

The preparation of the ESP has been underpinned by a concern for the overall welfare and holistic development of our people and the nation. The concepts of universal access and equity of quality provision underpin the ESP and will continue to be central to educational development.

The publication of the Education Strategic Plan is part of a series of on-going initiatives designed to assist the development of education in Ghana. We anticipate that, as in the past, the plan will be updated following sector review and appraisal. In other words, it is not presented as a blueprint for education sector development; rather it is a strategic guide that will inform development during the next thirteen years.

I wish to take this opportunity to commend the ESP as the way ahead for education development in Ghana.

**Professor C Ameyaw Akumfi**
**Minister of Education**

# Chapter 1

## The Education Strategic Plan - Background and Policy Basis

The Education Strategic Plan (ESP) Volume 1 provides an overview of education sector policies, targets and strategies for the plan period 2003 to 2015. Volume 2 of the ESP, the Work Programme (published separately), presents the policy objectives in terms of targeted outcomes linked to timeframes and institutional responsibilities.

This chapter begins by providing a brief description of the education system. It then outlines the documentary and policy basis for the ESP, including broad mission and goals and a brief situational analysis of the sector.

### 1.1 The Education Sector: an Overview.

#### *1.1.1 Responsibility for the Education Sector*

The Ministry of Education (MoE) has overall responsibility for education sector policy, planning and monitoring. Education delivery and implementation is devolved to institutions, Districts and Regions through various agencies of MoE. Of these, the Ghana Education Service (GES) is the agency that implements the Basic and Senior Secondary education components, including Technical and Vocational institutes. GES is therefore responsible for schools and, by virtue of the size of these sub-sectors, about four-fifths of the annual expenditure on education. The other agencies cover the rest of the education sector. Of these the National Council for Tertiary Education (NCTE) and the Non-Formal Education Division (NFED) have important sub-sectoral areas of responsibility regarding education delivery. Annex A contains an outline organogram of the MoE and its agencies.

Article 38 of the Constitution requires government to provide access to Free Compulsory Universal Basic Education (FCUBE) and, depending on resource availability, to Senior Secondary, Technical and Tertiary education and life-long learning. MoE launched FCUBE in September 1995 with the goal of improving access to quality basic education over the 10 years to 2005. Its four broad strategic objectives were to:

- improve the quality of teaching and learning
- improve management for efficiency within the education sectors
- improve access and participation
- decentralise the education management system

These objectives equally apply to the whole education sector.

#### *1.1.2 Delivery Systems*

The formal education system is delivered through a number of institutions ranging from kindergarten classes to universities and polytechnics. Selected data for these institutions are outlined in Table 1.1 and a proposed structure for the education system is shown diagrammatically in Annex B.

### *Table 1.1: Selected Statistics for Education (2001/02)*

| | No. of Institutions | No. of students | % female | GER % | No. of teaching staff | PTR | % of total education spending |
|---|---|---|---|---|---|---|---|
| **Kindergarten/Pre-school** | **9 634** | **702 304** | **49** | **46.2** | **27 882** | **25** | |
| Public | 6 321 | 457 597 | 50 | | 19 043 | 24 | 7.4 |
| Private | 3 313 | 244 707 | 49 | | 8 839 | 28 | |
| **Primary** | **15 285** | **2 586 434** | **47** | **80** | **80 552** | **32** | |
| Public | 12 335 | 2 113 749 | 47 | | 64 197 | 33 | 34.0 |
| Private | 2 950 | 472 685 | 49 | | 16 355 | 29 | |
| **Junior Secondary** | **7 582** | **865 636** | **45** | **64** | **47 445** | **19** | |
| Public | 6 414 | 741 895 | 45 | | 40 011 | 19 | 22.7 |
| Private | 1 168 | 123 741 | 49 | | 7 434 | 17 | |
| **Senior Secondary** | **510** | | | | | | |
| Public | 474 | 249 992 | 41 | 18 | 10 791 | 21 | 15.2 |
| Private | 36 | | | | | | |
| **TVET** | | | | | | | |
| Public | 23 | 17934 | 13 | N/A | 1150 | 16 | 1.2 |
| **Teacher Training (TTC)** | **42** | **19 686** | **27** | N/A | n/a | n/a | |
| Public | 38 | 18 766 | 31 | | 1209 | 16 | 4.5 |
| Private | 4 | 920 | n/a | | n/a | n/a | |
| **Tertiary** | | | | N/A | | N/A | |
| Public | | | | | 1 480 | | 11.5 |
| Universities | 5 | 40 673 | 30 | | 951 | | |
| Polytechnics | 10 | 18 459 | 22 | | 80 | | |
| Other (IPS,GIL) | 5 | n/a | n/a | | n/a | | |
| Private | [1]21 | n/a | n/a | | n/a | | |
| **Non-Formal** | 8 000 | 196 170 | 62% | N/A | 8 000 | 25 | 0.5 |
| **Special Education** | 24 | 3807 | N/A | 40 | 264 | 14 | 0.5 |
| **Management** | N/A | N/A | N/A | N/A | N/A | N/A | 0.3 |
| **Subvented bodies** | N/A | N/A | N/A | N/A | N/A | N/A | 2.2 |

*[Based on various data from MoE, GES and current reports (2002)]*

*Notes:*
N/A Not Appropriate
n/a not available
[1] Six of them are degree awarding; a further 60 awaiting accreditation

## 1.2 Documents that have informed the ESP

In accordance with the concept of strategic planning as a continuous and developmental process, this is the fourth ESP. Unlike its predecessors, this ESP covers a longer plan period - up to 2015 - and contains costed activities and related indicators. However, in keeping with earlier versions, it has been developed in relation to current (2002-03) policy and to current review reports and papers of sectoral, national and regional importance. These include the following:

***Education sector papers:***

- *Previous Education Sectors Plans*, (ESPs, 1998 to 2002)
- *Education Sector Policy Review Report* (ESPRR, August, 2002)
- *Education Sector Review* (ESR, October 2002)
- *Meeting the Challenges of Education in the 21st Century* (The report of the President's Committee on Review of Education Reforms in Ghana[1], October 2002)

***National documents***

- *Ghana Poverty Reduction Strategy* (19 February 2003)
- *Medium Term Expenditure Framework* (MTEF 2002 - 2004)

***Regional proposal***

- *New Partnerships for Africa's Development* (NEPAD, October 2001)
- *Education for All* (EFA, April 2000)

In addition, the ESP is informed by various other documents and by consultations with a wide variety of education practitioners and members of the public.

## 1.3 Philosophical and Policy basis of the ESP

The ESP adheres to the broad philosophical stance adopted by the Ministry of Education and its agencies as expressed in the *Mission Statement for Education* (Box 1). The mission statement takes account of national goals; it underpins the work of the Ministry and its agencies and acts as a foundation for sectoral planning. Box 2 presents *Goals for the Education Sector* which have been derived from the *Mission Statement*.

***BOX 1***

***Mission Statement for Education***

*The mission of the Ministry of Education is to provide relevant education to all Ghanaians at all levels to enable them to acquire skills that will assist them to develop their potential, to be productive, to facilitate poverty reduction and to promote socio-economic growth and national development.*

***BOX 2***

***Goals for the Education Sector***

*In fulfilment of the Education Mission, The Ministry of Education will provide the following:*

*(a) Facilities to ensure that all citizens, irrespective of age, gender, tribe, religion and political affiliation, are functionally literate and self-reliant*
*(b) Basic education for all*
*(c) Opportunities for open education for all*
*(d) Education and training for skill development with emphasis on science, technology and creativity*
*(e) Higher education for the development of middle and top-level manpower requirements.*

*In providing these services we will be guided by the following values:*
*(1) Quality education, (2) Efficient management of resources,*
*(3) Accountability and transparency, (4) Equity.*

[1] *Commonly referred to as the Education Reform Review Committee, ERRC*

The structure of the ESP has been largely dictated by the policy goals within the August 2002 *Education Sector Policy Review Report* (ESPRR) which was developed in line with MTEF preparation during 2002. The ESPRR identified eight policy goals. To these, a ninth and tenth goal have been added to emphasise national and international concerns about HIV/AIDS and to promote female education.

***Policy Goals:***

1. Increase access to and participation in education and training
2. Improve quality of teaching and learning for enhanced pupil/student achievement
3. Extend and Improve technical and vocational education and training
4. Promote good health and environmental sanitation in schools and institutions of higher learning
5. Strengthen and improve educational planning and management
6. Promote and extend the provision of science and technology education and training
7. Improve the quality of academic and research programmes
8. Promote and extend pre-school education
9. Identify and promote education programmes that will assist in the prevention and management of HIV/AIDS
10. Provide girls with equal opportunities to access the full cycle of education

Throughout the ESP, these are generally re-ordered and grouped within four areas of focus:

| | |
|---|---|
| *1. Equitable Access to Education* | • Pre-school education<br>• Access and participation in education and training<br>• Girls access to education |
| *2. Quality of Education* | • Quality of teaching and learning for enhanced pupil/student achievement<br>• Academic and research programmes<br>• Health and environment in schools and institutions<br>• Prevention and management of HIV/AIDS |
| *3. Educational Management* | • Educational planning and management |
| *4. Science, Technology and TVET* | • Technical and vocational education and training<br>• Science and technology education and training |

These four focus areas are closely linked to the four priority interventions for education as outlined in the GPRS[2]. MoE considers that the strategies outlined in Chapter 2 of the ESP will all contribute to the alleviation of poverty. It should also be noted that in allocating resources, particular emphasis will be given to poorer areas, including the three northern regions and other deprived areas, in order to reduce inequities within the system.

### 1.4 Outline Situation Analysis

The October 2002 *Education Sector Review,* (ESR), provides an account of recent education sector performance. Some of the main findings of the ESR have been incorporated within Table 1.2, an Education Sector "SWOT Analysis" (Strengths-Weaknesses-Opportunities-Threats], in which strengths are matched against opportunities and weaknesses interpreted in terms of possible threats:

[2] *I.e.: School Improvement, Teacher Development, Deployment and Supervision, Reformed Management, Special Partnership Programmes with non-state actors (GPRS, Feb 2003, p 100)*

***Table 1.2 Education Sector SWOT Analysis, building on the findings of current education sector reviews, reports and the GPRS***

| STRENGTHS | OPPORTUNITIES |
|---|---|
| **Access to and Participation in Education and Training** | |
| • General increase in physical access – increased number of pre-school, primary, JSS and SSS schools<br>• High and increasing enrolment in Basic Schools<br>• Large reduction in illiteracy achieved 1992–2000 through non-formal education<br>• University enrolment quadrupled in the last decade<br>• High demand for tertiary education<br>• Strong tradition and history of high quality tertiary education provision | • Transform high enrolments into high completion rates<br>• Build on literacy achievements to establish national campaign with the assistance of NGOs, Civil Society and mass media to work towards eradicating illiteracy<br>• Extend distance education to improve access for all<br>• Build of achievements and performance to extend access to tertiary education<br>• Develop an Open University system. |
| **Quality of Teaching and Learning** | |
| • Distance Education programmes to provide further professional training for teachers in service<br>• Higher levels of commitment are being realised in 'untrained teachers' devoted to rural deprived areas | • Extend distance education to improve the quality of teaching staff, and as a result, education (also to reduce the financial burden that study leave payments place upon the education system)<br>• Use an "OUT-OUT-IN" system whereby such pupil teachers will be provided with in service training during vacations and transferred to TTCs during their last year subject to performance<br>• Use more effectively ICT to promote access to quality education at all levels |
| **Educational Planning and Management** | |
| • Generally agreed that community/school partnerships have improved inputs leading to teacher effectiveness and improved pupil performance<br>• Annual Consultative Panel Meetings provide opportunities for meaningful participation of development partners (DP) in the education process<br>• The MTEF process is well established and working well at central levels | • Extend these relationships towards community involvement in the operation, management and financing of schools<br>• Extend DP participation to other areas (private sector, CBO, NGO, FBO)<br>• Decentralise the MTEF process in line with forthcoming revised Education and Local Government Service Acts with Regions acting as 'the arms' of the MoE |
| **WEAKNESSES** | **THREATS** |
| **Access and Participation to Education and Training** | |
| • Low enrolment and retention rates in Northern regions and many rural areas.<br>• SSS schools under enrolled – particularly new community secondary schools<br>• Over 60% of university admissions come from less that 20% of secondary schools.<br>• Gender concerns: Unequal enrolment rates; Unequal retention and completion rates; Child abuse; Low female literacy; poor transition rates (P6-JSS, JSS-SSS, SSS-TE) for girls<br>• Uneven locational distribution of special needs services, high attrition rate of teachers completing special needs training and lack of necessary equipment and financing within the special education sub-sector | • Low enrolments hinder achievement of goals of FCUBE and EFA<br>• Inequitable balance between different socio-economic and gender groups within Tertiary institutions<br>• Under-representation of females in teaching and managerial roles – particularly in tertiary level institutions.<br>• Lack of appropriate role models leading to further discouragement of girls from entering the education system |

*[continued overleaf]*

| WEAKNESSES | THREATS |
|---|---|
| **Quality of Teaching and Learning** | |
| • Improving, but nevertheless, unacceptable performance in CRT, PMT tests at basic education and in SSSCE. Plus noticeable disparities between public/private and rural/urban school performances<br>• Poor public image of teaching profession makes it hard to attract good graduates into TTCs<br>• Low level of teacher commitment due to a lack of incentives and poor working conditions, which translate into the above poor performances of pupils<br>• Research in tertiary institutions is not effectively coordinated or prioritised and is under funded<br>• Lack of effective use of ICT as a tool for teaching and learning | • The planned expansion of the education system may be undermined if there is an inadequate supply of qualified, motivated teaching staff<br>• Research outputs make little impact on national development<br>• Research creates a financial burden on the public sector<br>• National priorities in allocation of public resources may lead to neglect of research |
| **Technical and Vocational Education and Training** | |
| • Lack of workshops and professionally qualified teachers preventing meaningful TVET taking place within JSS<br>• Lack of examination of practical skills by WAEC contributes to dearth of 'hands on' technical experience<br>• TVET has low status<br>• TVET doesn't provide graduates with the requirements to enter tertiary education | • Alternative avenues for further education may be become limited due to lack of suitable entrants<br>• TVET may become irrelevant and/or undesirable<br>• Government economic aspirations may be thwarted through lack of appropriately trained technical personnel. |
| **Health and environmental sanitation** | |
| • Increase in occurrence of HIV/AIDS within the Education sector coupled with a lack of adequate information within the sector to facilitate an accurate assessment of this problem<br>• Malnourishment is very high, particularly in the Northern regions<br>• Poor hygiene conditions within most schools – including lack of sanitation facilities and water<br>• Early pregnancy and sexual activity | • Possible reduction in teaching staff due to attrition from AIDS, preventing the delivery of quality education.<br>• Supply of teachers may not keep pace with attrition leading to teacher shortages<br>• Increased vulnerability of female learners as they suffer from child abuse, or partake in 'transactional sex' to enable the purchase of basic items<br>• Malnutrition and health issues may adversely affect attendance and performance<br>• Young women/girls drop out of school. |
| **Educational Planning and Management** | |
| • Structural and capacity problems within the Ministry of Education and its agencies – managerial weaknesses, manpower shortages and lack of effective supervision<br>• Ineffective channels of communication<br>• Indiscipline and misbehaviour in local offices<br>• Inequitable resource allocation at Regions and Districts | • Sectoral targets, including decentralisation, may be put at risk |

The findings in the above table have guided the formulation of the ESP.

## 1.5 Other influences on the ESP

The October 2002 report of the President's Committee on Review of Education Reforms in Ghana (ERRC), *Meeting the Challenges of Education in the 21st Century*, proposes significant changes to meet the challenges to the education sector over the coming years. The findings of the ERRC, particularly those regarding pre-school education, technical education, increased access at all levels and the structure of the system, have contributed to the development of the ESP.

The basic education sub sector is of great significance within the education sector. Ghana subscribes to the *Education For All* (EFA) principles and process and has developed a work programme that puts into effect the six goals arising from the *World Education Forum* in Dakar, April 2000 (Box 3). Although presented in less detail, the ESP Work Programme contains the essential features of the EFA work programme, demonstrating that it is a mainstream component of sector development.

***BOX 3***

***The Six Dakar Goals***

1. *Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.*
2. *Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality.*
3. *Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.*
4. *Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.*
5. *Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality*
6. *Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills*

It is important to stress, however, that the ESP is a *whole sector* plan. The Government and the Ministry is committed to a whole-sector development approach, i.e. *a sector wide approach* (SWAp), in which every sub-sector and every area of focus within the education sector is considered and in which all internal and external development partners are invited to play a part. These aspects will be illuminated in chapters 2 and 3 respectively. In addition, if the ESP is to be successful, then sector performance must be open to review, when judgements will be made and advice may be given based on the outputs and outcomes arising from the plan (chapter 4). Good performance should be based on optimum deployment of resources and other inputs and this is covered in chapter 5.

## 1.6 Challenges facing the Education Sector (as at 2002)

Despite the substantial progress that has been made over the years in providing access to education, the nation continues to grapple with serious challenges on quality of education.

To address the quality issue, the education sector will require substantial investments. While, on the average, Government provides 91% of education financing, most of this is absorbed by teachers' salaries, leaving very little funds for non-salary expenditure. This has adversely affected the provision of teaching and learning materials and infrastructure development.

There is also the issue of teacher training and development. The most deprived areas lack teachers while at the same time there is some over-concentration of teachers in the urban areas. The teacher deployment issue has become critical to successful education delivery in the country. To ensure effective and optimum utilisation of teachers, it is also important to have accurate data and statistics on teacher availability and deployment.

The policy to encourage and mobilise non-state resources from the private sector to support education sector development has to be given greater attention. The challenge is how to balance the need for such support and participation from the private sector against the needs of the poor in society who may not be able to afford the fees charged by the private institutions.

Further consideration will also have to be given to the empowerment of communities in school management and control. Strategies will have to be developed to guide this process of empowerment.

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# Chapter 2

# The Strategic Framework

## 2.1 Areas of Focus and Policy Goals

The ESP adopts an 'issues-based' approach to sector development. The ESP has identified four principal issues, or areas of focus, as follows:

1. *Equitable Access to Education*
2. *Quality of Education*
3. *Educational Management*
4. *Science, Technology and TVET*

As Chapter 1 has indicated, these areas of focus relate to the policy goals that were identified for the purposes of MTEF preparation and are consistent with the findings of a number of significant reports and papers that were published during 2002:

1. *Ghana Poverty Reduction Strategy 2002 - 2004* (GPRS, February 2002)
2. *Education Sector Policy Review Report* (ESPRR, August, 2002)[3]
3. *Education Sector Review* (ESR, October 2002)
4. *Meeting the Challenges of Education in the 21st Century* (*The report of the President's Commission on Review of Education Reforms in Ghana,* ERRC, October 2002)

in addition to the international paper on

5. *Education for All* (EFA, UNESCO, Dakar, 2000)

The relationship between the four areas of focus, the MTEF and these papers is summarised in Annex C, where it can be seen there is considerable convergence between the various reports. This convergence provides validity for the ESP approach.

The purpose of ESP is to assist in the poverty reduction process through the development of a learning society, thereby enhancing Ghana's human resource. In future everyone will be able to participate meaningfully and successfully in the education process and young people and adults, who have hitherto been excluded, will be able to access new opportunities for educational development. The strategic plan is designed to ensure that all learners gain the necessary knowledge, master the necessary skills and acquire the necessary attitudes for them to develop as individuals, to improve their social well-being and to improve Ghanaian society. This is in line with the Government's commitment "to support growth and poverty reduction"[4] in the early years of the 21st century.

To accomplish this overall objective, the ESP is a revision and update of previous strategic plans and, in particular, presents targets and strategies based upon the eight policy goals that underpin the current MTEF and the two additional policy

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[3] *Used as a basis for the forthcoming MTEF, 2003 - 2005*

[4] *GPRS, 20 February, 2002*

goals formed during the writing of this document. The ESP, therefore, presents a synopsis of government intentions and conditions that address the following policy goals[5] for education:

1. ***Increase access to and participation in education and training***

   *To provide a foundation for increased educational attainment through the development of access to free compulsory universal basic education (FCUBE, defined for the plan period as 6 years of primary education and 3 years of junior secondary education), increasing access at the pre-primary level (extending UBE by a further two years of kindergarten education), by promoting the enrolment of girls and other disadvantaged groups, and by increasing opportunities for out-of-school and hard-to-reach children and adults and by providing more opportunities. In addition, to expand access to the Secondary and Tertiary sub-sectors, including the Polytechnics, and to establish an Open University. This should go some way towards achieving the Education For All objectives, without losing sight of MoE responsibility for the whole sector.*

2. **Improve the quality of teaching and learning for enhanced pupil/student achievement**

   *To improve quality by building upon already proven initiatives, by:*
   - *improving and augmenting the supply of human and physical resources available to the system,*
   - *making them more effective (including the improvement of teaching practices, learning conditions and support facilities),*
   - *making the curriculum more relevant in practical aspects such as life skills, physical education and vocational skills,*
   - *developing reliable testing and achievement measurement systems through targeting educational outputs for improvement*
   - *effective day-to-day monitoring, evaluation, and accountability of the system by strengthening inspection and supervision.*

   *The minimum aim is that all those completing basic education will be functionally literate and numerate.*

3. **Improve and extend technical/vocational education and training**

   *To extend* and support *opportunities for young people, including out-of-school children and 'drop outs', to engage in technical and vocational opportunities. The aim is to achieve this by increased diversification and greater relevance to 'the real workplace' in the technical and vocational curriculum and by increasing the number of Technical Vocational Institutes and improving Polytechnics.*

4. **Promote and inculcate the values of good health and environmental sanitation in schools and institutions of higher learning and in their personal lives**

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[5] *The order of presentation of the first eight policy goals follows the order used during the preparation of the MTEF. Later in this chapter, it will be seen to be more convenient to re-order and group the goals in line with the areas of focus (already described).*

*To ensure that all institutions of learning should be attractively healthy places in which to work and study; ones that provide models of good practice for daily life. In addition to defining and setting standards and the development and integration of a School Heath System, the curriculum at all levels will be reviewed to promote and provide health care and awareness through the treatment of topics such as HIV/AIDS and basic sanitation.*

5. **Strengthen and improve educational planning and management**

*The Ministry and the management bodies at all levels of the education system will make the most efficient use of scarce resources within clearly defined roles that will develop a culture of service, information sharing and dissemination, support and mutual trust. There will be emphasis on the principles and practice of decentralisation with greater involvement of civil society and the private sector in general and, in particular, school management through a review of current partnership arrangements. The Ministry recognises that there needs to be an inclusive framework for financing education, one that embraces equity principles, medium term financial development planning within a set of agreed costed minimum national standards and which should involve cost sharing and cost recovery where feasible. This should meet the need to address societal and international imperatives and to enhance co-operation between those engaged in the delivery of education and the wider stakeholder society. To strengthen planning and management, there needs to be significant improvements in administrative capacity, knowledge and expertise and development of skills in prioritisation and targeting (as identified in the GPRS), at all levels of the system. Accordingly there will be considerable emphasis upon capacity building and the development and use of management tools during the plan period.*

6. **Promote and extend the provision of mathematics, science and technology education and training**

*To increase investment in the promotion of mathematics, science and technology, particularly in junior secondary schools. In addition, throughout the system, from primary schools to the institutions of higher learning, there will be greater attention paid to encouraging all actors in promoting applications of information and communication technology (ICT) to daily activities, whether at a personal level or in the workplace.*

7. **Improve the quality and relevance of academic and research programmes**

*The Ministry expects that academic programmes and research activities will be of much greater relevance to national development and poverty reduction targets. There will be greater emphasis on support and funding from the private sector and on more effective and better-targeted dissemination of research findings.*

8. **Promote and extend pre-school education**

*There will be significant gains in the provision of fee-free pre-school education, with about 55% of primary schools having a 2-year kindergarten annex attached to them by 2015). To achieve this, government will seek the support of and collaboration with District Assemblies, the private sector, civil society, religious bodies and NGOs. To support this process, there will be a new training and upgrading programme for teachers of early childhood and caregivers.*

9. **Identify and promote education programmes that will assist in the prevention and management of HIV/AIDS**

   *Institutional and teacher-training curricula will be reviewed to include aspects of HIV/AIDS awareness and prevention and management at all levels, with an emphasis on behavioural change. Courses in HIV/AIDS prevention, counselling, care and support, and management will be provided for workers and teachers in service. The role of HIV/AIDS Clubs and other relevant initiatives will be encouraged at all levels.*

10. **Provide girls with equal opportunities to access the full cycle of education**

    *The Ministry aims to implement a number of strategies targeted specifically at increasing female participation in the education sector, in terms of enrolments, retention and completion rates. Sensitisation programmes, highlighting the importance of female education, will be conducted and a number of programmes to support female access to education at all levels will be supported by the Ministry.*

As mentioned earlier, the above policy goals may be more conveniently re-ordered and grouped in terms of areas of focus. The next section briefly discusses each area of focus in turn.

## 2.2 Areas of Focus

### *2.2.1 Equitable Access to Education*

The level of educational attainment of Ghanaians is a matter of national concern. About one-fifth of eligible primary school children do not enter school (over two-fifths in the Northern, Upper East and Upper West regions) and many more young people, particularly girls, drop out of school without formal certificates or achieving functional literacy. Gross Enrolment Ratios in junior and senior secondary schools, at 64% and 18% respectively, are unsatisfactory. To overcome this situation, and therefore to improve educational attainment, will require serious action at every level. Access to primary and junior secondary education needs to be expanded immediately. The growth in the basic education sub-sector will put more pressure on the secondary and tertiary sub-sectors. There is therefore a longer-term need to provide for greater access to secondary and tertiary institutions. Moreover, this should be done in a cost-efficient way.

In addition, education opportunities need to be seriously broadened to serve the many Ghanaians who missed school or who left without any certificates

or basic skills and who feel the need to update their skills to enable them to participate effectively in a rapidly changing society.

### *2.2.2 Quality of Education*

Recent *Performance Monitoring* and *Criteria Reference* tests have confirmed that relatively few students in primary schools acquire the necessary knowledge and skills as identified in the current curriculum. This poor elementary performance flows upward through the system, creating weak performance at higher levels. There are many causes of poor achievement: the poor learning environment; many overcrowded classrooms in urban areas; the great majority of schools lacking the necessary teaching facilities to assist the teaching of even the most basic of subjects. To have any lasting effect on student learning, any improvements in the learning environment will need to be complemented by a strengthening of the teaching staff. Teachers require targeted pedagogical training. Efforts should also be made to motivate teachers to stay in the profession, the average teaching life of a teacher being only 4 or 5 years[6] (a considerable waste of public investment). This may involve a revisiting of the study-leave system.

The present monitoring devices need to be improved and should focus more consistently on improvement of outputs and processes. Outputs such as examinations results and achievement tests should be used to provide systematic feed-back to parents, teachers and schools. The school supervision system is in need of review: its focus should be on establishing educational standards, monitoring the system and ensuring support for the professional development of teachers and the internal design and implementation of school improvement plans.

Those that are in "out of school" and "hard to reach" are not forgotten. The Ministry realises that more support should be given to initiatives that are already under way to capture these groups. In addition there are plans to improve Library Services to enable the creation of a literate environment.

### *2.2.3 Educational Management*

The relationship between the Ministry of Education and its agencies, the Regions, the Districts and the schools, i.e. between the policy-makers and the delivery system, is of major importance in the context of the education system. The relationship needs to be built on mutual trust, with the Ministry providing relevant policies, guidance and support to the agencies and to schools and teachers, with schools taking greater responsibility for their own improvement and school staff working with local communities towards a common goal. For this to develop, both the management structure and the management culture need to be focussed on service and support rather than on command and control. This implies changes within the Ministry at one extreme and within individual schools at the other.

Decentralisation of some of the responsibilities that are currently undertaken centrally to district based officers and schools should be implemented. Stronger professional development and staff capacity building, whether at the centre or in schools, should accompany such structural changes.

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[6] *Education Sector Review, October 2002*

Schools need to work towards developing a greater involvement with the community, while efforts should be made to upgrade management skills of the head teachers and principals, who are pivotal to the success of the delivery of education.

These structural reforms and increased training opportunities, combined with a revisiting of job descriptions, roles and evaluation procedures, are designed to lead to the required transformation of the management culture.

### *2.2.4 Science, Technology and TVET*

The President's Commission notes that that "the neglect of the Technical and Vocational Education Training (TVET) sub-sector" constitutes a "serious deficiency in the present educational system" (ERRC, p 72). For example compared to 474 Senior Secondary Schools, there are only 23 Technical Vocational Institutes under the MoE in addition to 29 Vocational Institutes under the Ministry of Manpower, Development and Employment. Less than 2% of the educated labour force has a qualification in TVET, making it difficult for the country to develop economically from such a low level of human capital in the technical arena. To compound matters, only about 1.2% of the current MoE budget is allocated to the TVET sub-sector.

Science is poorly served in schools, with many schools lacking well-equipped laboratories and workshops (ibid., p 71). Results in public examinations, while improving, demonstrate poor performance in mathematics and science with pass rates of 59% and 51% respectively in the 2000 SSSCE.

The next section (beginning overleaf) is a strategic framework that relates the focal areas to the policy goals for education and the proposed targets, strategies and priorities that will meet those goals.

## 2.3 The Strategic Framework

The strategic framework is presented in the four areas of focus, each defined by its policy goals (numbered according to their order of appearance in the ESPRR). The policy goals are then expressed in terms of core policy objectives, tabulated to show indicative targets, possible strategies and priority ratings. The strategies reflect reform measures proposed for various sub-sectors of education (sometimes all sub-sectors) depending on their applicability to educational development at particular levels of the system.

### *2.3.1 Area of Focus 1 - Equitable Access to Education (EA)*

***Equitable Access to Education (EA)***

*Provide a foundation for increased equitable access to universal basic education, by increasing opportunities for out-of-school, hard-to-reach children and adults and by providing more opportunities at secondary and tertiary levels. Absorb an increasing number of school leavers from basic education within expanded and more diverse secondary and tertiary systems.*

***Promote and extend pre-school education (Policy Goal 8)***

| Policy Objectives | Indicative Target | Strategies | Start by |
|---|---|---|---|
| EA1<br>Provide pre-school education in collaboration with District Assemblies, the Private Sector, CBOs, NGOs and FBOs | • 70% of public primary schools with 2 KG classrooms attached by 2015<br>• GER at pre-school level of 86% by 2015 | 1. Conduct school mapping to determine extent of KG classes<br>2. Prepare guidelines on establishment of Kindergarten classes – including infrastructure and staffing requirements (and fees where appropriate i.e. private sector)<br>3. Distribute guidelines to public primary schools and District Assemblies with advice, to include at an appropriate point within the SPIP (School Performance Improvement Plan)<br>4. Distribute guidelines to private sector, appropriate CBOs, NGOs, FBOs<br>5. Conduct 'readiness-To-Build' survey<br>6. Conduct costs survey - assessing the cost of both public and private provision of pre-school<br>7. Begin KG classes construction on 'readiness' and necessity basis at the rate of at least three (3) pre-schools per year per district | 1. 2003<br>2. 2003<br>3. 2004<br>4. 2004<br>5. 2004<br>6. 2004<br>7. 2004 |
| EA2<br>Provide fee-free tuition in pre-schools | • Fee free tuition defined and circulated by December 2003<br>• National Policy on pre-school formulated and published | 1. Publish national policy on pre-school education<br>2. Draft Guidelines on fee-free tuition in public pre-schools<br>3. Circulate guidelines on fee free tuition to schools, communities and District Assemblies | 1. 2003<br>2. 2003<br>3. 2003 |

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|---|---|---|---|
| EA3<br>Provide for the preparation (training) and upgrading of pre-school teachers and caregivers | • Curriculum for pre-service teacher training in pre-school education developed<br>• Teacher training programmes to include training in pre-school education by September 2005<br>• INSET courses to train existing teachers in pre-school instruction beginning 2005<br>• 43% Increase in enrolments in TTCs by 2015 | 1. Determine curriculum for pre-service training of teachers/caregivers<br>2. Publish and circulate curriculum<br>3. Train TOTs to use the new curriculum<br>4. Develop INSET course<br>5. Train INSET instructors<br>6. Prepare and publish IEC materials to promote teaching as a career<br>7. Recruit and deploy teachers | 1. 2004<br>2. 2005<br>3. 2005<br>4. 2005<br>5. 2005<br>6. 2003<br>7. annually |

## *Increase Access to and Participation in Education and Training (Policy Goal 1)*

| Policy Objectives | Indicative Target | Strategies | Start by |
|---|---|---|---|
| EA4<br>Provide and ensure access to free basic education | • GER in primary schools to rise from 79% in 2002 to 100% by 2010<br>• 100% completion rate by 2015 at Primary level<br>• GER in JSS schools to rise from 62% in 2002 to 75% by 2010 and 90% by 2015<br>• Average national PTR in primary schools to increase from 33:1 currently, to 35:1 by 2010 and at least maintained thereafter<br>• Average national PTR in junior secondary schools to increase from 18:1 currently, to 22:1 by 2010 and 25:1 by 2015<br>• Universal Primary Completion by 2015 | 1. Conduct school mapping of Primary and JSS schools<br>2. Write policy guidelines as to what constitutes 'fee-free' and 'cost-sharing' ( i.e. enforcing the abolition of fees and levies and the introduction of capitation grants for basic education, and ways to implement cost sharing at the post-basic level)<br>3. Circulate to all deliverers within the education system.<br>4. Circulate guidelines to the districts, regions and other stakeholders<br>5. Monitor schools to ensure adherence to guidelines on fees/costs.<br>6. Determine physical infrastructure needs for basic schools<br>7. Determine teacher needs for basic schools according to establishment norms<br>8. Prepare and implement a 3-year rolling plan to develop physical infrastructure in basic schools<br>9. Prepare and implement a 3-year rolling plan to develop teacher deployment according to needs in basic schools | 1. 2003<br>2. 2003<br>3. 2003<br>4. 2003<br>5. 2003<br>6. 2003<br>7. 2003<br>8. 2003<br>9. 2003 |
| EA5<br>Provide compulsory universal basic education (FCUBE) | • Universal Primary Completion by 2015<br>• All children receive 6 years (or equivalent) of fee-free primary education<br>• At students receive 3 years (or equivalent) of fee-free junior secondary education | 1. Define free *compulsory* universal basic education (FCUBE)<br>2. Finalise Draft Education Bill<br>3. Design, publish and circulate IEC materials to sensitise communities as to the importance of compulsory basic education for all | 1. 2003<br>2. 2003<br>3. 2003 |

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|---|---|---|---|
| EA6<br>Provide infrastructure and encourage the Private Sector, CBOs, NGOs, FBOs, IGOs and Development Partners to participate | • 35% increase in primary infrastructure by 2015<br>• 22% increase in JSS infrastructure by 2015<br>• Commensurate increase in CBO/NGO/FBO/IGO provision over the same target periods<br>• 20% of those primary and JSS schools that are identified as deprived, rehabilitated each year | 1. Conduct school mapping of Primary and JSS schools<br>2. Determine physical infrastructure needs for basic schools<br>3. Determine rehabilitation needs annually<br>4. Prepare and implement a 3-year rolling plan to develop physical infrastructure in basic schools<br>5. Develop and circulate IEC plan to encourage community involvement | 1. 2003<br>2. 2003<br>3. annually<br>4. 2003<br><br>5. 2003 |
| EA7<br>Provide equitable educational opportunities | • 50% female enrolment in Primary schools by 2005<br>• Retention rates of females and males on a par by 2010<br>• Full enrolment of hard-to-reach and out of school children by 2015<br>• Integrate all children with non-severe SENs in mainstream schools by 2015 | 1. Conduct IEC programmes to raise awareness of the importance of girls education<br>2. Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances<br>3. Support hard-to-reach children and complementary/alternative education programmes<br>4. Provide specialised training in multi-grade teaching for rural areas and reward teachers accordingly<br>5. Provide training for all teachers in SENs<br>6. Design and implement programmes for the integration of complementary schools with formal schools<br>7. Redesign school infrastructure to facilitate the accommodation of pupils/students with special needs | 1. 2003<br>2. 2003<br><br>3. 2003<br>4. 2004<br><br>5. 2004<br>6. 2003<br><br>7. 2004 |
| EA8<br>Provide conditions for universal functional literacy | • Agreed national functional literacy test validated and in use by 2006<br>• 5% sample of adult population tested by December 2008 to determine rate of literacy<br>• Identified and targeted literacy programmes in place and operational by 2008.<br>• Literacy rate improved by 3% points per year from 2008 to 2015 | 1. Design national functional literacy test<br>2. Conduct national functional literacy test<br>3. Design and implement functional literacy programmes in 15 Ghanaian languages.<br>4. Evaluate the functional literacy programmes implemented<br>5. Provide incentive package for volunteer facilitators<br>6. Provide material support to learners with special needs<br>7. Review curriculum to make it relevant to the needs of the learners<br>8. Conduct training in micro-credit scheme for learners<br>9. Establish community reading centres<br>10. Provide solar panels to communities<br>11. Publish community rural newspaper | 1. 2004<br>2. 2005<br>3. 2005<br>4. 2003<br>5. 2003<br>6. 2005<br>7. 2003<br>8. 2005<br>9. 2005<br>10. 2005<br>11. 2005 |

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|---|---|---|---|
| EA9<br>Prioritise the disadvantaged in society | • Support systems in place for children with SENs by 2015<br>• Increase attendance of those with SENS in schools to 50% in 2008, 80% in 2012 and 100% by 2015<br>• IEC programme for disadvantaged in place by 2005<br>• An inclusive education system achieved by 2015, including boys and girls with non-severe SENS integrated into mainstream schools | 1. Evaluate, and build upon, programmes for the disadvantaged that are already in operation, including complementary and alternative education programmes<br>2. Reach and integrate excluded children (out-of-school, hard-to-reach, truants) intra-cycle dropouts and adolescent mothers within the formal system where possible<br>3. Organise screening and identification of children with special needs<br>4. Institute scholarship schemes for needy pupils, including district sponsorship of girl pupils/students<br>5. Establish special education assessment centres in all districts<br>6. Organise sensitisation workshop for parents and children with special needs<br>7. Incorporate training in SENS into all TTC courses (also see EA7, strategy 5)<br>8. Provide material support to those children orphaned as a result of HIV/AIDS, in order that they can complete their education. | 1. 2004<br>2. 2003<br>3. 2005<br>4. 2003<br>5. 2004<br>6. 2005<br>7. 2004<br>8. 2004 |
| EA10<br>Expand and improve post-basic education | • Rehabilitate 10% of existing SSS by 2015<br>• At least 75% of the districts to have a Model SSS by 2015<br>• Establish 10 additional TVIs by 2015<br>• 50% enrolment growth in TVIs nationally by 2015<br>• Teacher Education subsumed within tertiary level by 2010<br>• Facilities in one polytechnic upgraded every 3 years<br>• Facilities in one university upgraded by 2009, thereafter 1 every 3 years<br>• 50% improvement in numbers of qualified staff in post-basic institutions by 2015<br>• Tertiary education available for at least 15% of the post-secondary cohort by 2015<br>• Open University access by 2015<br>• At least 70% intake for all eligible pupils/students for second cycle education (SSS/TVI) by 2015 | 1. Conduct institutional mapping for post-basic levels by December 2004<br>2. Use mapping and other needs-assessments (including manpower needs) to determine needs at post-basic level<br>3. Construct and upgrade secondary schools to model school standards at a rate of at least 4 per annum, on a need and readiness basis.<br>4. Assess the cost and application of distance and on-line approaches to education (including an Open University) for those outside the physical reach of tertiary institutions and the establishment of other post-secondary institutions offering national and international curricula and diplomas with an emphasis on improving teachers qualifications<br>5. Convert and upgrade TTCs into tertiary institutions<br>6. Establish one fully developed polytechnic in every region<br>7. Establish 10 additional TVIs on a necessity basis<br>8. Conduct enrolment drive for TVET | 1. 2004<br>2. 2005<br>3. 2003<br>4. 2004<br>5. 2005<br>6. 2004<br>7. 2004<br>8. 2004 |
| EA11<br>Promote Distance Education | • Brochures and courses for Distance Education and Open University available at all levels by 2012<br>• Distance Education enrolments increased by 2% per annum over the plan period | 1. Develop a national policy on Distance Education<br>2. Establish distance education centres<br>3. Design and write distance education materials<br>4. Design, write and publish brochures on distance education courses<br>5. Conduct enrolment drive for distance education<br>6. Recruit and train administrative personnel, and qualified and experienced lecturers<br>7. Procure appropriate equipment for teaching and learning | 1. 2003<br>2. 2003<br>3. 2003<br>4. 2003<br>5. 2004<br>6. 2003<br>7. 2003 |

***Provide girls with equal opportunities to access the full cycle of education (Policy Goal 10)***

| Policy Objectives | Indicative Target | Strategies | Start by |
|---|---|---|---|
| EA12<br>Promote gender equity in enrolment and retention | • 50% female enrolment in Primary schools by 2005<br>• Retention rates of females and males on a par by 2010 | 1. Conduct IEC programmes to raise awareness of the importance of girls education<br>2. Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances<br>3. Institute and ensure proper functioning of scholarship/district sponsorship programmes for girls<br>4. Encourage the establishment of girls' clubs and promote the use of role models, both within schools and communities | 1. 2003<br>2. 2003<br>3. 2003<br>4. 2003 |
| EA13<br>Prioritise female education at all levels, including technical and vocational education | • Enrolments and completion rates of boys and girls at parity at all levels by 2015<br>• Gender parity in primary schools by 2005 and Junior Secondary Schools by 2008<br>• Gender-appropriate technical and vocational courses introduced in schools by 2005 | 1. Eliminate gender stereotyping in teacher preparation and in teaching materials<br>2. Modernise technical courses, making them relevant and gender-free<br>3. Support access programmes for females at all levels, particularly at the basic level and entry into TTCs<br>4. Design and implement IEC and sensitisation programmes to raise communities' awareness of the value of formal education for girls, particularly at the basic level<br>5. Design and implement a quota system to enable girls from rural areas to enter SSS<br>6. Provide suitable school facilities for females (students and teachers) at all levels<br>7. Increase female enrolments at tertiary levels | 1. 2003<br>2. 2005<br>3. 2003<br>4. 2003<br>5. 2004<br>6. 2004<br>7. 2003 |
| EA14<br>Promote the recruitment and deployment of female teachers | • IEC in place for teacher recruitment, especially females by 2004<br>• Provide motivational package to teachers in hardship areas by 2004 | 1. Implement district sponsorship programme for teacher trainees in all districts<br>2. Support teacher deployment in deprived areas, particularly females<br>3. Provide 'deprived area incentive package' (e.g. teacher accommodation, transport and services)<br>4. Support volunteer teacher programmes in rural areas, with an emphasis on local recruitment (especially of females) | 1. ongoing<br>2. 2003<br>3. 2004<br>4. 2003 |
| EA15<br>Strengthen the Girls Education Unit including Region/District Girls Education Teams | • GEU Work Programme in place and being implemented at al levels – central, regional, district.<br>• Annual review of GEU by HRMD<br>• Annual National Girls Education reports including relevant indicators completed/published<br>• Highly trained and motivated GEU staff in place at all levels<br>• Girl friendly guidance and counselling system in place and procedures implemented | 1. Maintain and update statistical database of relevant indicators and establish an ongoing monitoring and reporting system<br>2. Provide ongoing training to all GEU staff on community mobilisation, guidance and counselling, planning and implementation and other relevant activities to enhance performance of the GEU<br>3. Coordinate GEU and Guidance and Counselling (G&C) to establish procedures and systems related to girls education – e.g. to sanction sexual harassment or bullying of female pupils/students by male peers | 1. ongoing<br>2. ongoing<br>3. 2004 |

### 2.3.2 Area of Focus 2 - Quality of Education (QE)

***Quality of Education (QE)***

*Make the various resources available to the system (including teachers, teaching practices, learning conditions and facilities) more effective and more equitable and target educational outputs for improvement.*

***Improve Quality of Teaching and Learning for Enhanced Pupil/Student Achievement (Policy Goal 2)***

| Policy Objectives | Indicative Target | Strategies | Start by |
|---|---|---|---|
| QE1<br>Increase provision of and accessibility to textbooks and other teaching/ learning materials | • Primary pupil textbook ratio to be 1:1 for all subjects by 2005<br>• JSS Pupil textbook) to be 1:1 by 2004 whilst for all subjects by 2005<br>• 10 or more computers per Senior Secondary School (25% of schools by 2005, 50% by 2008, 75% by 2012, 100% by 2015)<br>• All teachers have access to teaching support materials by 2008<br>• 1 resource/computer room per Senior Secondary School (25% of schools by 2005, 50% by 2008, 75% by 2012, 100% by 2015)<br>• 50 Teacher Resource Centres established by 2015 | 1. Conduct needs and readiness assessment surveys<br>2. Ensure access to textbooks in core subjects for all students at all pre-tertiary levels<br>3. Procure and distribute textbooks<br>4. Provide teaching and learning aids to all schools/teachers<br>5. Review and publish list of essential teaching support materials for pre-tertiary levels<br>6. Procure and supply computers and accessories to Senior Secondary Schools, based on needs with preference given to deprived areas<br>7. Review guidelines on the use and maintenance of textbooks, equipment and teaching materials in schools at pre-tertiary levels<br>8. Establish additional Teacher Resource Centres in 50 districts with preference given to the newly created districts | 1. 2003<br>2. 2003<br>3. 2003<br>4. 2003<br>5. 2003<br>6. 2004<br>7. 2003<br>8. 2004 |
| QE2<br>Provide school and public library facilities and encourage community/ private libraries | • All schools with libraries/resource rooms by 2015<br>• All libraries/resource rooms (schools and public) with minimum stock, storage and retrieval systems - including computers) by 2015<br>• IEC system for libraries/resource rooms in place by 2012 | 1. Conduct needs and readiness assessment surveys<br>2. Construct and rehabilitate 10 regional libraries<br>3. Provide all schools with a library/resource room<br>4. Design and publish IEC materials for libraries<br>5. Develop programme involving DAs, communities and the Private Sector, for the provision of libraries at the community level. | 1. 2003<br>2. 2003<br>3. 2004<br>4. 2003<br>5. 2004 |

| | | | |
|---|---|---|---|
| QE3<br>Improve the effectiveness of teacher preparation, upgrading and deployment at all levels, with emphasis on the recruitment and deployment of females | • Reduce % of untrained teachers from 21.2% at the primary level and 12.8% at JSS to not more than 5% in 2015 across the basic level.<br>• Reduce % of untrained teachers at SSS level from<br>• IEC in place for teacher recruitment, especially females by 2004<br>• Provide motivational package to teachers in hardship areas by 2004 | 1. Implement district sponsorship programme for teacher trainees in all districts<br>2. Support teacher deployment in deprived areas, particularly females<br>3. Provide 'deprived area incentive package' (e.g. teacher accommodation, transport and services)<br>4. Support volunteer teacher programmes in rural areas, with an emphasis on local recruitment (especially of females)<br>5. Review policy on study leave (with a view to reducing the number of teachers taking study leave annually, reducing the financial burden of the study leave system, and placing a greater emphasis on distance education as a means of professional development)<br>6. Strengthen supervision and inspection systems.<br>7. Design and publish IEC materials<br>8. Review conditions of service for tertiary staff<br>9. Rehabilitation of Ghana Education Staff Development Institute<br>10. Introduce a teacher rotation/redeployment system to supply remote rural areas with qualified teachers | 1. ongoing<br>2. 2003<br>3. 2004<br>4. 2003<br>5. 2003<br>6. 2004<br>7. 2003<br>8. 2003<br>9. 2003<br>10. 2004 |
| QE4<br>Develop a motivated teaching cadre for all levels with support from the Private sector, CBOs, NGOs, FBOs and Development Partners | • Career path, criteria for promotion, annual review of performance, conditions of service for teachers at all levels drafted/revised and published by early 2004, implemented by 2005 | 1. Define and institutionalise a multi-level career path with a clearly defined promotion policy based on equity and merit with appropriate incentives and rewards to those who remain in service<br>2. Review policies and procedures for promotion, discipline and staff development | 1. 2003<br>2. 2003 |
| QE5<br>Improve the relevance of the curriculum at pre-tertiary levels | • National curriculum at basic level published and circulated to all schools by end of 2003<br>• Complete revision of SSS curriculum and publish by 2004<br>• Basic level teachers trained in the new curriculum by 2004<br>• SSS level teachers trained in the new curricula by 2006<br>• New curriculum examined from 2004 onwards for BECE and 2005 onwards for SSSCE<br>• Next revision of basic curriculum to be in 2006 | 1. Review national curricula at all levels in collaboration with key stakeholders to ensure relevance to national needs and conditions and remove bias (related to gender or special needs for example)<br>2. Print and distribute new syllabi to school<br>3. Develop/up-grade teacher training programmes (INSET and PRESET) to train teachers in the new curricula<br>4. Conduct examinations based upon new curricula<br>5. Institutionalise remedial programmes as a core part of the basic education sub-sector<br>6. Ensure textbooks are revised and developed in line with new curricula<br>7. Establish Curriculum Oversight Committee within the MoE<br>8. Redesign academic training at all levels to integrate rigorous entrepreneurial training and career counselling into the academic programme at all levels. | 1. 2003-basic 2004-SSS<br>2. 2003-basic 2004-SSS<br>3. 2004<br>4. 2004<br>5. 2004<br>6. 2004<br>7. 2003<br>8. 2004 |

| | | | |
|---|---|---|---|
| QE6<br>Develop a reliable pupil/ student/ learners testing and assessment system | • MNS test agreed, standardised and validated by December 2004<br>• First cohort/sample of students (25%) tested for competency on single agreed MNS test by December 2005; sample rising to 30% by 2015 | 1. Review current approaches/tests to evaluate learning outcomes at primary and JSS levels by developing learning standards and learning targets with particular emphasis on P1-P3<br>2. Adopt and agree a single *Competency-Based Approach* to evaluate learning outcomes at primary and JSS levels by defining and adopting minimum national standards (MNS) for students at agreed stages (P3, P6, JSS2)<br>3. Provide feedback to inspectors and community on the outcomes of all tests | 1. 2004<br>2. 2004<br>3. 2003 |
| QE7<br>Develop effective Accountability systems | • Criteria and roles of supervision and inspection revised and published by end 2003<br>• Supervisors and inspectors trained and in place by 2004<br>• Ensure 90% attendance of teachers in basic schools | 1. Review monitoring and inspection systems for management at ministry, agency, regional, district levels and at all school/institutional levels<br>2. Improve the teacher supervision system to provide support for professional development and enhanced teacher performance<br>3. Provide material support for supervisors and inspectors<br>4. Develop and implement a system to effectively monitor and sanction teacher absenteeism and tardiness | 1. 2003<br>2. 2003<br>3. 2005<br>4. 2003 |
| QE8<br>Review guidelines on language policy (medium of instruction and languages taught) at all pre-tertiary levels of education | • Guidelines on language policy published and circulated to all schools by December 2003<br>• Foreign language (French) programme fully developed and in place at JSS and SSS levels by 2010<br>• Ghanaian Language policy reviewed in 2008<br>• Guidelines on revised policy distributed and acted upon by 2009 | 1. Develop, publish and circulate to all schools, guidelines on language policy<br>2. Develop and introduce a comprehensive Foreign/Second Language (French) programme at JSS and SSS levels<br>3. Support the development and production of textbooks in English, Ghanaian Languages and French and other teaching /learning materials<br>4. Expand and promote the study of French in teacher training colleges<br>5. Conduct comprehensive review of Language policy in 2008 | 1. 2003<br>2. 2004<br>3. 2004<br>4. 2004<br>5. 2008 |
| QE9<br>Ensure literacy and numeracy in English and a Ghanaian Language | • Minimum National Standards in literacy and numeracy in English and Ghanaian Languages set for Primary, JSS and SSS by 2005<br>• Literacy and numeracy in a Ghanaian language by 30% of Primary 3 pupils by 2007<br>• Literacy and numeracy in Ghanaian Language by 50% of Primary 6 pupils by 2010<br>• Literacy and numeracy in English by 30% of Primary 3 pupils by 2007<br>• Literacy and numeracy in English by 50% of Primary 6 pupils by 2010 | 1. Provide INSET courses for language teachers in P1 to P6 on a regular basis<br>2. Provide at least one specialist language teacher to serve a cluster of primary schools Support the development and production of textbooks and other teaching /learning materials in English and Ghanaian Languages<br>3. Distribute the recommended textbooks and teaching guides for the Ghanaian Languages<br>4. Revise Ghanaian languages syllabus at TTC to focus on the teaching of literacy and numeracy<br>5. Develop and implement a more effective methodology for the use of the English Language as a medium for teaching and learning<br>6. Revise timetable to increase time allocation for the teaching of literacy and numeracy in English and Ghanaian Languages<br>7. Develop minimum national standards to monitor learning achievements in English and Ghanaian languages for all levels of pre-tertiary education<br>8. Organise tests to measure literacy and numeracy standards in P3 and P6 according to MNS set<br>9. Organise tests to measure literacy and numeracy standards in P3 and P6 according to MNS set | 1. ongoing<br>2. 2004<br>3. 2003<br>4. 2003<br>5. 2003<br>6. 2003<br>7. 2003<br>8. 2004<br>9. 2005 |

### *Improve the Quality of Academic and Research Programmes (Policy Goal 7)*

| Policy Objectives | Indicative Targets | Strategies | Start by |
|---|---|---|---|
| QE10<br>Promote academic programmes and research activities relevant to national development in collaboration with the private sector | • Competitive tender process for research funding in place by 2005<br>• 50% of all research funding from private and non-governmental sectors by 2010<br>• Revised university block grants system in place by 2008 [based on teaching, administration and research criteria - including research published in recognised journals and/or in ISBN publications)<br>• Academic programmes reviewed by 2005 | 1. Establish university exchange programmes for students and staff<br>2. Review academic programmes to ensure relevance to national development<br>3. Undertake consultation with the private sector, particularly industry, to identify pertinent areas for research<br>4. Develop process for accessing research funding<br>5. Strengthen capacity within universities to conduct relevant research<br>6. Strengthen the Research unit of SRIMPR division of the MoE<br>7. Redesign academic training at all levels to integrate rigorous entrepreneurial training and career counselling into the academic programme at all levels. | 1. 2005<br>2. 2004<br>3. 2004<br>4. 2004<br>5. 2004<br>6. 2004<br>7. 2004 |
| QE11<br>Promote the dissemination of research findings for development | • Publication of biannual digest of research findings beginning 2004 | 1. Write guidelines on the publication and dissemination of research findings<br>2. Ensure that research findings relevant to national development, and industry, are widely available<br>3. Promote the use of electronic libraries for the storage and publication of research papers and findings | 1. 2004<br>2. 2004<br>3. 2006 |

### *Promote Good Health and Environmental Sanitation in Schools and Institutions of Higher Learning (Policy Goal 4)*

| Policy Objectives | Indicative Target | Strategies | Start by |
|---|---|---|---|
| QE12<br>Expand and improve School Health, Sanitation and Safety systems | • Expanded and improved School Health and School Hygiene systems at all levels to 60% coverage by 2008<br>• Guidelines for School Health, Sanitation and Safety published and distributed by end 2003<br>• All schools rehabilitated in terms of safety, sanitation and health by 2015<br>• Provide first aid facilities in all schools by 2015<br>• Potable water available in all schools by 2015 | 1. Develop and publish guidelines on minimum standards for health, sanitation and safety in institutions at all levels of education<br>2. Provide adequate safety, sanitation and basic health care facilities and access for children with disabilities, in accordance with guidelines<br>3. Establish effective guidance and counselling systems for pupil/student welfare at all levels<br>4. Ensure each pre-tertiary institution has a designated school health officer and that this person is trained in basic first aid<br>5. Ensure that there is potable water within 500m of all school sites and that there are adequate sanitation facilities on site (especially for girls and women) at all pre-tertiary institutions | 1. 2003<br>2. 2004<br>3. 2003<br>4. 2004<br>5. 2003 |

| | | | |
|---|---|---|---|
| QE13<br>Encourage the participation of the Private Sector, CBOs, NGOs, FBOs and Development Partners in the Integrated School Health system | • 40% of all health funding from non-governmental sources by 2010<br>• IEC Health programmes in place by 2005 | 1. Establish linkages with Non-Government bodies to work with government on School Health programmes.<br>2. Collect and publish data on the health and nutritional status of children in basic schools<br>3. Design and implement IEC Health Programmes to educate and disseminate information in the area of school health. | 1. 2003<br>2. 2004<br>3. 2004 |

## *Identify and Promote programmes that will assist in the prevention of HIV/AIDS (Policy Goal 9)*

| Policy Objectives | Indicative Target | Strategies | Start by |
|---|---|---|---|
| QE14<br>Identify and promote STD/HIV/AIDS prevention care and support at all levels of education | • HIV/AIDS programmes operational in schools/institutions by 2004<br>• All new teachers trained in STI/ HIV/AIDS basic counselling, prevention, care and support by 2005<br>• All currently serving teachers trained in STI/HIV/AIDS basic counselling, prevention, care and support by 2006<br>• IEC programmes for HIV/AIDS in place by 2004<br>• Programme for pupil/student peer educators in place by 2004<br>• HIV/AIDS workplace programmes in place by 2004 | 1. Introduce HIV/AIDS programmes in teacher training syllabuses and conduct INSET courses for currently serving teachers<br>2. Establish and develop district based HIV/AIDS committees<br>3. Develop system to monitor the prevalence of HIV/AIDS amongst staff and pupils<br>4. Establish HIV/AIDS clubs in schools/institutions at all levels<br>5. Design and implement IEC programmes to educate, and disseminate information, in the area of HIV/AIDS prevention and management<br>6. Train pupil/student peer educators<br>7. Appoint focal person to implement HIV/AIDS programmes within the workplace<br>8. Train workplace peer educators and focal persons<br>9. Provide logistical support to HIV/AIDS Secretariat (MoE)<br>10. Train staff in HIV/AIDS secretariat<br>11. Organise advocacy workshops to high level management (political leaders and education executives) to increase commitment<br>12. Develop manual and guidelines for the operation of NGOs working on HIV/AIDS programmes in schools and institutions<br>13. Review manuals for workplace (officers) on HIV/AIDS<br>14. Provide guidance and counselling systems in schools which provide support and assistance to pupils experiencing problems such as sexual harassment or bullying, including that of girl pupils by male peers and/or teachers.<br>15. Provide material support to those children orphaned as a result of HIV/AIDS, in order that they can complete their education. | 1. 2004<br>2. 2003<br>3. 2004<br>4. 2003<br>5. 2003<br>6. 2004<br>7. 2003<br>8. 2004<br>9. 2003<br>10.2004<br>11.2004<br>12.2003<br>13.2003<br>14.2003<br>15.2004 |
| QE15<br>Integrate HIV/AIDS in the curriculum | • See QE5<br>• Every Secondary and Tertiary level institution with a trained counsellor by 2005<br>• Every JSS with one teacher designated and trained as an HIV/AIDS counsellor by 2005 | 1. Develop special HIV/AIDS modules for insertion into all syllabuses where appropriate<br>2. Introduce HIV/AIDS programmes in teacher training syllabuses<br>3. Train HIV/AIDS counsellors and care teams to operate in JSS, SSS and tertiary institutions<br>4. Develop special Sexual and reproductive health modules, to be inserted into the curriculum | 1. 2003<br>2. 2004<br>3. 2004 |

### 2.3.3 Area of Focus 3 - Educational Management (EM)

***Educational Management (EM)***

*The Ministry, its agencies and schools will make the most efficient use of scarce resources within clearly defined roles that will develop a new culture of service, support and mutual trust.*

***Strengthen and Improve Educational Planning and Management (Policy Goal 5)***

| Policy Objectives | Indicative Target | Strategies | Start by |
|---|---|---|---|
| EM1<br>Identify, clarify and strengthen management roles at all levels of the education system | • New Education Act passed by 2004<br>• IEC programme for the Education Bill in place 2004<br>• Operational Manuals for officers in central ministry/agencies/regions/districts developed and in place by 2005<br>• All desk officers at all levels have supervised and agreed Work Programmes in place by December 2003 and reviewed annually thereafter<br>• HRD and Capacity Building programme designed, in place and operational during the period 2003 - 2008<br>• All schools have a School Performance Improvement Plan (SPIP)(agreed with either SMC/BOG) in place by December 2004 and operational by 2005<br>• Monitoring and evaluation system developed by end 2003<br>• Annual appraisal/review and audit systems at all levels in place by 2004<br>• First Annual Review of Sector Performance to take place in November 2004, and annually thereafter | 1. Complete Draft Education Bill and submit to Cabinet by December 2003<br>2. Clarify the roles of the Ministry of Education and the GES<br>3. Strengthen monitoring mechanisms and accountability measures including performance appraisal and institutional performance reviews for management at ministry, agency, regional, district, school and institutional levels<br>4. Establish SWAp Management/ Communication system, ensuring quarterly meeting of ESTAC and monthly meetings of EA, QE, EM and ST Thematic Groups<br>5. Develop public awareness programmes (IEC) on the basic elements of the Education Act to sensitise all stakeholders on their rights and responsibilities in the provision, management and administration of education<br>6. Identify HRD needs and competencies at all levels of the management system (central and non-central) and provide targeted training to upgrade the technical competence of selected staff<br>7. Prepare guidelines for drawing up School Improvement plans and distribute to districts and schools<br>8. Strengthen pre-school unit of GES to ensure the capacity to implement the expansion<br>9. Identify 'good practices' for all levels of management<br>10. Prepare and publish operational manuals, including guidelines for harmonising 'good practice', for use at all levels of educational management<br>11. Prepare detailed work programmes for desk officers at all levels of management<br>12. Systematic management training of headteachers<br>13. Enforcement of all rules and regulations pertaining to the delivery of education | 1. 2003<br>2. 2003<br>3. 2003<br>4. 2003<br>5. 2004<br>6. 2003<br>7. 2003<br>8. 2003<br>9. 2003<br>10. 2004<br>11. 2003<br>12. ongoing<br>13. ongoing |
| EM2<br>Strengthen monitoring and evaluation, and accountability systems across the whole sector | • Monitoring and evaluation system developed by end 2003<br>• Annual appraisal/review and audit systems at all levels in place by 2004<br>• Head counts for payroll conducted on an annual basis | 1. Strengthen monitoring mechanisms and accountability measures including performance appraisal and institutional performance reviews for management at ministry, agency, regional, district, school and institutional levels<br>2. Conduct annual headcounts to ensure accuracy in the Ministry of Education payroll (with an emphasis on removing ghost names)<br>3. Develop and implement a system/process through which the harassment of pupils by teachers can be formally reported and sanctioned | 1. 2003<br>2. 2003<br>3. 2003 |

| | | | |
|---|---|---|---|
| EM3<br>Strengthen the Education Management Information System (EMIS) and improve education statistics | • EMIS reviewed and strengthened by December 2003<br>• Education Statistics Abstract published annually from 2004 (containing national-level data, including the ESP indicators)<br>• EMIS systems established in all districts by 2015 | 1. Design user friendly EMIS application to accurately capture all indicators in the ESP to enhance monitoring and evaluation systems (including financial information)<br>2. Identify and monitor the contribution that the private sector makes to education<br>3. Sensitise officials at district/regional levels on the purposes and value of having an accurate EMIS<br>4. Statistics Unit of SRIMPR adequately staffed and re-trained/up-graded in both data collection and analysis<br>5. Establish EMIS systems in all districts<br>6. Conduct training in use of EMIS at HQ, Regional and District level<br>7. Computerise the documentation centre of MoE<br>8. Subscribe to journals and other materials for the centre<br>9. Conduct, publish and distribute annual education census, including schools in the distribution | 1. 2003<br>2. 2003<br>3. 2004<br>4. 2005<br>5. 2003<br>6. 2003<br>7. 2004<br>8. 2004<br>9. annually |
| EM4<br>Ensure equity in resource allocation | • Every SSS with BOG by 2004 – with members of the local community sitting on the BOG<br>• (Basic) Education for All achieved by 2015 | 1. Use mapping and other needs-assessments (including manpower needs) to determine educational needs at all levels<br>2. Review the 'disadvantaged criteria formula'<br>3. Design resource allocation formula to ensure equity across districts at all levels<br>4. Inaugurate BOG in every SSS ensuring community participation | 1. 2003<br>2. 2003<br>3. 2003<br>4. 2003 |
| EM5<br>Ensure effective decentralisation and community ownership and participation | • Every Primary School and JSS has SMC properly constituted by December 2004<br>• Basic school fees/levies abolished by 2004<br>• Every Primary School and JSS receives a per capita allocation (directly from the centre) to be accounted for and spent in accordance with its SPIP<br>• Every Second cycle institution has a BOG in place by 2004 | 1. Review guidelines as to the establishment and operation of SMCs – with an emphasis on financial resource management - and distribute these to the districts and schools<br>2. Establish SMCs to cover all basic schools<br>3. Design and implement a system to monitor and evaluate the operations of SMCs, PTAs, DEOCs<br>4. Establish BOGs to cover all second cycle institutions<br>5. Design and implement a system to monitor and evaluate the operation of BOGs in second cycle institutions<br>6. Investigate the issue of capitation grants for basic schools<br>7. Enforce the abolition of school fees/levies at basic level<br>8. Strengthen communities to manage pre-schools | 1. 2003<br>2. 2003<br>3. 2003<br>4. 2003<br>5. 2003<br>6. 2003<br>7. 2004<br>8. 2005 |
| EM6<br>Strengthen the involvement of civil society in education management | • See EM4 above<br>• ESTAC and EA, QE, EM and ST Thematic Groups operational from mid-2003<br>• First Annual Review of Sector Performance in November 2004 and annually thereafter | 1. Establish an *Education Sector Technical Advisory Committee* with representatives from stakeholder communities<br>2. Establish Thematic Groups for SWAp Management and Implementation<br>3. Conduct review of ESP progress in November 2003<br>4. Conduct Annual Review of Sector Performance beginning November 2004 | 1. 2003<br>2. 2003<br>3. 2003<br>4. 2004 |
| EM7<br>Review the management of schools in partnerships with religious bodies | • New Education Act in place by 2004<br>• Regulations for the management of schools in partnership with religious bodies published and made available by 2005 | 1. Collaborate with Faith Based Organisations to re-focus their support towards the holistic development of schools and students and not the partisan interests of specific religious denominations<br>2. Review partnership arrangements with FBOs and engage their participation within the SWAp approach<br>3. Develop and publish regulations regarding the management of schools in partnership with religious bodies | 1. 2003<br>2. 2003<br>3. 2004 |

| | | | |
|---|---|---|---|
| EM8<br>Provide guidelines on cost sharing and cost recovery | • National Guidelines on Cost Sharing and Cost Recovery in Education available before December 2004<br>• Also see EA4 and EA5 above | 1. Require all tertiary institutions to submit Cost Recovery proposal to Government by December 2003<br>2. Write guidelines on 'Cost-Sharing' and Cost Recovery and circulate to all deliverers at all levels within the education system by 2004<br>3. Make guidelines available to all stakeholders – including the public, districts and regions<br>4. Monitor schools to ensure adherence to guidelines on fees/costs | 1. 2003<br>2. 2004<br>3. 2004<br>4. 2005 |
| EM9<br>Increase private sector participation in the education sector | • Schools-Communities-Businesses partnership programmes in place at national and local levels by 2005<br>• Also see EA4 and EA5 above | 1. Determine and provide enabling environment for the Private Sector to participate in the education process<br>2. Develop partnership initiative through inclusive management approaches (aimed at Schools, Communities and Businesses) | 1. 2004<br>2. 2004 |

### 2.3.4 Area of Focus 4 - Science, Technology and TVET (ST)

***Science, Technology and TVET (ST)***

*There will be an extension of opportunities for young people, including out-of-school children, drop outs and 'normal' school leavers to engage in technical and vocational opportunities. There needs to be increased investment in the promotion of science and technology, particularly in junior secondary schools and in post-basic institutions.*

***Extend and Improve Technical and Vocational Education and Training (Policy Goal 3)***

| Policy Objectives | Indicative Target | Strategies | Start by |
|---|---|---|---|
| ST1<br>Ensure relevant education and training for employability | • A comprehensive relevant TVET programme established by 2005; including trained, specialist staff, in all sub-sectors by 2010<br>• Additional 10 Technical Vocational Institutes established by 2015<br>• 3 Teacher Training Colleges provided with additional facilities to train Technical teachers | 1. Finalise national policy on TVET in collaboration with other MDAs and the private sector<br>2. Establish a national qualification framework and authority<br>3. Establish an inter-ministerial council for TVET<br>4. Establish 10 additional technical institutes on necessity basis (preference first given to needy areas)<br>5. Develop programmes at the secondary and tertiary levels that have a definitive focus on Job Market readiness, preparation and entrepreneurship through alliances with the private sector and other public sector agencies (also see ST2 below)<br>6. Establish Trained Advisory Committee to facilitate the link between the technical curriculum and industry<br>7. Organise entrepreneurship programmes<br>8. Commence trace research on employment of students from Technical and Vocational Institutes<br>9. Design and implement system to monitor and evaluate the performance of students and teachers on industrial attachment<br>10. Establish database on career advancement for students and provide careers advisory service<br>11. Provide additional Technical facilities to 3 Teacher Training Colleges and upgraded in order that they can provide diploma courses to train for teachers for Technical Vocational Institutes | 1. 2003<br>2. 2005<br>3. 2005<br>4. 2005<br>5. 2005<br>6. 2004<br>7. 2003<br>8. 2004<br>9. 2003<br>10.2005<br>11.2004 |
| ST2<br>Allow for diversification of the technical and vocational curriculum (e.g. to include agriculture and business studies) | • A comprehensive relevant TVET programme established by 2005<br>• Trained, specialist staff, in all sub-sectors and institutions by 2015 | 1. Establish a comprehensive Technical and Vocational Education and Training programme at all levels.<br>2. Review technical and vocational curriculum in consultation with industry to take a demand driven approach and increase it's relevance to industry ensuring that programmes take into account recent shifts in the jobs markets - with emphasis on agriculture, ICT, business applications, craftsmanship self-employment<br>3. Expand the availability of core subjects (to SSS level) as optional courses in TVIs to facilitate the entry of TVI graduates to tertiary level education | 1. 2004<br>2. 2003<br>3. 2004 |

***Promote and extend the Provision of Science and Technology Education and Training (Policy Goal 6)***

| Policy Objectives | Indicative Target | Strategies | Start by |
|---|---|---|---|
| ST3<br>Promote science, mathematics and technology education and training | • Provide 100 additional workshops and 150 additional science laboratories in SSS<br>• Rehabilitation of existing JSS workshops by 2006<br>• 50% of JSS to have workshops by 2015<br>• Additional 10 TVIs constructed by 2015<br>• IEC programmes to promote Science and TVET circulated by end 2004 | 1. Design national science and technology policy<br>2. Revitalise science laboratories and technical subjects workshops at all JSS, SSS, TVI (including the design of appropriate low-cost JSS workshops)<br>3. Ensure that practical skills are examined (and provide the funds for such examination)<br>4. Increase investment in science and technology through provision of facilities, training for staff in the use of such facilities and arranging for work-experience (in collaboration with the private sector, industry and commerce)<br>5. Provide support package to improve education in science, mathematics and technology at the basic level<br>6. Develop and publish IEC programmes to promote science and TVET, with an emphasis on attracting female students and those from rural areas<br>7. Continue to promote and support the use of STME clinics to encourage girl pupils interest and achievement in science, technology and mathematics education | 1. 2003<br>2. 2005<br>3. 2005<br>4. 2005<br>5. 2005<br>6. 2003 |
| ST4<br>Promote Information and Communication Technology (ICT) in schools and institutions of higher learning | • National policy on ICT in Education (ICTE) finalised and published by end of 2003<br>• Infrastructure for ICTE provided to first phase of Senior Secondary Schools by 2005<br>• Sufficient staff trained in ICT delivery by 2005<br>• Relevant basic and advanced level ICT training programmes in place by 2005 | 1. Finalise national policy on ICTE including syllabi<br>2. Provide necessary infrastructure to support ICTE programmes at SSS level<br>3. Train a core team in ICT as TOTs<br>4. Provide appropriate ICT training opportunities at all levels, utilising Science Resource Centres (SRCs)<br>5. Develop a cadre of trained persons to support the delivery of ICT in schools and institutions (pre-service and in-service)<br>6. Provide access to the Internet and establish a networking system as a basic part of the instructional environment in selected primary, secondary and tertiary institutions<br>7. Construct/rehabilitate computer laboratories in schools and institutions | 1. 2003<br>2. 2003<br>3. 2004<br>4. 2004<br>5. 2004<br>6. 2004<br>7. 2004 |

# Chapter 3

# Managing and Implementing the ESP

## 3.1 Sector Wide Approach

The Ministry is committed to a whole sector, or sector wide, approach (SWAp) to education development. SWAps vary from place to place and from Ministry to Ministry, but whatever the case, it is a holistic approach to sector development, a process that includes the sector, the stakeholders and the beneficiaries in their entirety. The ESP is the plan for the sector and therefore one feature of the SWAp is that there should be joint responsibility between government and stakeholders during the implementation of the ESP. Therefore the Ministry, whilst in effective charge of the sector, working in partnership with other governmental and non-governmental organisations, will guide the implementation of the ESP. It will check how the plan is being implemented, that targets are attained, that progress against agreed indicators is being made and that feedback is adequately utilised. This will require joint co-ordination and commitment between MoE and all stakeholders.

A chart showing a collaborative management and responsibility system for ESP implementation is shown in Fig. 3.1 overleaf. This system will complement, not replace, the management structure of the MoE and its agencies and is explained, briefly, below[7].

An advisory committee, the *Education Sector Technical Advisory Committee* (ESTAC), will oversee a series of Thematic Groups that reflect the areas of focus of the ESP. Members of the ESTAC may include representatives from the following:

- Private sector, NGOs and CBOs
- Denominational Boards of Management (FBOs)
- School Management Committees and/or Parents Teachers Association
- Ministries of Local Government, Health, Finance, Economic Planning and Employment & Manpower Development
- Representatives of Regions and Districts
- Development partners, including external funding agencies

The ESTAC will have overall responsibility for advising and following through on the proposals in the plan. Initially it will

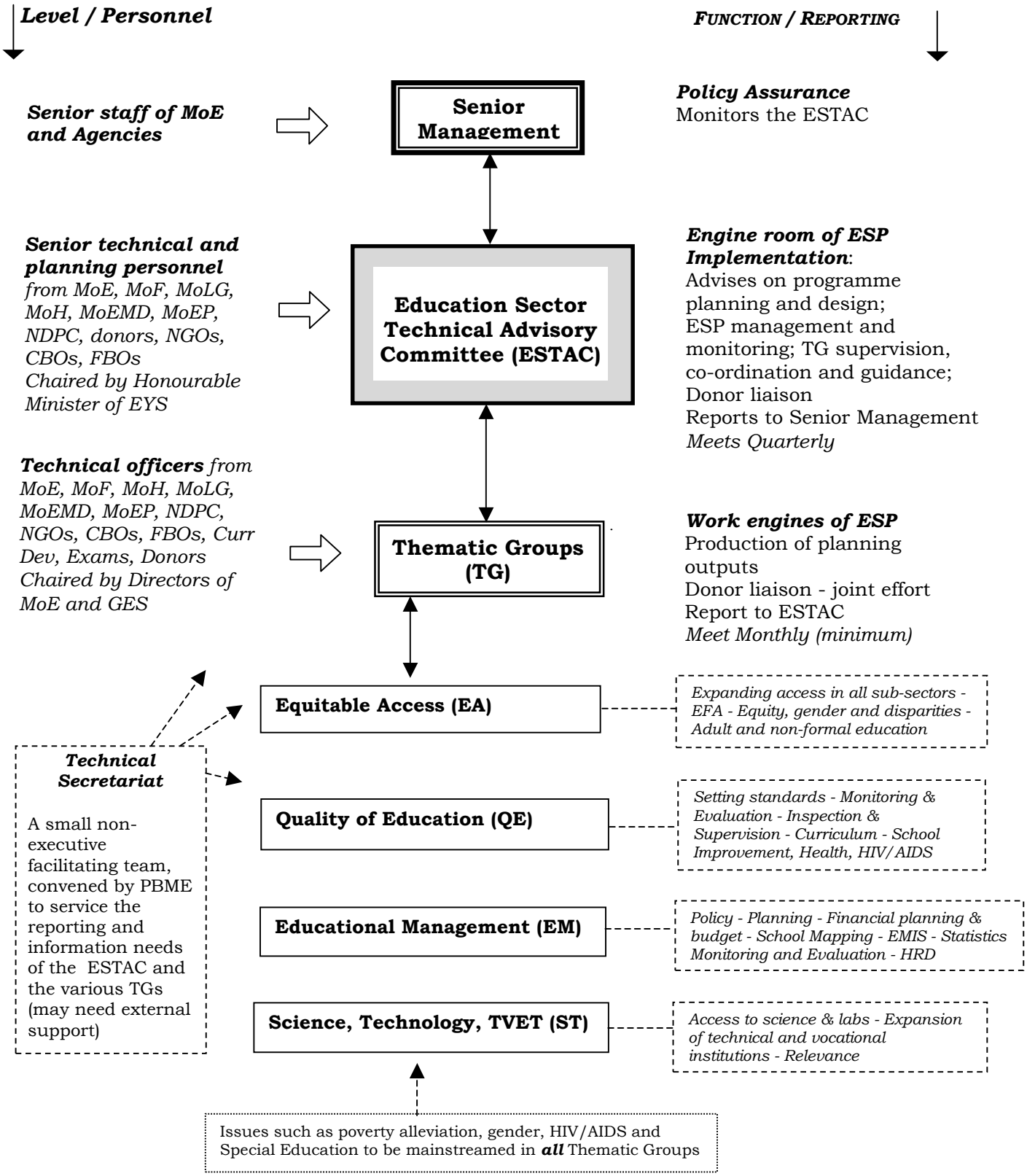
a) establish four Thematic Groups (reflecting the ESP areas of focus)
b) approve Terms of Reference for these Thematic Groups (TG),
c) request work-plans and budget break downs from each TG,
d) prepare a co-ordinated implementation programme of the plan.

See Fig.3.1 overleaf.

[7] *A separate more detailed paper on the SWAp management process is available from PBME.*

## ESP DEVELOPMENT AND IMPLEMENTATION

## CHART SHOWING ADVISORY BODIES



Each Thematic Group will produce a fully operational, prioritised annual work programme, including costed programme proposals. The work programmes will comprise more detailed sequenced versions of the sections in the ESP Work Programme (Volume 2 of the ESP) and will inform the MoE annual planning and budget process (MTEF).

During the plan period there will be regular annual reviews of education sector progress, comprising an evaluation of the progress of sector performance against the ESP targets and indicators.

## 3.2 Co-ordination of Stakeholder Inputs

### *3.2.1 Rationale*

In some cases it is possible that education stakeholders may unintentionally undermine the leadership role of government as the key stakeholder and key provider[8] in the development of its education sector. Government is aware of the need to reduce external assistance over time. Meanwhile, direct budget support from development partners can assist education sector planning and management. However, extensive 'off-budget' support, through uncoordinated projects and inputs, whether from donors, lenders, non-public sector NGOs, CBOs, FBOs or the private sector can make it difficult to plan properly and to use resources effectively.

Growth in the external support to education, while generally welcomed by beneficiaries when it reaches them, can place a heavy institutional burden on a line ministry such as MoE. A number of constraints can arise from lack of aid co-ordination:

- continuous visitations and numerous progress reports and reviews
- proliferation of uncoordinated projects
- duplication of effort
- parallel management units
- high administrative costs
- lack of country ownership
- cost and time overruns
- poor sustainability.

All of the above are wasteful and they contribute to poor development performance

The considerable diversification of support to the education sector makes it necessary to co-ordinate stakeholders and development partners within a single broad but flexible approach to sector development. For example, they should support the national visions and policies in the GPRS as well as the strategic plans and operational calendars of the ministry and its agencies, including the MoF-led MTEF process. They should also aim to eliminate the kinds of negative effects listed above. However, MoE recognises that aid co-ordination is complex. For example, each provider of aid may have its own agenda for support, priorities and operational procedures. Now, however, the MTEF and GPRS provide a context, through a set of processes and targets,

[8] *On average, GoG provides about 91% of the annual cost of running the education sector.*

that aims to improve effectiveness by the establishment and maintenance of stakeholder co-ordination.

### *3.2.2 Propositions for Aid Co-ordination*

MoE considers that effective partnership between external providers and the government [9] is necessary to provide a co-ordinated approach to education development. To create effective partnership, there should be an institutional framework that helps partners to converse. Fig. 3.1 provides such an institutional framework. There should also be a set of guiding partnership principles that create mutual trust and confidence and result in meaningful and considerate collaboration. The propositions in Box 4 (next page) offer a means of developing an agreed *modus operandi* for effective co-ordination and collaboration.

## 3.3 Implementation of ESP through Work Programming and Operational Planning

Volume 2 of the ESP contains an outline work programme that covers the policy goals that underpin the strategic plan. The realisation of the ESP Work Programme is an important component of the implementation process

***The purpose of the work programme*** is

- to provide a sequenced work programme in terms of expected outcomes over the plan period,
- to assist in the identification of priorities, scopes of work and technical requirements for District Officers, and the Thematic Groups designated by MoE and its Agencies (c.f. Fig.3.1).
- to assist with progress review on ESP work-planning,

The work programme in Volume 2 will be developed in terms of District, Regional and central desk programmes. As such, it will assure the following important elements in sector management and implementation:

a) Greater articulation of the linkage between education sector development and broader development ambitions and plans (National Vision and Poverty Reduction).

b) Preparation of Policy frameworks setting out sequenced guidelines for sector reform.

c) Prioritisation and phasing of interventions.

d) Preparation of a comprehensive ESP financing framework, including an assessment of requirements, existing recurrent and development budget commitments and analysis of likely financing shortfalls linked to the budgeting process and the MTEF.

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[9] *I.e. the internal provider*

***BOX 4***

**PROPOSITIONS FOR AID CO-ORDINATION**

***Shared vision***

1. *Providers of aid, as partners, will take part in the development of the ESP and the subsequent reviews of sector performance through attendance as full participatory members at regular ESTAC meetings and by invitation to participate in education Work Groups.*

2. *Following completion and approval of the ESP, providers of aid will support its national vision and strategies for education development.*

***Commitment to the SWAp process***

3. *Providers of aid will commit to the MoE process by ensuring that their structures (e.g. operational procedures, time-scales, accounting and review mechanisms) comply with those of the government of Ghana.*

4. *MoE will work towards the development of Joint Sector Performance Reviews that will embrace the review-needs of all development partners, including aid providers and national stakeholders.*

5. *Providers of aid, with other development partners, will accept the Joint Sector Performance Review outcomes as satisfying their own review and accounting requirements. There will be no separate reviews. Development partners will be participants in the review process and will ensure that it meets their needs as well as those of other partners (including government).*

***Mutual confidence and trust***

6. *MoE will harmonise sector planning, policy and implementation through formal arrangements that involve its agencies and any other ministries engaged in the delivery of education (in the broadest sense).*

7. *Providers of aid to the education sector will harmonise their inputs, their planned outcomes and their methodology in support of Ghana's education development. The Donor group will appoint a leader mandated to speak on behalf of the largest group.*

8. *MoE, in partnership with providers of aid, will investigate the adoption, adaptation and/or the design and introduction of instruments (e.g. Guidelines, Code of Conduct, Memoranda of Understanding) that may assist the aid co-ordination process.*

***Subordination of external agendas to Ghanaian goals***

9. *Providers of aid to education will demonstrate that their purpose/policy/agenda for the development of education in Ghana are compliant with those of GoG.*

***Joint strategic negotiation and communication***

10. *Development partners, under MoE leadership, will commit themselves to undertake joint negotiation on strategic and planning activities in education.*

11. *Flexibility should be built into all forms of negotiation and approaches to sector development support.*

e) Preparation of strategies for integrating existing activities into broader sector-wide programmes, in terms of both management of implementation and financing.

f) Preparation for decentralisation consistent with the Local Government Act 462 [1993] and other relevant Acts.

g) Uniform and internally consistent financial management, monitoring, audit and procurement systems.

h) Joint Government and funding agency partnership arrangements (c.f. Box 4), including regular monitoring and review processes against agreed performance indicators and reporting systems.

i) Capacity building requirements at central and district levels, taking into account of broader Civil Service Reform and Decentralisation initiatives.

The next step in the work programming process, starting in 2003, will be for the broad programme of Volume 2 of the ESP to be selectively disaggregated as Annual Education Sector Operational Plans (AESOP) in the form of year-on-year individualised rolling work plans for appropriate officers in:

- Schools
- The District Education Offices
- The Regional Education Offices
- The Agencies of MoE, notably GES
- MoE central offices.

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# Chapter 4

# Monitoring Education Sector Performance

## 4.1 Indicators

A set of indicators will be a key component of the monitoring process. Quantitative and qualitative data will inform sector performance assessment and, as a result, any subsequent decision-making relating to the implementation of the plan. This system is aimed at ensuring a comprehensive evaluation framework, which will yield timely, relevant and evidence-based information for decision-making.

The indicator system will address the following requirements for monitoring sector performance:

a) ***The need to have a holistic and comprehensive grasp of the state of implementation in relation to ESP targets***
Policy makers and decision makers, including managers of implementing agencies and other stakeholders at all levels, will be informed about the issues, challenges, successes and progress in the sector so that evidence-based analyses are made and decisions are taken that support commitment to the relevant issues.

b) ***The need to maintain focus on problem areas, critical concerns and priorities***
As well as the four areas of focus[10], there should be provision for special and possibly unforeseen policy directions which may need particular monitoring. The tracking of indicators will provide an early warning of unexpected circumstances.

c) ***The need to generate support for educational interventions***
Support for specific interventions will be necessary in order to increase the probability of their successful implementation. This may call for a revision of indicators and implies that the system must be flexible.

d) ***The need to provide feedback to all stakeholders***
The indicator system will assist in providing clear and unambiguous feedback to stakeholders through periodic reporting procedures.

A set of indicators is given at Annex D. These indicators include the EFA Indicators (shown shaded) and are grouped roughly under the four areas of focus[11]. The list will be adjusted as the ESP develops and circumstances change. Baseline data from 2001/2, where available and appropriate, will

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[10] *Equitable access to education, Quality of education, Educational management, Science, technology and TVET*

[11] *It is realised that there may be overlap in the use of the indicators between the four areas. Similarly, it is a matter of opinion where certain data should be located; e.g. repetition rates might be considered to be an indictor of quality, instead of access (as given in Annex D).*

be used as a datum from which to measure progress. Qualitative data will be obtained from current documentation, including inspection and supervision reports.

### 4.2 ESP Review

The process of accountability, to which the Ministry is committed, dictates that there should be a review of education sector performance on a regular basis, perhaps annually. This review should be conducted by MoE and by its internal and external development partners. The purpose of the review process is to ensure that there are effective returns on the investments being made in the education sector and that the intended beneficiaries, students, children, parents and all other stakeholders, are indeed benefiting.

The Consultative Panel Meeting (CPM) process, which is already well established, has hitherto provided a forum for review. The Ministry will strengthen the CPM process by conducting more rigorous annual sector reviews during which the performance of the sector will be evaluated. Performance will be measured against commissioned reports, inspection reports, sector indicators, target completion and visits to educational establishments, including Headquarters, Regional and District offices. Working in tandem with our development partners, the performance review will inform future policy, future work programmes and the on-going development of the ESP itself. This implies that the ESP and the Work Programme (Volume 2) are subject to change in the light of changing circumstances.

The review will be arranged to complement the budgetary cycle so that informed decisions can be taken prior to budget preparation. Likewise the review will take place prior to revision of the annual rolling work programmes. It is expected that annual reviews will eliminate the need for development partners to request separate reviews for individual projects and support programmes. The review will cover whole sector performance and will, of necessity, cover all aspects of annual educational development, including projects and sub-programmes.

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# Chapter 5

# Financial Framework for the ESP

## 5.1 Cost Projections

Table 5.1 shows the overall financial requirement (capital and recurrent) in terms of cost projections for the period 2003-2015. A more detailed summary is presented in Annex E.[12]

The costs are broken down by subsector/level of education in a format that allows the Ministry to separately identify the financial resources required to attain the goal of Universal Primary Completion (UPC) by 2015 in accordance with the EFA Fast Track Initiative (EFA FTI).

***Table 5.1 Estimated Cost of financing the ESP, 2003 – 2015***

| Subsector/Division/Level of Education | Projected Cost (Millions of cedis) | | | | |
|---|---|---|---|---|---|
| | **2003** | **2004** | **2005** | **2010** | **2015** |
| Preschool | 194 078 | 199 686 | 205 409 | 252 869 | 328 478 |
| Primary | 1 374 814 | 1 537 402 | 1 604 818 | 1 693 239 | 1 937 975 |
| Junior secondary | 763 508 | 831 336 | 868 579 | 997 145 | 1 271 414 |
| Senior secondary | 505 602 | 551 788 | 574 634 | 735 887 | 999 116 |
| Non-Formal Education | 37 748 | 39 635 | 41 617 | 53 115 | 67 790 |
| Special Education | 15 453 | 21 642 | 24 567 | 31 635 | 43 617 |
| Teacher Training | 108 435 | 111 622 | 117 104 | 130 388 | 143 620 |
| TVET | 64 637 | 48 561 | 53 317 | 110 631 | 166 271 |
| Tertiary education | 451 758 | 458 532 | 477 872 | 630 483 | 817 049 |
| Management and Subvented agencies | 7 559 | 25 852 | 22 239 | 22 687 | 22 427 |
| HIV/AIDS Management | 500 | 1 000 | 1 000 | 1 000 | 1 000 |
| **Total** | **3 524 093** | **3 827 057** | **3 991 155** | **4 659 080** | **5 798 757** |

Notes: 1 The data in this table are set in constant prices
2 This table will be revised and extended as and when necessary in the light of actual data becoming available for later years, and the macroeconomic situation.

The figures presented in Annex E and Table 5.1 are calculated by making projections across the 13 year period from a base year of 2002; the base figures were compiled using actual expenditure data (from MoE budget, donor support and other sources of funding to the education sector) for the 2002 fiscal year.[13] For the period 2003-2015, the costing projections are based on extrapolation of the 2002 figures combined with the application of

[12] *The full version of the financial framework is available from PBME, MoE, in a separate document 'Costing the ESP 2003-2015'.*

[13] *The model used is based on the EFA FTI model which does not allow figures to be adjusted for inflation. However, recurrent costs are indexed to GDP, and as such are only influenced by inflation through this channel. This means that in proportional terms the estimates of recurrent costs and recurrent financing gaps are consistent. As far as possible, construction costs have been dollarised, and translated at the 2002 exchange rate which means that these construction costs are consistent with recurrent costs all set in 2002 prices. It is also intended that, as with the ESP in its entirety, the costing is a living document, and will be revised and updated periodically, as circumstances require.*

the indicative targets and benchmark parameters set for key factors (for example Gross Enrolment Ratios and Pupil Teacher Ratios) in order to ascertain a realistic idea of both the recurrent expenditure and capital investments required to meet these targets.

## 5.2 Funding the ESP

As the President's Committee notes, "the central Government is the predominant source of funding of education in Ghana" (ERRC, p 184). This is confirmed in Table 5.2, which gives the main sources of funding within the education sector for 1999- 2001. Here it is seen that on average Government contributes about 91% of the annual cost of education, most of which is spent on salaries.

***Table 5.2: Main Sources of Funding within the Education Sector***

| | ***Year*** | | | | | |
|---|---|---|---|---|---|---|
| | ***1999*** | | ***2000*** | | ***2001*** | |
| **Source** | **Billion Cedis** | **%** | **Billion Cedis** | **%** | **Billion Cedis** | **%** |
| GoG | 679 | 88.3 | 973 | 94.2 | 1 300 | 91.5 |
| Donors | 90 | 11.7 | 60 | 5.8 | 120 | 8.5 |
| Total | 769 | 100.0 | 1 033 | 100.0 | 1 420 | 100.0 |

*[Based on MoE data (2002)]*

The first table presented in Annex E shows the calculation of a 'resource envelope' for education. In calculating this, account has been made of funding to the education sector from all available sources, including the District Assembly Common Fund, the GETfund, the Scholarship Secretariat and HIPC monies, and these resources are added to either the recurrent or capital resource envelope based on the proportional allocations from these sources used for recurrent and capital spending in 2002.

This resource envelope has been set against projected recurrent and capital expenditures to obtain the expected 'funding gap'. Table 5.3 (taken from Annex E) shows annual funding gaps for the education sector.

The funding gaps may be met in a number of ways: efficiency savings, cost recovery and by inviting Development Partners to give their support to the sector, either directly through the budget or projects, or indirectly through technical and other forms of assistance.

Additionally, the Ministry is aware of the large proportion of recurrent expenditure, which is currently used to pay the salaries of teachers and of managerial and administrative personnel. Within the financial framework the Ministry has committed itself to lowering the proportion of recurrent spending, at all levels, which is devoted to the payment of administrative salaries, making more recurrent resources available for administration and service expenditures (teaching and learning materials, inspection and supervision, and staff training for example) which will be an essential part of ESP implementation.

***Table 5.3: Funding Gap in the financing of the Education Sector***

| | 2003 | 2004 | 2005 | 2010 | 2015 |
|---|---|---|---|---|---|
| **Cost and resource availability (in millions of CEDIS)** | | | | | |
| Recurrent cost | 2 918 025 | 3 136 260 | 3 306 935 | 4 035 498 | 5 070 898 |
| Capital cost | 605 568 | 690 797 | 684 220 | 623 582 | 727 860 |
| **Total cost** | **3 523 593** | **3 827 057** | **3 991 155** | **4 659 080** | **5 798 757** |
| Recurrent Resource Envelope | 2 704 601 | 2 786 886 | 2 923 885 | 3 753 779 | 4 726 092 |
| Capital Resource Envelope | 600 242 | 497 261 | 522 558 | 615 455 | 775 183 |
| **Total Resource envelope** | **3 304 843** | **3 284 147** | **3 446 442** | **4 369 234** | **5 501 275** |
| **Funding gap = domestic resource envelope - total cost (in millions of CEDIS)** | | | | | |
| Recurrent account | - 213 425 | - 349 374 | - 383 050 | - 281 719 | - 344 806 |
| Capital account | - 5 326 | - 193 536 | - 161 663 | - 8 127 | 47 323 |
| **Total gap** | **- 218 750** | **- 542 910** | **- 544 713** | **- 289 846** | **- 297 483** |

***Prioritisation***

All sub-sectors of education have been considered within the ESP and funding allocations have been prepared (outlined in Table 5.1). However, in view of the GPRS and the EFA initiative, the basic education sub-sector, particularly primary schooling, is a priority for the Ministry of Education. Table 5.4 shows the funding gap in the attainment of the targets set for the achievement of UPC by 2015.

***Table 5.4: Funding gaps in the primary schooling priority area***

| | 2003 | 2004 | 2005 | 2010 | 2015 |
|---|---|---|---|---|---|
| **Domestic resource envelope for primary education (millions)** | 1 294 052 | 1 305 625 | 1 375 633 | 1 585 901 | 1 831 751 |
| o/w recurrent envelope | 989 175 | 1 047 519 | 1 101 095 | 1 396 983 | 1 627 160 |
| o/w capital envelope | 304 877 | 258 107 | 274 538 | 188 918 | 204 591 |
| Domestic resource envelope for primary teacher education | 58 078 | 58 465 | 61 082 | 62 659 | 64 182 |
| **Costs (millions cedis)** | | | | | |
| Recurrent | 999 744 | 1 089 165 | 1 152 871 | 1 378 820 | 1 600 629 |
| HIV/AIDS-related | | 22 658 | 25 459 | 41 402 | 57 953 |
| Additional textbook | 67 017 | 67 017 | 67 017 | 81 604 | 87 292 |
| Capital | 307 582 | 358 562 | 359 471 | 191 412 | 192 101 |
| Primary Teacher Education | 62 661 | 65 794 | 69 084 | 70 466 | 71 875 |
| **Financing gap (=domestic resource envelope - costs, in millions of Cedis)** | | | | | |
| Recurrent | -10 568 | -41 647 | -51 776 | 18 164 | 26 531 |
| HIV/AIDS-related | - 472 | -22 658 | -25 459 | -41 402 | -57 953 |
| Additional textbook | -67 017 | -67 017 | -67 017 | -81 604 | -87 292 |
| Capital | -2 705 | -100 456 | -84 933 | -2 495 | 12 490 |
| **Total Primary Sub-sector** | **-80 762** | **-231 777** | **-229 185** | **-107 337** | **-106 224** |
| Primary Teacher Education | -4 583 | -7 329 | -8 002 | -7 807 | -7 693 |
| **Total UPC GAP (Millions of Cedis)** | **-85 346** | **-239 106** | **-237 187** | **-115 144** | **-113 918** |
| **Financing gap (=domestic resource envelope - costs, in millions of US$)** | | | | | |
| Recurrent | -1.23 | -4.84 | -6.02 | 2. 1 | 3. 1 |
| HIV/AIDS-related | -.05 | -2.63 | -2.96 | -4.81 | -6.74 |
| Additional textbook | -7.79 | -7.79 | -7.79 | -9.49 | -10.15 |
| Capital | -.31 | -11.68 | -9.88 | -.29 | 1. 5 |
| **Total Primary Sub-sector** | **-9.39** | **-26.95** | **-26.65** | **-12.48** | **-12.35** |
| Primary Teacher Education | -.53 | -.85 | -.93 | -.91 | -.89 |
| **Total UPC GAP ($US Millions)** | **-9.92** | **-27.80** | **-27.58** | **-13.39** | **-13.25** |

The Ministry of Education is of the view that the above gap for the primary sub-sector should be given urgent attention and priority in the short to medium term. This will enable the Ministry to implement the strategies designed to facilitate the achievement of Universal Primary Completion by 2015. This priority will be reflected in subsequent operational planning.

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# EDUCATION STRATEGIC PLAN
# 2003 to 2015

## ANNEXES to VOLUME 1

**Annex A (page 47)**
Organogram of Ministry of Education and its Agencies

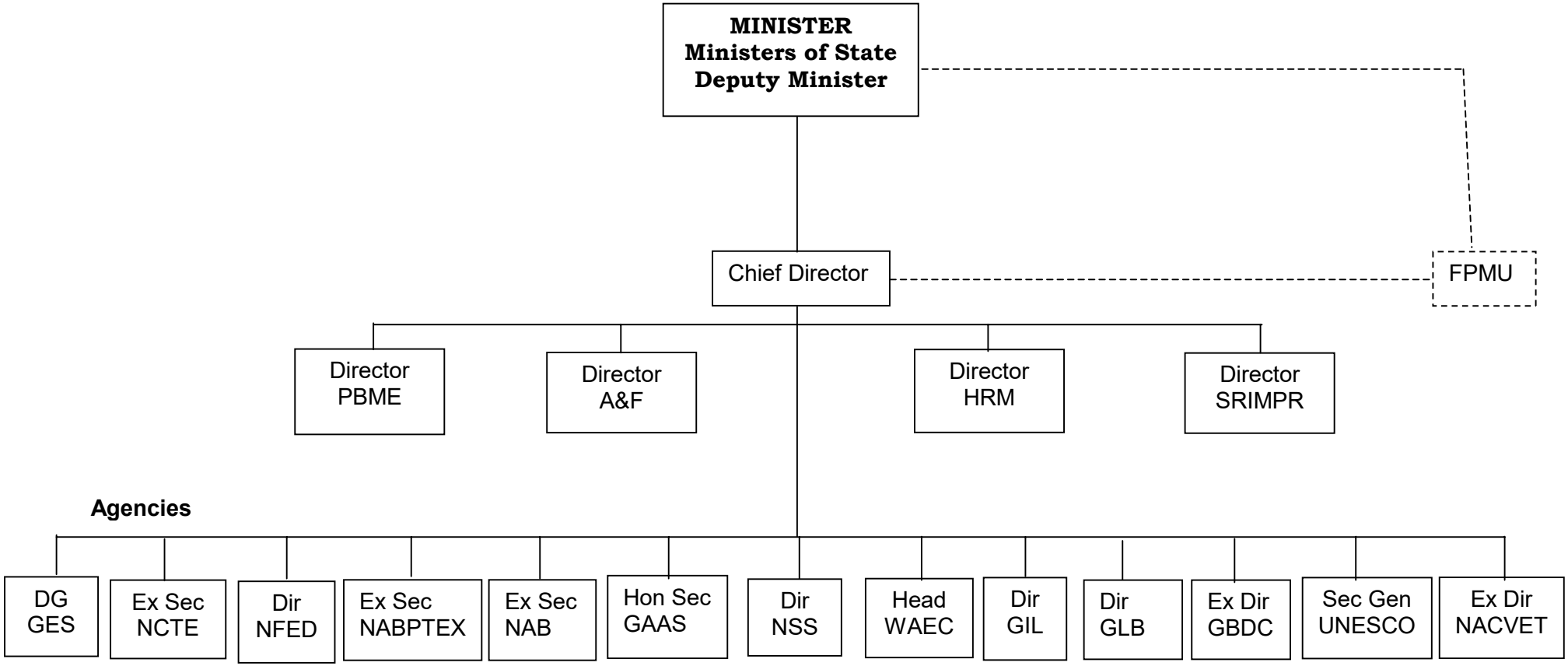
**Annex B (page 48)**
Proposed Structure of the Education System

**Annex C (page 49)**
Matrix of Education Sector recommendations from international, national and sectoral reports

**Annex D (page 51)**
Indicators – Outcomes and Targets

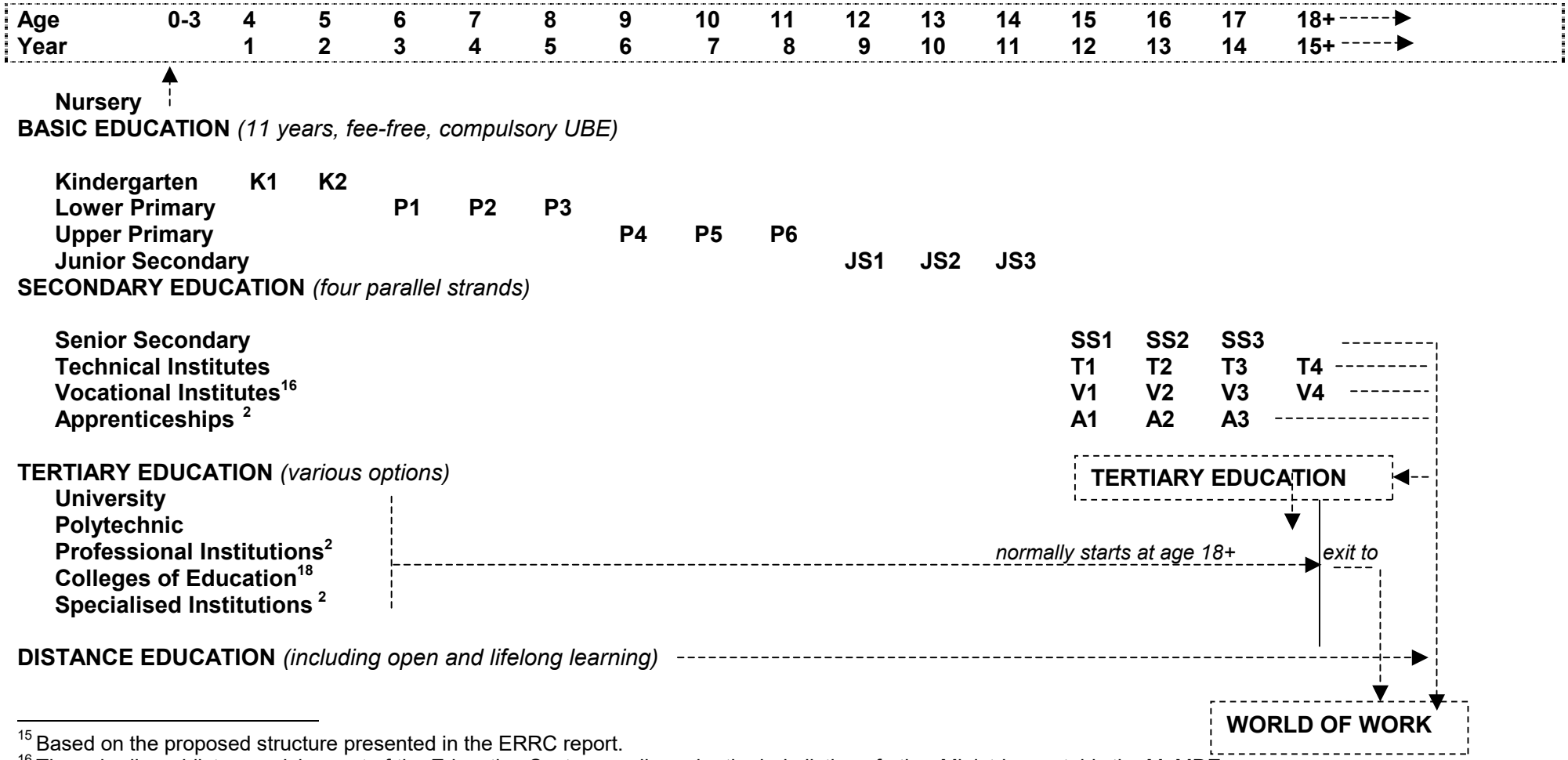
**Annex E (page 56)**
Projected Cost of Education Sector Strategic Plan

## ANNEX A: Organogram of Ministry of Education and its Agencies (simplified)[14]




[14] *This organogram does not take into account the changes that will take place in 2003 following reorganisation of the Ministry to include Youth and Sports.*

## ANNEX B – Proposed Structure of the Education System[15]




[15] Based on the proposed structure presented in the ERRC report.
[16] These bodies whilst comprising part of the Education Sector may lie under the jurisdiction of other Ministries, notably the MoMDE.
[17] It is proposed that Teacher Training Colleges will become part of the tertiary sector.

## ANNEX C: Matrix of Education Sector recommendations[19] from international, national and sectoral reports (2002)

| | **Education Sector Policy Review Report and MTEF** | **GPRS** | **ERRC (draft report)** | **Education Sector Review** | **EFA** |
|---|---|---|---|---|---|
| **(a) Equitable Access to Education** | • Pre-school education<br>• Access and participation in education and training | Improve access to basic education through provision of<br>• early childhood development<br>• alternative education for children out-of-schools, hard-to-reach and in urban slums | • Attach a kindergarten to every primary school (by 2012)<br>• Conduct basic school (primary & JSS) mapping to identify poor infrastructure and access requirements<br>• Mainstream innovative ways of expanding access to primary education<br>• Abolish District Assembly fees<br>• Ensure basic EFA by 2008<br>• Phase out shift systems | • Improve enrolments in the North<br>• Eliminate gender inequities (enrolment, retention, abuse, low female performance and transition rates) | • Expand/improve early childhood care and education for the most vulnerable and disadvantaged<br>• Provide access to free compulsory primary education ***for all*** by 2015<br>• Provide equitable access to basic and continuing education for all adults<br>• Eliminate gender disparities by 2005; full gender equality by 2015 |
| **(b) Quality of Education** | • Quality of teaching and learning for enhanced pupil/student achievement<br>• Academic and research programmes<br>• Health and environment in schools and institutions | Achieve School Improvement through<br>• WSD, QUIPS, CSC, STM, DEPT and similar projects<br>• 'good' secondary schools in each district<br>Improve teacher development, deployment and supervision through<br>• better management [also see (c)] | • Emphasise literacy and numeracy<br>• Review language policies<br>• Teach French throughout pre-tertiary<br>• Discontinue wholesale promotion and use MSP strategies to determine promotion<br>• Establish remedial systems<br>• Strengthen assessment methods | • Build on literacy gains to eradicate illiteracy<br>• Extend Distance Education and o-o-i programmes to improve teacher quality<br>• Develop an Open University system<br>• Improve teacher supply and motivation<br>• Improve hygiene, nourishment and health-sex-behavioural education in schools | • Provide good quality primary education<br>• Provide appropriate learning and life skills programmes ***for all*** young learners<br>• Achieve 50% improvement in adult literacy by 2015<br>• Achieve measurable improvement ***by all*** in literacy, numeracy and life skills |

[19] *Note: This matrix compresses the findings and recommendations of very lengthy detailed reports. In doing so, it has been selective. Reference to the original reports is therefore recommended.*

| | **Education Sector Policy Review Report and MTEF** | **GPRS** | **ERRC (draft report)** | **Education Sector Review** | **EFA** |
|---|---|---|---|---|---|
| **(c) Educational Management** | • Educational planning and management | Improve management through<br>• improved prioritisation<br>• improved targeting<br>Develop special partnership programmes with non-state actors through<br>• strengthening partnerships with non-state sector<br>• greater role for private providers<br>• recourse to traditional sources<br>• improved donor co-ordination | • Restructure the education system to provide 11 years UBE, parallel 3- or 4-year post-basic courses/ opportunities and open education (community colleges and university)<br>• Free heads from teaching to concentrate on supervision; more autonomy for heads<br>• Establish PTAs and SMCs in all schools<br>• Establish permanent Directorates of Education<br>• Remove Inspection from GES<br>• Fill key positions in MoE and GES without delay<br>• Review Codes of Discipline periodically | • Strengthen MoE and agency management capacity by meeting manpower shortages and improving supervision and disciplinary procedures<br>• Extend community-school partnerships to local management of schools | |
| **(d) Science, Technology and TVET** | • Technical and vocational education and training<br>• Science and technology education and training | Create greater relevance through<br>• links to the labour market<br>• expansion of TVET, skill acquisition programmes and tertiary education | • Establish a TVET Unit in each District<br>• Provide GoG bonded scholarships for Science, Maths and TVET trainees<br>• Equip all basic and secondary schools with computers and introduce ICT into the curriculum<br>• Develop TVET sub-sector as alternative to grammarian secondary education<br>• Establish a NCTBVET under Office of president<br>• Sensitise the public on TVET | • Improve status and desirability of TVET by providing basic resources (particularly in JSS schools) and alternative avenues for further education | |

## ANNEX D: Indicators - Outcomes and Targets

*Notes (1) Indicators will be fully developed as EMIS comes on stream*
*(2) EFA Indicators are shown shaded*
*(3) Baseline: 2002*

### ACCESS

**Enrolment Ratios - disaggregated by sub-sector and gender**

| **Gross Enrolment Ratios** | **2002** | **2003** | **2004** | **2005** | **2010** | **2015** |
|---|---|---|---|---|---|---|
| Pre-School GER | 62.0% | 63.0% | 64.0% | 65.0% | 70.0% | 86.0% |
| Proportion Female | 49.7% | 49.8% | 49.9% | 50.0% | 50.0% | 50.0% |
| Primary GER | 78.9% | 84.2% | 86.5% | 88.8% | 100.3% | 107.4% |
| Proportion Female | 47.2% | 48.6% | 49.3% | 50.0% | 50.0% | 50.0% |
| JSS GER | 61.7% | 65.0% | 66.5% | 67.9% | 75.0% | 90.0% |
| Proportion Female | 45.3% | 45.9% | 46.5% | 47.1% | 50.0% | 50.0% |
| SSS GER | 17.5% | 18.6% | 19.6% | 20.7% | 26.0% | 36.0% |
| Proportion Female | 41.0% | 41.7% | 42.4% | 43.1% | 46.6% | 50.0% |

| **Number enrolled** | | | | | | |
|---|---|---|---|---|---|---|
| TVI | 17934 | 18 624 | 19 314 | 20 003 | 23 452 | 26901 |
| Proportion Female | 13% | 15.85% | 18.7% | 21.55% | 35.8% | 50.0% |

| | | | | | | |
|---|---|---|---|---|---|---|
| Universities | 40673 | 42 294 | 43 916 | 45 537 | 53 643 | 61750 |
| Proportion Female | 30.0% | 31.54% | 33.08% | 34.62% | 42.32% | 50.0% |

| | | | | | | |
|---|---|---|---|---|---|---|
| Polytechnics | 18459 | 19 597 | 20 735 | 21 872 | 27 561 | 33250 |
| Proportion Female | 22.0% | 24.15% | 26.3% | 28.45% | 39.2% | 50.0% |

**P1 Entrants**

| | | **2002** | **2003** | **2004** | **2005** | **2010** | **2015** |
|---|---|---|---|---|---|---|---|
| Gross Admission Ratio to P1 | | 87.0% | 88.7% | 90.3% | 91.9% | 100.0% | 100.0% |
| | Male* | 90.31% | 91.52% | 92.73% | 93.94% | 100.0% | 100.0% |
| | Female* | 76.44% | 79.39% | 82.33% | 85.28% | 100.0% | 100.0% |
| % with ECD experience | | n/a | | | | | 75% |

*2002 base figures also a projection of 2001 figures, 89.1% and 73.5% respectively

**Basic School Completion Rates**

| | | **2001*** | **2003** | **2004** | **2005** | **2010** | **2015** |
|---|---|---|---|---|---|---|---|
| P6 | Total | 92.6% | 93.2% | 93.7% | 94.3% | 97.2% | 100.0% |
| | Female | 93.6% | 94.1% | 94.58% | 95.07% | 97.52% | 100.0% |
| | Male | 91.7% | 92.3% | 93.0% | 93.6% | 96.82% | 100.0% |
| P1 - P6 | Total | 65.6% | 68.2% | 70.9% | 73.5% | 86.4% | 100.0% |
| | Female | 60.6% | 63.6% | 66.7% | 69.7% | 84.8% | 100.0% |
| | Male | 70.2% | 72.5% | 74.8% | 77.1% | 88.52% | 100.0% |

* Base year figure from 2001 (latest available data)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| JSS1-JSS3 | Total | 75.2% | 77.1% | 79.0% | 80.9% | 90.5% | 100.0% |
| | Female | 68.2% | 70.6% | 73.1% | 75.5% | 87.8% | 100.0% |
| | Male | 81.1% | 82.6% | 84.0% | 85.5% | 92.7% | 100.0% |
| P1-JSS3 | Total | 50.9% | 54.7% | 58.5% | 62.2% | 81.1% | 100.0% |
| | Female | 44.7% | 49.0% | 53.2% | 57.5% | 78.7% | 100.0% |
| | Male | 56.5% | 59.8% | 63.2% | 66.5% | 83.3% | 100.0% |

**Transition Rates**

| | | 2001* | 2003 | 2004 | 2005 | 2010 | 2015 |
|---|---|---|---|---|---|---|---|
| Primary repetition rates by grade | P1 | 11.7% | 11.0% | 10.2% | 9.5% | 5.7% | 2.0% |
| | P2 | 8.0% | 7.5% | 7.1% | 6.6% | 4.3% | 2.0% |
| | P3 | 7.4% | 7.0% | 6.6% | 6.2% | 4.1% | 2.0% |
| | P4 | 6.8% | 6.4% | 6.1% | 5.7% | 3.8% | 2.0% |
| | P5 | 5.9% | 5.6% | 5.3% | 5.0% | 3.5% | 2.0% |
| | P6 | 6.1% | 5.8% | 5.5% | 5.2% | 3.6% | 2.0% |
| Pre-School to Primary School | Total | n/a | | | | | 100.0% |
| | Female | n/a | | | | | 100.0% |
| | Male | n/a | | | | | 100.0% |
| | | | | | | | |
| Primary School to JSS | Total | 84.9% | 86.1% | 87.2% | 88.4% | 94.2% | 100.0% |
| | Female | 81.6% | 83.0% | 84.4% | 85.8% | 92.9% | 100.0% |
| | Male | 87.7% | 88.6% | 89.6% | 90.5% | 95.3% | 100.0% |
| | | | | | | | |
| JSS to SSS | Total | 30.0% | 32.3% | 34.6% | 36.9% | 48.5% | 60.0% |
| | Female | | | | | | |
| | Male | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Coefficient of efficiency | Prim | | | | | | |
| | JSS | | | | | | |
| | SSS | | | | | | |

* Base year 2001 (latest available data)

**Increased capacity: Number of new schools constructed annually**

| | 2002 | 2003 | 2004 | 2005 | 2010 | 2015 |
|---|---|---|---|---|---|---|
| Pre-School | n/a | 155 | 155 | 155 | 131 | 124 |
| Primary | | 438 | 438 | 438 | 282 | 201 |
| JSS | | 130 | 130 | 130 | 133 | 180 |

**QUALITY**

**Trained (qualified) teaching staff**

| | | | 2002 | 2003 | 2004 | 2005 | 2010 | 2015 |
|---|---|---|---|---|---|---|---|---|
| Pre-school | Total | Trained | 29.0% | 34.1% | 39.2% | 44.3% | 69.6% | 95.0% |
| | | Untrained | 71.0% | 65.9% | 60.8% | 55.7% | 30.4% | 5.0% |
| Primary | Total | Trained | 77.2% | 78.5% | 79.9% | 81.3% | 88.1% | 95.0% |
| | | Untrained | 22.8% | 21.5% | 20.1% | 18.7% | 11.9% | 5.0% |
| JSS | Total | Trained | 87.5% | 88.1% | 88.7% | 89.2% | 92.1% | 95.0% |
| | | Untrained | 12.5% | 11.9% | 11.3% | 10.8% | 7.9% | 5.0% |
| SSS | Total | Trained | | | | | | 95.0% |
| | | Untrained | | | | | | 5.0% |

**Pupil Teacher Ratios**

| | 2002 | 2003 | 2004 | 2005 | 2010 | 2015 |
|---|---|---|---|---|---|---|
| Pre-school | 24.0 | 24.1 | 24.2 | 24.2 | 24.6 | 25.0 |
| Primary | 31.9 | 32.3 | 32.7 | 33.1 | 35.0 | 35.0 |
| JSS | 18.1 | 18.6 | 19.2 | 19.7 | 22.3 | 25.0 |
| SSS | 19.1 | 19.3 | 19.5 | 19.8 | 20.9 | 22.0 |

**In School**

| | | | 2002 | 2003 | 2004 | 2005 | 2010 | 2015 |
|---|---|---|---|---|---|---|---|---|
| pupil: textbook ratio | Maths | Primary | 01:01 | 01:01 | 01:01 | 01:01 | 01:01 | 01:01 |
| | | JSS | 01:01 | 01:01 | 01:01 | 01:01 | 01:01 | 01:01 |
| | | SSS | 01:01 | 01:01 | 01:01 | 01:01 | 01:01 | 01:01 |
| | Science | Primary | 01:01 | 01:01 | 01:01 | 01:01 | 01:01 | 01:01 |
| | | JSS | 01:01 | 01:01 | 01:01 | 01:01 | 01:01 | 01:01 |
| | | SSS | 01:01 | 01:01 | 01:01 | 01:01 | 01:01 | 01:01 |
| | English | Primary | 01:01 | 01:01 | 01:01 | 01:01 | 01:01 | 01:01 |
| | | JSS | 01:01 | 01:01 | 01:01 | 01:01 | 01:01 | 01:01 |
| | | SSS | 01:01 | 01:01 | 01:01 | 01:01 | 01:01 | 01:01 |
| Proportion of teaching time spent on core subjects | Maths | Primary | 22.2% | | | | | |
| | | JSS | | | | | | |
| | | SSS | | | | | | |
| | Science | Primary | 13.3% | | | | | |
| | | JSS | | | | | | |
| | | SSS | | | | | | |
| | English | Primary | 22.2% | | | | | |
| | | JSS | | | | | | |
| | | SSS | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| % of schools regularly inspected /supervised | Primary | 80.0% | 81.5% | 83.1% | 84.6% | 92.3% | 100.0% |
| | JSS | 80.0% | 81.5% | 83.1% | 84.6% | 92.3% | 100.0% |
| | SSS | 25.0% | 29.6% | 34.2% | 38.8% | 61.9% | 85.0% |

**Pupil/Student Competency**

| | 2002 | 2003 | 2004 | 2005 | 2010 | 2015 |
|---|---|---|---|---|---|---|
| **PRIMARY** | | | | | | |
| **PMT Test Scores - English** | | | | | | |
| P2 | 40% | 43.1% | 46.2% | 49.2% | 64.6% | 80.0% |
| P3 | 45% | 47.7% | 50.4% | 53.1% | 66.5% | 80.0% |
| P4 | 43% | 45.8% | 48.7% | 51.5% | 65.8% | 80.0% |
| P5 | 42% | 44.9% | 47.8% | 50.8% | 65.4% | 80.0% |
| P6 | 46% | 48.6% | 51.2% | 53.8% | 66.9% | 80.0% |
| **PMT Test Scores - Maths** | | | | | | |
| P2 | 55% | 56.9% | 58.8% | 60.8% | 70.4% | 80.0% |
| P3 | 58% | 59.7% | 61.4% | 63.1% | 71.5% | 80.0% |
| P4 | 40% | 43.1% | 46.2% | 49.2% | 64.6% | 80.0% |
| P5 | 35% | 38.5% | 41.9% | 45.4% | 62.7% | 80.0% |
| P6 | 33% | 36.6% | 40.2% | 43.8% | 61.9% | 80.0% |

| CRT Mastery Level pass rates | **2002** | **2003** | **2004** | **2005** | **2010** | **2015** |
|---|---|---|---|---|---|---|
| Maths | 9% | 12.0% | 14.3% | 16.6% | 28.1% | 40% |
| English | 17% | 20.0% | 23.3% | 26.6% | 43.1% | 60% |

| **SSS** | | | | | | |
|---|---|---|---|---|---|---|
| SSSCE success rate | 41.6% | 43.8% | 46.0% | 48.2% | 59.1% | 70.0% |

**Literacy**

| | **2002** | **2003** | **2004** | **2005** | **2010** | **2015** |
|---|---|---|---|---|---|---|
| Literacy rate of 15-24 year olds | | | | | | |
| Adult literacy rate (as % of 15+ that are literate) | 54.1% | 56.25 | 58.3% | 60.3% | 70.7% | 81.2% |
| Literacy Gender parity index (M:F) | 1.4:1 | 1.35:1 | 1.3:1 | 1.25:1 | 1:1 | 1:1 |

**Health and Sanitation**

| | | **2002** | **2003** | **2004** | **2005** | **2010** | **2015** |
|---|---|---|---|---|---|---|---|
| No of schools with HIV/AIDS clubs | | | | | | | |
| % of schools with adequate toilet facilities | Primary | 68.0% | 70.5% | 72.9% | 75.4% | 87.7% | 100.0% |
| | JSS | 61.0% | 64.0% | 67.0% | 70.0% | 85.0% | 100.0% |
| | SSS | n/a | | | | | 100.0% |
| % of schools with drinkable water supply | Primary | 38.0% | 42.8% | 47.5% | 52.3% | 76.2% | 100.0% |
| | JSS | 42.0% | 46.5% | 50.9% | 55.4% | 77.7% | 100.0% |
| | SSS | n/a | | | | | 100.0% |
| % of schools with reliable electricity supply | Primary | n/a | | | | | 100.0% |
| | JSS | n/a | | | | | 100.0% |
| | SSS | n/a | | | | | 100.0% |

**EDUCATIONAL MANAGEMENT**

| | | **2002** | **2003** | **2004** | **2005** | **2010** | **2015** |
|---|---|---|---|---|---|---|---|
| Percentage of Schools that have been mapped. | Pre-school | | | | 100.0% | 100.0% | 100.0% |
| | Primary | | | | 100.0% | 100.0% | 100.0% |
| | JSS | | | | 100.0% | 100.0% | 100.0% |
| | SSS | | | | 100.0% | 100.0% | 100.0% |
| SMCs | Primary | 80.0% | 90.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| | JSS | 80.0% | 90.0% | 100.0% | 100.0% | 100.0% | 100.0% |

| | **2002** | **2003** | **2004** | **2005** | **2010** | **2015** |
|---|---|---|---|---|---|---|
| Public domestically generated revenues as % of GDP | 20.7% | 21.0% | 21.3% | 21.6% | 23.0% | 24.5% |
| Domestically financed recurrent spending on education as % of domestically generated revenues | 25.4% | 25.2% | 24.9% | 24.5% | 23.1% | 21.4% |

| | | 2002 | 2003 | 2004 | 2005 | 2010 | 2015 |
|---|---|---|---|---|---|---|---|
| Public recurrent expenditure by subsector as a % of total recurrent expenditure on education. | Preschool | 6.3% | 5.7% | 5.5% | 5.4% | 5.2% | 5.5% |
| | Primary | 34.7% | 36.6% | 37.6% | 37.7% | 37.2% | 34.4% |
| | JSS | 23.8% | 23.9% | 23.5% | 23.4% | 22.3% | 22.1% |
| | SSS | 14.9% | 13.9% | 13.7% | 13.7% | 14.1% | 15.5% |
| | NFED | 0.4% | 1.3% | 1.3% | 1.3% | 1.3% | 1.3% |
| | SPED | 0.5% | 0.4% | 0.5% | 0.5% | 0.6% | 0.8% |
| | TeachEd | 3.9% | 3.6% | 3.5% | 3.5% | 3.2% | 2.8% |
| | TVET | 1.5% | 1.5% | 1.5% | 1.6% | 2.1% | 2.7% |
| | Tertiary | 14.0% | 13.1% | 12.9% | 13.0% | 14.1% | 14.8% |
| | HIV/AIDS | 0.00% | 0.00% | 0.02% | 0.02% | 0.01% | 0.01% |

**SCIENCE AND TVET**

| | | 2002 | 2003 | 2004 | 2005 | 2010 | 2015 |
|---|---|---|---|---|---|---|---|
| JSS with equipped workshops: | No. | 2000 | 2000 | 2000 | 2000 | 3406 | 5164 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Average number of students per computer for teaching learning activities. | n/a | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Practical TVET examination success rate | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| % of TVI teaching staff and students on industrial attachment | 18% | 20% | 21% | 23% | 32% | 40% |

## ANNEX E - Summary of Projected Costs of Education Strategic Plan

### *A. Projected resource envelope for education*

| | Target | Projections | | | | |
|---|---|---|---|---|---|---|
| | 2015 | **2003** | **2004** | **2005** | **2010** | **2015** |
| GDP (millions of CEDIS) | | 50 152 200 | 52 659 810 | 55 292 801 | 70 569 182 | 90 066 146 |
| GDP growth rate (% per annum) | 5.0% | 5.0% | 5.0% | 5.0% | 5.0% | 5.0% |
| Exchange rate US$ to CEDIS - 2003 | 8600 | | | | | |
| Population, total (in thousands) | | 19 870 | 20 366 | 20 876 | 23 619 | 26 722 |
| GDP per capita (CEDIS) | | 2 524 064 | 2 585 626 | 2 648 690 | 2 987 847 | 3 370 432 |
| Domestically-generated revenues net of grants (millions of CEDIS) | | 10 528 104 | 11 208 438 | 11 930 485 | 16 258 054 | 22 066 206 |
| Domestically-generated revenues as % of GDP | 24.5% | 21.0% | 21.3% | 21.6% | 23.0% | 24.5% |
| Total public spending on education (millions of CEDIS) | | 3 304 843 | 3 284 147 | 3 446 442 | 4 369 234 | 5 501 275 |
| MOE domestic budget | | 2 516 099 | 2 642 274 | 2 773 727 | 3 515 728 | 4 413 241 |
| as % of domestic revenues | 20.0% | 23.9% | 23.6% | 23.2% | 21.6% | 20.0% |
| GETfund | | 404 572 | 424 800 | 446 040 | 569 273 | 726 553 |
| as % of GDP | | 0.81% | 0.81% | 0.81% | 0.81% | 0.81% |
| DACF | | 105 281 | 112 084 | 119 305 | 162 581 | 220 662 |
| =5% of revenues and o/w 20% for education = 1% of dom revenues | | 1% | 1% | 1% | 1% | 1% |
| Scholarship Secretariat | | 34 743 | 36 988 | 39 371 | 53 652 | 72 818 |
| = 0.33% of domestic revenues | | 0.33% | 0.33% | 0.33% | 0.33% | 0.33% |
| Budget support for education (millions of CEDIS) | | 164 149 | 0 | 0 | 0 | 0 |
| % of overall public spending financed through budget support | | 6.1% | 0.0% | 0.0% | 0.0% | 0.0% |
| HIPC Funds | | 80 000 | 68 000 | 68 000 | 68 000 | 68 000 |
| Domestically-financed recurrent spending on education as % of domestic revenues net of grants | 21.4% | 25.2% | 24.9% | 24.5% | 23.1% | 21.4% |
| **Amount of domestically-financed recurrent spending on education (millions of CEDIS)** | | **2 655 356** | **2 786 886** | **2 923 885** | **3 753 779** | **4 726 092** |
| Domestically-financed recurrent spending on education as % of GDP | | 5.29% | 5.29% | 5.29% | 5.32% | 5.25% |
| **Amount of domestically-financed capital spending on education** | | **485 338** | **497 261** | **522 558** | **615 455** | **775 183** |
| Domestically-financed capital spending on education as % of GDP | | 0.97% | 0.94% | 0.95% | 0.87% | 0.86% |
| **Total domestically financed spending on education** | | **3 140 695** | **3 284 147** | **3 446 442** | **4 369 234** | **5 501 275** |
| Total domestically financed spending on education as % of GDP | | 6.26% | 6.24% | 6.23% | 6.19% | 6.11% |
| **Total resource envelope for education from all sources (millions of CEDIS)** | | **3 304 843** | **3 284 147** | **3 446 442** | **4 369 234** | **5 501 275** |
| as % of domestically generated revenues net of grants | | 31.4% | 29.3% | 28.9% | 26.9% | 24.9% |
| **Recurrent Resource Envelope (Millions of cedis)** | | **2 704 601** | **2 786 886** | **2 923 885** | **3 753 779** | **4 726 092** |
| **Capital Resource Envelope (Millions of cedis)** | | **600 242** | **497 261** | **522 558** | **615 455** | **775 183** |

### *B. Summary of total recurrent spending by level*

| **Summary of total recurrent spending by level** | **2003** | **2004** | **2005** | **2010** | **2015** |
|---|---|---|---|---|---|
| Preschool | 167 635 | 173 244 | 178 967 | 209 269 | 277 806 |
| Primary | 1 067 233 | 1 178 840 | 1 245 347 | 1 501 826 | 1 745 874 |
| Junior secondary | 697 134 | 738 165 | 775 280 | 898 469 | 1 121 904 |
| Senior secondary | 405 891 | 428 677 | 451 523 | 567 012 | 787 870 |
| Non-formal Education | 37 748 | 39 635 | 41 617 | 53 115 | 67 790 |
| Special Education | 12 953 | 14 248 | 15 673 | 25 242 | 40 653 |
| Teacher Training | 104 435 | 109 657 | 115 140 | 127 124 | 140 355 |
| Technical Education/Vocational training/Apprenticeship | 43 237 | 47 561 | 52 317 | 84 257 | 135 697 |
| Tertiary education | 381 758 | 405 732 | 430 572 | 568 683 | 752 449 |
| HIV/AIDs Management | 500 | 500 | 500 | 500 | 500 |
| **Total recurrent spending on education** | **2 918 525** | **3 136 260** | **3 306 935** | **4 035 498** | **5 070 898** |
| **Recurrent spending on Education as % of GDP** | **5.8%** | **6.0%** | **6.0%** | **5.7%** | **5.6%** |
| **Recurrent spending on Primary Education as % of GDP** | **2.1%** | **2.2%** | **2.3%** | **2.1%** | **1.9%** |

**Summary of recurrent spending by level (% distribution)**

| | | | | | |
|---|---|---|---|---|---|
| Preschool | 5.7% | 5.5% | 5.4% | 5.2% | 5.5% |
| Primary | 36.6% | 37.6% | 37.7% | 37.2% | 34.4% |
| Junior secondary | 23.9% | 23.5% | 23.4% | 22.3% | 22.1% |
| Senior secondary | 13.9% | 13.7% | 13.7% | 14.1% | 15.5% |
| Non-formal Education | 1.3% | 1.3% | 1.3% | 1.3% | 1.3% |
| Special Education | 0.4% | 0.5% | 0.5% | 0.6% | 0.8% |
| Teacher Training | 3.6% | 3.5% | 3.5% | 3.2% | 2.8% |
| Technical Education/Vocational training/Apprenticeship | 1.5% | 1.5% | 1.6% | 2.1% | 2.7% |
| Tertiary education | 13.1% | 12.9% | 13.0% | 14.1% | 14.8% |
| HIV/AIDS Management | 0.02% | 0.02% | 0.02% | 0.01% | 0.01% |
| **Total** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** |

### *C. Summary of Capital Investment Costs by Level (Millions of Cedis)*

| **Summary of Capital Investment Costs by Level (Millions of Cedis)** | **2003** | **2004** | **2005** | **2010** | **2015** |
|---|---|---|---|---|---|
| Pre-School | 26 442 | 26 442 | 26 442 | 43 600 | 50 673 |
| Primary | 307 582 | 358 562 | 359 471 | 191 412 | 192 101 |
| JSS | 66 374 | 93 171 | 93 300 | 98 676 | 149 510 |
| SSS | 99 711 | 123 111 | 123 111 | 168 875 | 211 246 |
| TVET | 21 400 | 1 000 | 1 000 | 26 374 | 30 574 |
| Teacher Education | 4 000 | 1 964 | 1 964 | 3 264 | 3 264 |
| Special Education | 2 500 | 7 393 | 8 893 | 6 393 | 2 964 |
| Tertiary | 70 000 | 52 800 | 47 300 | 61 800 | 64 600 |
| Other (Management, Subvented Agencies, Capacity Building etc) | 7 559 | 25 852 | 22 239 | 22 687 | 22 427 |
| HIV/AIDS management | 0 | 500 | 500 | 500 | 500 |
| **Total (Millions of Cedis)** | **605 568** | **690 797** | **684 220** | **623 582** | **727 860** |

**Summary of Construction /Capital Investment Costs by level (% Distribution)**

| | | | | | |
|---|---|---|---|---|---|
| Pre-School | 4.4% | 3.8% | 3.9% | 7.0% | 7.0% |
| Primary | 50.8% | 51.9% | 52.5% | 30.7% | 26.4% |
| JSS | 11.0% | 13.5% | 13.6% | 15.8% | 20.5% |
| SSS | 16.5% | 17.8% | 18.0% | 27.1% | 29.0% |
| TVET | 3.5% | 0.1% | 0.1% | 4.2% | 4.2% |
| Teacher Education | 0.7% | 0.3% | 0.3% | 0.5% | 0.4% |
| Special Education | 0.4% | 1.1% | 1.3% | 1.0% | 0.4% |
| Tertiary | 11.6% | 7.6% | 6.9% | 9.9% | 8.9% |
| Other (Management, Subvented Agencies, Capacity Building etc) | 1.2% | 3.7% | 3.3% | 3.6% | 3.1% |
| HIV/AIDS management | 0.0% | 0.1% | 0.1% | 0.1% | 0.1% |
| **Total Capital Costs (Millions of cedis)** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** |

| % Distribution of total costs (recurrent + capital) | 2003 | 2004 | 2005 | 2010 | 2015 |
|---|---|---|---|---|---|
| Preschool | 5.5% | 5.2% | 5.1% | 5.4% | 5.7% |
| Primary | 39.0% | 40.2% | 40.2% | 36.3% | 33.4% |
| Junior secondary | 21.7% | 21.7% | 21.8% | 21.4% | 21.9% |
| Senior secondary | 14.3% | 14.4% | 14.4% | 15.8% | 17.2% |
| Non-formal Education | 1.1% | 1.0% | 1.0% | 1.1% | 1.2% |
| Special Education | 0.4% | 0.6% | 0.6% | 0.7% | 0.8% |
| Teacher Training | 3.1% | 2.9% | 2.9% | 2.8% | 2.5% |
| Technical Education/Vocational training/Apprenticeship | 1.8% | 1.3% | 1.3% | 2.4% | 2.9% |
| Tertiary education | 12.8% | 12.0% | 12.0% | 13.5% | 14.1% |
| Management and Subvented agencies | 0.2% | 0.7% | 0.6% | 0.5% | 0.4% |
| HIV/AIDS Management | 0.01% | 0.03% | 0.03% | 0.02% | 0.02% |
| **Total** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** |
| **o/w basic (pre-school, primary, JSS, special education, non-formal education)** | **67.7%** | **68.7%** | **68.8%** | **65.0%** | **62.9%** |

## *D. Overall Summary for Whole Sector*

| Cost and resource availability (in millions of CEDIS) | 2003 | 2004 | 2005 | 2010 | 2015 |
|---|---|---|---|---|---|
| Recurrent cost | 2 918 025 | 3 136 260 | 3 306 935 | 4 035 498 | 5 070 898 |
| Capital cost | 605 568 | 690 797 | 684 220 | 623 582 | 727 860 |
| **Total cost** | **3 523 593** | **3 827 057** | **3 991 155** | **4 659 080** | **5 798 757** |
| Total Cost as % of GDP | 7.0% | 7.3% | 7.2% | 6.6% | 6.4% |
| Recurrent Resource Envelope | 2 704 601 | 2 786 886 | 2 923 885 | 3 753 779 | 4 726 092 |
| Capital Resource Envelope | 600 242 | 497 261 | 522 558 | 615 455 | 775 183 |
| **Total Resource envelope** | **3 304 843** | **3 284 147** | **3 446 442** | **4 369 234** | **5 501 275** |
| | | | | | |
| Recurrent account =(recurrent resource envelope - recurrent cost) | - 213 425 | - 349 374 | - 383 050 | - 281 719 | - 344 806 |
| Capital account = (capital resource envelope - capital cost) | - 5 326 | - 193 536 | - 161 663 | - 8 127 | 47 323 |
| **Total gap (Millions of cedis)** | **- 218 750** | **- 542 910** | **- 544 713** | **- 289 846** | **- 297 483** |
| Financing Gap in $US Millions | -25.44 | -63.13 | -63.34 | -33.70 | -34.59 |
| Financing Gap as % of Total Requirement | 6.2% | 14.2% | 13.6% | 6.2% | 5.1% |

### *E. Summary of Financing Requirements for Universal Primary Completion by 2015*

| | 2003 | 2004 | 2005 | 2010 | 2015 |
|---|---|---|---|---|---|
| **Domestic resource envelope for primary education (millions)** | 1 294 052 | 1 305 625 | 1 375 633 | 1 585 901 | 1 831 751 |
| o/w recurrent envelope | 989 175 | 1 047 519 | 1 101 095 | 1 396 983 | 1 627 160 |
| o/w capital envelope | 304 877 | 258 107 | 274 538 | 188 918 | 204 591 |
| Domestic resource envelope for primary teacher education (share = 60%) | 58 078 | 58 465 | 61 082 | 62 659 | 64 182 |
| Costs | | | | | |
| Recurrent costs of education services (millions) | 999 744 | 1 089 165 | 1 152 871 | 1 378 820 | 1 600 629 |
| HIV/AIDS-related costs (teacher absenteeism & orphanhood, millions) | 472 | 22 658 | 25 459 | 41 402 | 57 953 |
| Additional resources required to fund textbook policy | 67 017 | 67 017 | 67 017 | 81 604 | 87 292 |
| Classroom construction (millions) | 307 582 | 358 562 | 359 471 | 191 412 | 192 101 |
| Recurrent costs of Teacher Education for Primary Schools | 62 661 | 65 794 | 69 084 | 70 466 | 71 875 |
| Financing gap (=domestic resource envelope - costs, in millions of Cedis) | | | | | |
| Recurrent costs | -10 568 | -41 647 | -51 776 | 18 164 | 26 531 |
| HIV/AIDS-related costs | - 472 | -22 658 | -25 459 | -41 402 | -57 953 |
| Additional resources required to fund textbook policy | -67 017 | -67 017 | -67 017 | -81 604 | -87 292 |
| Capital costs (annual average over 5-year periods beginning from base year) | -2 705 | -100 456 | -84 933 | -2 495 | 12 490 |
| **Total Primary Sub-sector (Millions of Cedis)** | **-80 762** | **-231 777** | **-229 185** | **-107 337** | **-106 224** |
| Teacher Education for Primary Schools (Millions of Cedis) | -4 583 | -7 329 | -8 002 | -7 807 | -7 693 |
| **Total UPC GAP (Millions of Cedis)** | **-85 346** | **-239 106** | **-237 187** | **-115 144** | **-113 918** |
| Financing gap (=domestic resource envelope - costs, in millions of US$) | | | | | |
| Recurrent costs | -1.23 | -4.84 | -6.02 | 2. 1 | 3. 1 |
| HIV/AIDS-related costs | -.05 | -2.63 | -2.96 | -4.81 | -6.74 |
| Additional resources required to fund textbook policy | -7.79 | -7.79 | -7.79 | -9.49 | -10.15 |
| Capital costs (annual average over 5-year periods beginning from base year) | -.31 | -11.68 | -9.88 | -.29 | 1. 5 |
| **Total Primary Sub-sector ($US Millions)** | **-9.39** | **-26.95** | **-26.65** | **-12.48** | **-12.35** |
| Teacher Education for Primary Schools ($US Millions) | -.53 | -.85 | -.93 | -.91 | -.89 |
| **Total UPC GAP ($US Millions)** | **-9.92** | **-27.80** | **-27.58** | **-13.39** | **-13.25** |
| Primary financing Gap as % of Primary Requirement | 5.9% | 14.9% | 14.2% | 6.5% | 5.7% |
| Primary Financing Gap as % of Total Gap | 39.0% | 44.0% | 43.5% | 39.7% | 38.3% |
| Primary Finacing Gap as % of Total Requirement | 2.4% | 6.2% | 5.9% | 2.5% | 2.0% |

# GOVERNMENT OF GHANA

# EDUCATION STRATEGIC PLAN
# 2003 to 2015

# VOLUME 2 - WORK PROGRAMME

**Ministry of Education**

**May 2003**

# Education Strategic Plan 2003 - 2015

## Volume 2: The Work Programme

### Introduction

Volume 1 of the Education Strategic Plan (ESP) presents policy areas, indicative targets and strategies that will develop and sustain education in Ghana until 2015. The ESP is therefore a plan whose purpose is to ensure relevant education that provides for individual and national growth.

Volume 2, the Work Programme, builds on Volume 1. It presents a macro-picture of targeted outcomes, associated inputs and broad responsibilities for the nine identified ESP policy areas over the plan period (2003 – 2015). As explained on pages 2 - 4, the Work Programme will form the basis of operational tools for officers in MOE and its agencies and in the Districts. The Work Programme is therefore a first step in operationalising the plan of the MOE. As such, it may be subject to adjustment as conditions change and events unfold.

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## THE WORK PROGRAMME (1)

### The Work Programme - Context

The Education Strategic Plan 2003 - 2015 (ESP) aims to place investment in the education sector, in particular the EFA initiatives, within a planned framework of development that is fully consistent with national and regional policies.

The policy and strategy reforms within the ESP are linked to broader development policies and practices, including the Ghana Poverty Reduction Strategy, the Medium Term Expenditure Framework (MTEF) the President's Committee on Review of Education Reforms and recent reviews and other reports on sectoral development.

This paper comprises an initial work programme design that includes the ten policy goals that underpin the MTEF. The next step in the work-programming process will involve further preliminary technical analysis, preparation of an operational plan and process leading to technical appraisal by stakeholders. In subsequent years, as in the recent past, the ESP, the Work Programme and Operational Plans will be subject to annual review and re-appraisal.

### The Work Programme - Purpose

The purpose of the work programme is

- to assist with implementation of the ESP.
- to assist in the identification of priorities, scopes of work and technical requirements for District Officers, and Working Groups designated by MOE and its Agencies.
- to provide a sequenced work programme in terms of expected outcomes over the medium term.

This work programme, when developed in terms of District, Regional and central desk programmes, will assure the following important elements in sector management:

a) Greater articulation of the linkage between education sector development and broader development ambitions and plans (National Vision and Poverty Eradication).

b) Preparation of detailed Policy Frameworks setting out sequenced guidelines for sector reform.

c) Prioritisation and phasing of interventions.

d) Preparation of a comprehensive ESP financing framework, including an assessment of requirements, existing recurrent and development budget commitments and analysis of likely financing shortfalls linked to the budgeting process and the MTEF.

e) Preparation of strategies for integrating existing activities into broader sector-wide programmes, both in terms of management of implementation and financing.

f) Preparation for decentralisation consistent with the Local Government Act 462 (1993).

g) Uniform and internally consistent financial management, monitoring, audit and procurement systems.

h) Joint Government and funding agency partnership arrangements, including regular monitoring and review processes against agreed performance indicators and reporting systems.

i) Capacity building requirements at central, regional and district levels, taking into account of broader Civil Service Reform and Decentralisation initiatives.

**Work Programme - Policy Goals**

The Work Programme contains outcomes and activities that relate to the four ESP focal areas and ten policy goals:[1]

***1) Equitable Access***
*Promote and Extend Pre-school Education*
*Increase Access To and Participation in Education and Training*
*Provide females with equal opportunities to access the full cycle of education*[2]

***2) Quality of Education***
*Improve the Quality of Teaching and Learning for enhanced Pupil/Student Achievement*
*Improve the Quality of Academic and Research Programmes*
*Promote Good Health and Environment in Schools and Institutions of Higher Learning*
*Identify and Promote Education Programmes that will assist in the prevention of HIV/AIDS*[2]

***3) Educational Management***
*Educational Planning and Management*

***4) Science, Technology and TVET***
*Technical and Vocational Education and Training*
*Science and Technology Education and Training*

Together with the related policy objectives, these are set out in the following pages in the form of an action matrix.

The activities within the matrix are assigned to particular MDAs within the Ministry Of Education. A table of acronyms precedes the matrix in order that it can be easily comprehended.

It should also be noted that where a time frame is indicated this shows the year intended for the commencement of a particular activity. In some cases the activity may be completed in one year but in others it may be ongoing over a longer period within, or exceeding, the duration of the plan.

The activities within the Work Programme will run their proposed life-span; subsequently MOE will review their performance with the purpose of selectively integrating some or all of them into broader budgetary support initiatives.

**Work Programme - Next Steps**

The next step in the work programming process will be for the broad programme on the following pages to be selectively disaggregated as operational desk tools for appropriate officers in:

- Schools
- The District Education Offices
- The Regional Education Offices
- The Agencies of MOE, notably GES
- MOE central offices

[1] The organisation of the ten policy goals into four focal areas is explained in Volume I
[2] It should be noted that this is a new policy and as such will only appear as a separate policy objective for budgeting purposes from 2004 onwards

**Acronyms used in the Work Programme**

| | |
|---|---|
| **BECE** | Basic Education Certificate Examination |
| **AF** | Administration and Finance Division GES |
| **AF(M)** | Administration and Finance Division MoE |
| **AGI** | Association of Ghana industries |
| **AS** | HIV/AIDS Secretariat MoE |
| **BED** | Basic Education Division |
| **BGL** | Bureau of Ghana Languages |
| **CAL** | Computer Assisted Learning |
| **CBO** | Community Based Organisations |
| **CD** | Chief Director MoE |
| **CPM** | Consultative Panel Meeting |
| **CRDD** | Curriculum Research and Development Division GES |
| **CRT** | Criterion Referenced Tests |
| **CSIR** | Council for Scientific and Industrial Research |
| **CWS** | Community Water and Sanitation |
| **DA** | District Assemblies |
| **DEO** | District Education Office |
| **DG** | Director General GES |
| **DP** | Development Partners |
| **EA** | Equitable Access |
| **EFA** | Education For All |
| **EM** | Educational Management |
| **EMIS** | Education Management Information System |
| **ESTAC** | Education Sector Technical Advisory Committee |
| **FBO** | Faith Based Organisations |
| **FCUBE** | Free Compulsory Universal Basic Education |
| **FI** | Financial Institutions |
| **FP** | Focal Persons |
| **GAC** | Ghanal Aids Commission |
| **GBDC** | Ghana Book Development Council |
| **GBT** | Ghana Book Trust |
| **GCOC** | Ghana Chamber of Commerce |
| **GER** | Gross Enrolment Ratio |
| **GETfund** | Ghana Education Trust Fund |
| **GLB** | Ghana Library Board |
| **GNAPS** | Ghana National Association of Private Schools |
| **KG** | Kindergarten |
| **M&E** | Monitoring and Evaluation |
| **MDA** | Ministry Departments and Agencies |
| **MNS** | Minimum National Standards |
| **MoCT** | Ministry of Communications and Technology |
| **MoEST** | Ministry of Environment, Science and Technology |
| **MoF** | Ministry of Finance |
| **MoFA** | Ministry of Food and Agriculture |
| **MoH** | Ministry of Health |
| **MoI** | Ministry of Information |
| **MoMDE** | Ministry of Manpower Development and Employment |
| **MoWAC** | Ministry of Womens and Childrens Affairs |
| **MSP** | Minimum Standards of Performance |
| **NACVET** | National Committee for Vocational Education and Training |
| **NBSSI** | National Board of Small Scale Industries |
| **NCTE** | National Council for Tertiary Education |
| **NGO** | Non-Governmental Organisations |
| **NSS** | National Service Secretariat |
| **PBME** | Planning Budgeting Monitoring and Evaluation Division MoE |
| **PEF** | Private Enterprise Foundation |
| **PMT** | Performance Monitoring Tests |
| **PRU** | Public Relations Unit of GES |
| **PS** | Private Sector |
| **PTA** | Parent Teacher Association |
| **PTR** | Pupil Teacher Ratio |
| **QE** | Quality of Education |
| **REO** | Regional Education Office |
| **SA** | Subject Associations |
| **SED** | Secondary Education Division |
| **SEN** | Special Education Needs |
| **SHEP** | School Health Education Programme |
| **SL** | Supply and Logistics Division of GES |
| **SMC** | School Management Committee |
| **SMC** | School Management Committee |
| **SpED** | Special Education Division of GES |
| **SPIP** | School Performance Improvement Programme |

| | |
|---|---|
| **GNAT** | Ghana National Association of Teachers |
| **HIV/AIDS** | Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome |
| **HQ** | Head Quarters |
| **HRD (M)** | Human Resource Development Division of MoE |
| **HRMD** | Human Resource Management and Development Division of GES |
| **HT** | Head Teacher |
| **ICT** | Information and Communication Technology |
| **ICU** | Implementation Co-ordinating Unit |
| **ID** | Inspectorate Division GES |
| **IEC** | Information, Education, Communication |
| **IGO** | Inter-Governmental Organisation |
| **INSET** | In-Service Education of Teachers |
| **JSS** | Junior Secondary School |
| **SRIMPR** | Statistics Research Information Management and Public Relations Division of MoE |
| **SS** | Scholarship Secretariat |
| **SSS** | Senior Secondary School |
| **SSSCE** | Senior Secondary School Certificate Examination |
| **ST** | Science, Technology and TVET |
| **STEU** | Science and Technology Education Unit of GES |
| **SWAp** | Sector Wide Approach |
| **TED** | Teacher Education Division of GES |
| **TEU** | Technical Exams Unit |
| **TOT** | Trainers of Trainers/Tutors |
| **TTC** | Teacher Training College |
| **TVET** | Technical Vocational Education and Training Division GES |
| **UBE** | Universal Basic Education |

## THE WORK PROGRAMME (2)

## EQUITABLE ACCESS TO EDUCATION (EA)

### Promote and Extend Pre-school Education (Policy Goal 8)

| Related Policy Objectives | Indicative Targets (Outcomes and Outputs) | Strategies and Activities | Time[3] Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| EA1<br>Provide pre-school education in collaboration with District Assemblies, the Private Sector, CBOs, NGOs and FBOs | • 70% of public primary schools with 2 KG classrooms attached by 2015<br>• GER at pre-school level of 86% by 2015 | 1. Conduct school mapping to determine extent of KG classes<br>2. Prepare guidelines on establishment of Kindergarten classes – including infrastructure and staffing requirements (and fees where appropriate i.e. private sector)<br>3. Distribute guidelines to public primary schools and District Assemblies with advice, to include at an appropriate point within the SPIP (School Performance Improvement Plan)<br>4. Distribute guidelines to private sector, appropriate CBOs, NGOs, FBOs<br>5. Conduct 'readiness-To-Build' survey<br>6. Conduct costs survey - assessing the cost of both public and private provision of pre-school<br>7. Begin KG classes construction on 'readiness' and necessity basis at the rate of at least three (3) pre-schools per year per district | 1. 2003<br>2. 2003<br>3. 2004<br>4. 2004<br>5. 2004<br>6. 2004<br>7. 2004 - 2015 | 1. BED<br>2. BED<br>3. BED<br>4. BED<br>5. BED<br>6. BED<br>7. BED | 1. SRIMPR, DP<br>2. PBME, DP<br>3. PBME, DA, DP<br>4. CBO, NGO, FBO, DP<br>5. PBME, AF, DP<br>6. PBME, AF,DP<br>7. PBME, AF, DP, CBO, NGO, FBO, PS, DA |
| EA2<br>Provide fee-free tuition in pre-schools | • Fee free tuition defined and circulated by December 2003<br>• National Policy on pre-school formulated and published | 1. Publish national policy on pre-school education<br>2. Draft Guidelines on fee-free tuition in public pre-schools<br>3. Circulate guidelines on fee free tuition to schools, communities and District Assemblies | 1. 2003<br>2. 2003<br>3. 2003 | 1. PBME<br>2. PBME<br>3. PBME | 1. BED, DG, DP<br>2. BED, DG, DP PBME, AF<br>3. MoWAC, DA, CBO, NGO, FBO, DP |
| EA3<br>Provide for the preparation (training) and upgrading of pre-school teachers and caregivers | • Curriculum for pre-service teacher training in pre-school education developed<br>• Teacher training programmes to include training in pre-school education by September 2005<br>• INSET courses to train existing teachers in pre-school instruction beginning 2005<br>• 43% Increase in enrolments in TTCs by 2015 | 1. Determine curriculum for pre-service training of teachers/caregivers<br>2. Publish and circulate curriculum<br>3. Train TOTs to use the new curriculum<br>4. Develop INSET course<br>5. Train INSET instructors<br>6. Prepare and publish IEC materials to promote teaching as a career<br>7. Recruit and deploy teachers | 1. 2004<br>2. 2005<br>3. 2005<br>4. 2005<br>5. 2005<br>6. 2003<br>7. annual | 1. CRDD<br>2. CRDD<br>3. CRDD<br>4. TED<br>5. TED<br>6. BED<br>7. HRMD | 1. TED, BED, DP<br>2. TED<br>3. TED, HRMD<br>4. BED<br>5. BED, DP<br>6. PRU, TED, DP<br>7. BED,TED |

[3] This shows the year intended for the commencement of a particular activity. In many cases the activity can be expected to be completed in one year but in others it may be ongoing over a longer period within, or exceeding, the duration of the plan

## Increase Access to and Participation in Education and Training (Policy Goal 1)

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| EA4<br>Provide and ensure access to free basic education | • GER in primary schools to rise from 79% in 2002 to 100% by 2010<br>• 100% completion rate by 2015 at Primary level<br>• GER in JSS schools to rise from 62% in 2002 to 75% by 2010 and 90% by 2015<br>• Average national PTR in primary schools to increase from 33:1 currently, to 35:1 by 2010 and at least maintained thereafter<br>• Average national PTR in junior secondary schools to increase from 18:1 currently, to 22:1 by 2010 and 25:1 by 2015<br>• Universal Primary Completion by 2015 | 1. Conduct school mapping of Primary and JSS schools<br>2. Write guidelines as to what constitutes 'fee-free' and 'cost-sharing' ( i.e. enforcing the abolition of fees and levies and the introduction of capitation grants for basic education, and ways to implement cost sharing at the post-basic level)<br>3. Circulate to all deliverers within the education system.<br>4. Circulate guidelines to the districts, regions and other stakeholders<br>5. Monitor schools to ensure adherence to guidelines on fees/costs.<br>6. Determine physical infrastructure needs for basic schools<br>7. Determine teacher needs for basic schools according to establishment norms<br>8. Prepare and implement a 3-year rolling plan to develop physical infrastructure in basic schools<br>9. Prepare and implement a 3-year rolling plan to develop teacher deployment according to needs in basic schools | 1. 2003<br>2. 2003<br>3. 2003<br>4. 2003<br>5. 2003-2015<br>6. 2003<br>7. 2003<br>8. 2003-2015<br>9. 2003-2015 | 1. BED<br>2. BED<br>3. BED<br>4. BED<br>5. ID<br>6. BED<br>7. HRMD<br>8. BED<br>9. HRMD | 1. PBME, AF, SRIMPR, DP<br>2. PBME<br>3. PBME<br>4. PBME, AF<br>5. BED, AF, PBME<br>6. PBME, AF<br>7. TED, BED, HRD(M)<br>8. PBME, AF, DP<br>9. TED, DP, HRD(M) |
| EA5<br>Provide free compulsory universal basic education (FCUBE) | • Universal Primary Completion by 2015<br>• All children receive 6 years (or equivalent) of fee-free primary education<br>• All students receive 3 years (or equivalent) of fee-free junior secondary education | 1. Define free *compulsory* universal basic education (FCUBE)<br>2. Finalise Draft Education Bill<br>3. Design, publish and circulate IEC materials to sensitise communities as to the importance of compulsory basic education for all | 1. 2003<br>2. 2003<br>3. 2003 | 1. PBME<br>2. PBME<br>3. BED | 1. BED AF<br>2. HRD(M), AF(M)<br>3. PRU, TED, MoWAC, DA, NGO, FBO |
| EA6<br>Provide infrastructure and encourage the Private Sector, CBOs, NGOs, FBOs IGOs and Development Partners to participate | • 35% increase in primary infrastructure by 2015<br>• 22% increase in JSS infrastructure by 2015<br>• Commensurate increase in CBO/NGO/FBO/IGO provision over the same target periods<br>• 20% of those primary and JSS schools that are identified as deprived, rehabilitated each year | 1. Conduct school mapping of Primary and JSS schools<br>2. Determine physical infrastructure needs for basic schools<br>3. Determine rehabilitation needs annually<br>4. Prepare and implement a 3-year rolling plan to develop physical infrastructure in basic schools<br>5. Develop and circulate IEC plan to encourage community involvement | 1. 2003<br>2. 2003<br>3. annual<br>4. 2003-2015<br>5. 2003 | 1. BED<br>2. BED<br>3. BED<br>4. BED<br>5. BED | 1. PBME, AF, SRIMPR, DP<br>2. PBME, AF<br>3. AF, DA<br>4. PBME, AF, DP<br>5. PRO, CBO, NGO, FBO, DP |

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| EA7<br>Provide equitable educational opportunities | • 50% female enrolment in Primary schools by 2005<br>• Retention rates of females and males on a par by 2010<br>• Full enrolment of hard-to-reach and out of school children by 2015<br>• Integrate all children with non-severe SENs in mainstream schools by 2015 | 1. Conduct IEC programmes to raise awareness of the importance of girls education<br>2. Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances<br>3. Support hard-to-reach children and complementary/alternative education programmes<br>4. Provide specialised training in multi-grade teaching for rural areas and reward teachers accordingly<br>5. Provide training for all teachers in SENs<br>6. Design and implement programmes for the integration of complementary schools with formal schools<br>7. Redesign school infrastructure to facilitate the accommodation of pupils/students with special needs | 1. 2003<br>2. 2003-2015<br>3. 2003-2015<br>4. 2004<br>5. 2004<br>6. 2003-2015<br>7. 2004 | 1. BED<br>2. ID<br>3. BED<br>4. TED<br>5. TED<br>6. BED<br>7. BED | 1. MoWAC, DP NGO, PRU<br>2. BED, SED, TVET<br>3. NGO, DA, DP, CBO, FBO<br>4. BED, DA, BGO, CBO, DP<br>5. SpED, DP<br>6. NGO, CBO, FBO, DA, DP<br>7. PBME, AF, SpED |
| EA8<br>Provide conditions for universal functional literacy | • Agreed national functional literacy test validated and in use by 2006<br>• 5% sample of adult population tested by December 2008 to determine rate of literacy<br>• Identified and targeted literacy programmes in place and operational by 2008.<br>• Literacy rate improved by 3% points per year from 2008 to 2015 | 1. Design national functional literacy test<br>2. Conduct national functional literacy test<br>3. Design and implement functional literacy programmes in 15 Ghanaian languages.<br>4. Evaluate the functional literacy programmes implemented<br>5. Provide incentive package for volunteer facilitators<br>6. Provide material support to learners with special needs<br>7. Review curriculum to make it relevant to the needs of the learners<br>8. Conduct training in micro-credit scheme for learners<br>9. Establish community reading centres<br>10. Provide solar panels to communities<br>11. Publish community rural newspaper | 1. 2004<br>2. 2005<br>3. 2005<br>4. 2005<br>5. 2003-2015<br>6. 2003-2015<br>7. 2005<br>8. 2003<br>9. 2005<br>10. 2005<br>11. 2005 | 1. NFED<br>2. NFED<br>3. NFED<br>4. NFED<br>5. NFED<br>6. NFED<br>7. NFED<br>8. NFED<br>9. GLB<br>10. NFED<br>11. NFED | 1. NGO, DP, SRIMPR<br>2. NGO, DP<br>3. NGO, DP<br>4. NGO, PBME, DP<br>5. NGO, DP<br>6. NGO, SpED, DP<br>7. NGO, DP<br>8. NGO, DP<br>9. NFED, NGO, DA, PBME, DP<br>10. NGO, DP<br>11. NGO, DP |
| EA9<br>Prioritise the disadvantaged in society | • Support systems in place for children with SENs by 2015<br>• Increase attendance of those with special needs in schools to 50% in 2008, 80% in 2012 and 100% by 2015<br>• IEC programme for disadvantaged in place by 2005<br>• An inclusive education system achieved by 2015, including girls and boys with | 1. Evaluate, and build upon, programmes for the disadvantaged that are already in operation, including complementary and alternative education programmes<br>2. Reach and integrate excluded children (out-of-school, hard-to-reach, truants) intra-cycle dropouts and adolescent mothers within the formal system where possible<br>3. Organise screening and identification of children with special needs | 1. 2004<br>2. 2003-2015<br>3. 2005 | 1. PBME<br>2. BED<br>3. SpED | 1. BED, NFED, NGO, SpED, MoWAC, DP<br>2. MoWAC, DA, NGO, DP MoMDE<br>3. MoH, NGO, BED, DP, |

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| | non-severe SENS integrated into mainstream schools | | | | MoMDE |
| | | 4. Institute scholarship schemes for needy pupils, including district sponsorship of girl pupils/students | 4. 2003-2015 | 4. BED | 4. DA, NGO, DP, SS CBO,FBO |
| | | 5. Establish special education assessment centres in all districts | 5. 2004 | 5. SpED | 5. MoH, DA, DP, NGO, BED |
| | | 6. Organise sensitisation workshop for parents and children with special needs | 6. 2005-2015 | 6. SpED | 6. BED, NGO, CBO, DA |
| | | 7. Incorporate training in SENS into all TTC courses (also see EA7, strategy 5) | 7. 2004 | 7. SpED, Ted | 7. BED, NGO, CBO, DA |
| | | 8. Provide material support to those children orphaned as a result of HIV/AIDS, in order that they can complete their education. | 8. 2004 | 8. AF | 8. PBME, BED, DP, NGO DA DEO, REO |
| EA10 Expand and improve post-basic education | • Rehabilitate 10% of existing SSS by 2015<br>• At least 75% of the districts to have a Model SSS by 2015<br>• Establish 10 additional TVIs by 2015<br>• 50% enrolment growth in TVIs nationally by 2015<br>• Teacher Education subsumed within tertiary level by 2010<br>• Facilities in one polytechnic upgraded every 3 years<br>• Facilities in one university upgraded by 2009, thereafter 1 every 3 years<br>• 50% improvement in numbers of qualified staff in post-basic institutions by 2015<br>• Tertiary education available for at least 15% of the post-secondary cohort by 2015<br>• Open University access by 2015<br>• At least 70% intake for all eligible pupils/students for second cycle education (SSS/TVI) by 2015 | 1. Conduct institutional mapping for post-basic levels by December 2004 | 1. 2004 | 1. PBME | 1. SED, TVET, NCTE, AF(M) SRIMPR, DP |
| | | 2. Use mapping and other needs-assessments (including manpower needs) to determine needs at post-basic level | 2. 2005 | 2. PBME | 2. SED, TVET, NCTE, SRIMPR |
| | | 3. Construct and upgrade secondary schools to model school standards at a rate of at least 5 per annum, on a need and readiness basis. | 3. 2003-2015 | 3. PBME | 3. SED, DP, GETfund |
| | | 4. Assess the cost and application of distance and on-line approaches to education (including an Open University) for those outside the physical reach of tertiary institutions and the establishment of other post-secondary institutions offering national and international curricula and diplomas with an emphasis on improving teachers qualifications | 4. 2004 | 4. PBME | 4. NCTE, TED, DP GNAT, |
| | | 5. Convert and upgrade TTCs into tertiary institutions | 5. 2005 | 5. NCTE | 5. TED PBME |
| | | 6. Establish one fully developed polytechnic in every region | 6. 2004-2015 | 6. NCTE | 6. GETfund PBME |
| | | 7. Establish 10 additional TVIs on a necessity basis | 7. 2004-2010 | 7. PBME | 7. TVET, DP, GETfund |
| | | 8. Conduct enrolment drive for TVET | 8. 2004-2010 | 8. TVET | 8. BED,SED, PRU, TED |

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| EA11 Promote Distance Education | • Brochures and courses for Distance Education and Open University available at all levels by 2012<br>• Distance Education enrolments increased by 2% per annum over the plan period | 1. Develop a national policy on Distance Education<br>2. Establish distance education centres<br>3. Design and write distance education materials<br>4. Design, write and publish brochures on distance education courses<br>5. Conduct enrolment drive for distance education<br>6. Recruit and train administrative personnel, and qualified and experienced lecturers<br>7. Procure appropriate equipment for teaching and learning | 1. 2003<br>2. 2003<br>3. 2003<br>4. 2003<br>5. 2004<br>6. 2003<br>7. 2003 | 1. PBME<br>2. NCTE<br>3. NCTE<br>4. NCTE<br>5. NCTE<br>6. NCTE<br>7. NCTE | 1. NCTE,TED<br>2. TED<br>3. TED,HRD(M)<br>4. TED,HRD(M)<br>5. TED<br>6. TED,HRD(M)<br>7. TED, PBME |

**Provide females with equal opportunities to access the full cycle of education (Policy Goal 10)**

| Related Policy Objectives | Indicative Targets (Outcomes and Outputs) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| EA12 Promote gender equity in enrolment and retention | • 50% female enrolment in Primary schools by 2005<br>• Retention rates of females and males on a par by 2010 | 1. Conduct IEC programmes to raise awareness of the importance of girls education<br>2. Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances<br>3. Institute and ensure proper functioning of scholarship/district sponsorship programmes for girls<br>4. Encourage the establishment of girls' clubs and promote the use of role models, both within schools and communities | 1. 2003<br>2. 2003<br>3. ongoing<br>4. ongoing | 1. BED<br>2. ID<br>3. BED (GEU)<br>4. BED (GEU) | 1. MOWAC, DP, NGO, PRU<br>2. BED, SED, TVET<br>3. PBME,AF, DA, DEO (DGET), REO (RGET), NGO<br>4. DEO (DGET), REO (RGET), NGO, DP, DA |
| EA13 Prioritise female education at all levels, including technical and vocational education | • Enrolments and completion rates of boys and girls at parity at all levels by 2015<br>• Gender parity in primary schools by 2005 and Junior Secondary Schools by 2008<br>• Gender-appropriate technical and vocational courses introduced in schools by 2005 | 1. Eliminate gender stereotyping in teacher preparation and in teaching materials<br>2. Modernise technical courses, making them relevant and gender-free<br>3. Support access programmes for females at all levels, particularly at the basic level and entry into TTCs<br>4. Design and implement IEC and sensitisation programmes to raise communities' awareness of the value of formal education for girls, particularly at the basic level<br>5. Design and implement a quota system to enable girls from rural areas to enter SSS<br>6. Provide suitable school facilities for females (students and teachers) at all levels<br>7. Increase female enrolments at tertiary levels | 1. 2003<br>2. 2005<br>3. 2003<br>4. 2003<br>5. 2004<br>6. 2004<br>7. 2003 | 1. CRDD<br>2. CRDD<br>3. PBME<br>4. BED<br>5. GES<br>6. GES<br>7. NCTE | 1. MOWAC, BED, TED<br>2. TVET, MOWAC<br>3. TED, NCTE, SED, TVET, BED, DP<br>4. MOWAC, NGO, PRO, DA, DP<br>5.<br>6. DP, NGO, DA<br>7. |

| | | | | | |
|---|---|---|---|---|---|
| EA14<br>Promote the recruitment and deployment of female teachers | • IEC in place for teacher recruitment, especially females by 2004<br>• Provide motivational package to teachers in hardship areas by 2004 | 1. Implement district sponsorship programme for teacher trainees in all districts<br>2. Support teacher deployment in deprived areas, particularly females<br>3. Provide 'deprived area incentive package' (e.g. teacher accommodation, transport and services)<br>4. Support volunteer teacher programmes in rural areas, with an emphasis on local recruitment (especially of females) | 1. ongoing<br>2. 2003<br>3. 2004<br>4. 2003 | 1. TED<br>2. AF<br>3. AF<br>4. BED | 1. DEO, DA<br>2. DEO, REO, NGO, DA, DP<br>3. DEO, REO, NGO, DA, DP<br>4. DP, NGO, ID, PBME, CBO, DEO, REO |
| EA15<br>Strengthen the Girls Education Unit including Region/District Girls Education Teams | • GEU Work Programme in place and being implemented at al levels – central, regional, district.<br>• Annual review of GEU by HRMD<br>• Annual National Girls Education reports including relevant indicators completed/published<br>• Highly trained and motivated GEU staff in place at all levels<br>• Girl friendly guidance and counselling system in place and procedures implemented | 1. Maintain and update statistical database of relevant indicators and establish an ongoing monitoring and reporting system<br>2. Provide ongoing training to all GEU staff on community mobilisation, guidance and counselling, planning and implementation and other relevant activities to enhance performance of the GEU<br>3. Coordinate GEU and Guidance and Counselling (G&C) to establish procedures and systems related to girls education – e.g. to sanction sexual harassment or bullying of female pupils/students by male peers | 1. ongoing<br>2. ongoing<br>3. 2004 | 1. BED (GEU)<br>2. BED (GEU)<br>3. BED | 1. SRIMPR, HRMD, PBME<br>2. AF, HRMD, DP, NGO<br>3. GC, DP, NGO, DA, REO, DEO, HRMD |

## QUALITY OF EDUCATION (QE)

### Improve Quality of Teaching and Learning for Enhanced Pupil/Student Achievement (Policy Goal 2)

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| QE1<br>Increase provision of and accessibility to textbooks and other teaching/ learning materials | • Primary pupil textbook ratio to be 1:1 for all subjects by 2005<br>• JSS Pupil: textbook ratio to be 1:1 for all subjects by 2005<br>• 10 or more computers per Senior Secondary School (25% of schools by 2005, 50% by 2008, 75% by 2012, 100% by 2015)<br>• All teachers have access to teaching support materials by 2008<br>• 1 resource/computer room per Senior Secondary School (25% of schools by 2005, 50% by 2008, 75% by 2012, 100% by 2015)<br>• 50 Teacher Resource Centres established by 2015 | 1. Conduct needs and readiness assessment surveys<br>2. Ensure access to textbooks in core subjects for all students at all pre-tertiary levels<br>3. Procure and distribute textbooks<br>4. Provide teaching and learning aids to all schools/teachers<br>5. Review and publish list of essential teaching support materials for pre-tertiary levels<br>6. Procure and supply computers and accessories to Senior Secondary Schools, based on needs with preference given to deprived areas<br>7. Review guidelines on the use and maintenance of textbooks, equipment and teaching materials in schools at pre-tertiary levels<br>8. Establish additional Teacher Resource Centres in 50 districts with preference given to the newly created districts | 1. 2003<br>2. 2003<br>3. 2003<br>4. 2003<br>5. 2003<br>6. 2004-2015<br>7. 2003<br>8. 2004 | 1. SL<br>2. SL<br>3. SL<br>4. SL<br>5. SL<br>6. SL<br>7. SL<br>8. AF (M) | 1. SRIMPR, PBME, AF<br>2. ID, DP, GBDC<br>3. REO, DEO, DP, GBDC<br>4. REO, DEO, DP<br>5. REO, DEO<br>6. REO, DEO, NGO, SMC, DP<br>7. REO, DEO<br>8. TED, DA, DEO, DP |
| QE2<br>Provide school and public library facilities and encourage community/ private libraries | • All schools with libraries/resource rooms by 2015<br>• All libraries/resource rooms (schools and public) with minimum stock, storage and retrieval systems - including computers) by 2015<br>• IEC system for libraries/resource rooms in place by 2012 | 1. Conduct needs and readiness assessment surveys<br>2. Construct and rehabilitate 10 regional libraries<br>3. Provide all schools with a library/resource room<br>4. Design and publish IEC materials for libraries<br>5. Develop programme involving DAs, communities and the Private Sector, for the provision of libraries at the community level. | 1. 2003<br>2. 2003-2015<br>3. 2004-2015<br>4. 2003-2012<br>5. 2004 | 1. PBME<br>2. GLB<br>3. AF<br>4. SRIMPR<br>5. GLB | 1. SRIMPR, AF, BED, SED, TVET<br>2. DA, NGO, DP, GBT<br>3. DA, GLB, PBME, SMC, NGO, DP<br>4. BED, PRU<br>5. DA, DEO, REO, PS, NGO, DP, BED |

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| QE3<br>Improve the effectiveness of teacher preparation, upgrading and deployment | • Reduce % of untrained teachers from 21.2% at the primary level and 12.8% at JSS to not more than 5% in 2015 across the basic level.<br>• Reduce % of untrained teachers at SSS level<br>• IEC in place for teacher recruitment, especially females by 2004<br>• Provide motivational package to teachers in hardship areas by 2004 | 1. Implement district sponsorship programme for teacher trainees in all districts<br>2. Support teacher deployment in deprived areas, particularly females<br>3. Provide 'deprived area incentive package' (e.g. teacher accommodation, transport and services)<br>4. Support volunteer teacher programmes in rural areas, with an emphasis on local recruitment (especially of females)<br>5. Review policy on study leave (with a view to reducing the number of teachers taking study leave annually, reducing the financial burden of the study leave system, and placing a greater emphasis on distance education as a means of professional development)<br>6. Strengthen supervision and inspection systems.<br>7. Design and publish IEC materials<br>8. Review conditions of service for tertiary staff<br>9. Rehabilitation of Ghana Education Staff Development Institute<br>10. Introduce a teacher rotation/redeployment system to supply remote rural areas with qualified teachers | 1. 2003 ongoing<br>2. 2003<br>3. 2004 ongoing<br>4. 2003<br>5. 2003<br>6. 2004<br>7. 2004<br>8. 2003<br>9. 2003<br>10. 2004 | 1. TED<br>2. AF<br>3. AF<br>4. BED<br>5. HRMD<br>6. ID<br>7. SRIMPR<br>8. NCTE<br>9. AF<br>10. HRMD | 1. DEO, DA<br>2. DEO, REO, NGO, DA, DP<br>3. DEO, REO, NGO, DA, DP<br>4. DP, NGO, ID PBME, CBO, DEO, REO<br>5. HRD (M)<br>6. REO, DEO<br>7. TED, PRU<br>8. HRD (M)<br>9. TED, HRMD<br>10. AF, BED, TED, DP, NGO |
| QE4<br>Develop a motivated teaching cadre for all levels with support from the Private sector, CBOs, NGOs, FBOs and DPs | • Career path, criteria for promotion, annual review of performance, conditions of service for teachers at all levels drafted/revised and published by early 2004, implemented by 2005 | 1. Define and institutionalise a multi-level career path with a clearly defined promotion policy based on equity and merit with appropriate incentives and rewards to those who remain in service<br>2. Review policies and procedures for promotion, discipline and staff development | 1. 2003<br>2. 2003 | 1. HRD (M)<br>2. HRD(M) | 1. HRMD, TED, NCTE, MoF<br>2. HRD NCTE TED |

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| QE5<br>Improve the relevance of the curriculum | • National curriculum at basic level published and circulated to all schools by end of 2003<br>• Complete revision of SSS curriculum and publish by 2004<br>• Basic level teachers trained in the new curriculum by 2004<br>• SSS level teachers trained in the new curricula by 2006<br>• New curriculum examined from 2004 onwards for BECE and 2005 onwards for SSSCE<br>• Next revision of basic curriculum to be in 2006 | 1. Review national curricula at all levels in collaboration with key stakeholders to ensure relevance to national needs and conditions and remove bias for example related to gender or special needs<br>2. Print and distribute new syllabi to schools<br>3. Develop/up-grade teacher training programmes (INSET and PRESET) to train teachers in the new curricula<br>4. Conduct examinations based upon new curricula<br>5. Institutionalise remedial programmes as a core part of the basic education sub-sector<br>6. Ensure textbooks are revised and developed in line with new curricula<br>7. Establish Curriculum Oversight Committee within the MoE<br>8. Redesign academic training at all levels to integrate rigorous entrepreneurial training and career counselling into the academic programme at all levels. | 1. 2003 - basic 2004- SSS<br>2. 2003- basic 2004- SSS<br>3. 2004<br>4. 2004<br>5. 2004 ongoing<br>6. 2004<br>7. 2003 ongoing<br>8. 2005 | 1. CRDD/ NCTE<br>2. CRDD<br>3. TED<br>4. DG<br>5. BED<br>6. CRDD<br>7. CD<br>8. CRDD | 1. GNAT, SA, SMC, PS, WAEC, FBO, NGO, CBO<br>2. DEO, REO, S&L, BED, SED, TVET<br>3. CRDD, HRMD<br>4. WAEC, TEU, CRDD<br>5. REO, DEO<br>6. GBDC<br>7. DG, PS, NGO, FBO, CBO, TED, SpED<br>8. GNAT, SA, SMC, PS, WAEC, FBO, NGO, CBO |
| QE6<br>Develop a reliable pupil/ student/ learners testing and assessment system | • MNS test agreed, standardised and validated by December 2004<br>• First cohort/sample of students (25%) tested for competency on single agreed MNS test by December 2005; sample rising to 30% by 2015 | 1. Review current approaches/tests to evaluate learning outcomes at primary and JSS levels by developing learning standards and learning targets with particular emphasis on P1-P3<br>2. Adopt and agree a single *Competency-Based Approach* to evaluate learning outcomes at primary and JSS levels by defining and adopting minimum national standards (MNS) for students at agreed stages (P3, P6, JSS2)<br>3. Provide feedback to inspectors and community on the outcomes of all tests | 1. 2004<br>2. 2004<br>3. 2003 ongoing | 1. CRDD<br>2. CD<br>3. CRDD | 1. ID<br>2. PBME, ID, CRDD, BED<br>3. ID, REO, DEO, BED |

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| QE7<br>Develop effective Accountability systems | • Criteria and roles of supervision and inspection revised and published by end 2003<br>• Supervisors and inspectors trained and in place by 2004<br>• Ensure 90% attendance of teachers in basic schools | 1. Review monitoring and inspection systems for management at ministry, agency, regional, district levels and at all school/institutional levels<br>2. Improve the teacher supervision system to provide support for professional development and enhanced teacher performance<br>3. Provide material support for supervisors and inspectors<br>4. Develop and implement a system to effectively monitor and sanction teacher absenteeism and tardiness | 1. 2003<br>2. 2003<br>3. 2005<br>4. 2003 | 1. PBME<br>2. ID<br>3. AF<br>4. ID | 1. ID, DEO, REO, AF, NCTE<br>2. TED, DEO, REO<br>3. PBME, ID, DP, NGO<br>4. PBME, SMC, DEO, REO, |
| QE8<br>Review guidelines on language policy (medium of instruction and languages taught) at all pre-tertiary levels of education | • Guidelines on language policy published and circulated to all schools by December 2003<br>• Foreign language (French) programme fully developed and in place at JSS and SSS levels by 2010<br>• Ghanaian Language policy reviewed in 2008<br>• Guidelines on revised policy distributed and acted upon by 2009 | 1. Develop, publish and circulate to all schools, guidelines on language policy<br>2. Develop and introduce a comprehensive Foreign/Second Language (French) programme at JSS and SSS levels<br>3. Support the development and production of textbooks in English, Ghanaian Languages and French and other teaching /learning materials<br>4. Expand and promote the study of French in teacher training colleges<br>5. Conduct comprehensive review of Language policy in 2008 | 1. 2003<br>2. 2004<br>3. 2004<br>4. 2004<br>5. 2008 | 1. CD<br>2. CRDD<br>3. CRDD<br>4. TED<br>5. CRDD | 1. PBME, SED, BED, CRDD<br>2. BED, SED<br>3. PBME, GBDC, DP, BED, PS, SED,TED<br>4. CRDD, DP, SA<br>5. BED, SED, DP |
| QE9<br>Ensure literacy and numeracy in English and a Ghanaian Language | • Minimum National Standards in literacy and numeracy in English and Ghanaian Languages set for Primary, JSS and SSS by 2005<br>• Literacy and numeracy in a Ghanaian language by 30% of Primary 3 pupils by 2007<br>• Literacy and numeracy in Ghanaian Language by 50% of Primary 6 pupils by 2010<br>• Literacy and numeracy in English by 30% of Primary 3 pupils by 2007<br>• Literacy and numeracy in English by 50% of Primary 6 pupils by 2010 | 1. Provide INSET courses for language teachers in P1 to P6 on a regular basis<br>2. Provide at least one specialist language teacher to serve a cluster of primary schools<br>3. Support the development and production of textbooks and other teaching /learning materials in English and Ghanaian Languages<br>4. Distribute the recommended textbooks and teaching guides for the Ghanaian Languages<br>5. Revise Ghanaian languages syllabus at TTC to focus on the teaching of literacy and numeracy<br>6. Develop and implement a more effective methodology for the use of the English Language as a medium for teaching and learning<br>7. Revise timetable to increase time allocation for the teaching of literacy and numeracy in English and Ghanaian Languages<br>8. Develop minimum national standards to monitor learning achievements in English and Ghanaian languages for all levels of pre- | 1. 2003-ongoing<br>2. 2004<br>3. 2003<br>4. 2003<br>5. 2003<br>6. 2003<br>7. 2003<br>8. 2004 | 1. TED<br>2. TED<br>3. CRDD<br>4. S&L<br>5. CRDD<br>6. HRMD<br>7. BED<br>8. CRDD | 1. DP, HRMD, CRDD, BGL<br>2. DP, CRDD, HRMD, AF, BGL, NGO<br>3. GBDC, DP, BED, Private Publishers<br>4. BED, REO, DEO,<br>5. TED, BED, BGL, DP<br>6. HRMD, TED, BED, DP, NGO<br>7. CRDD, DP, TED, ID<br>8. BED, SED, ID, DP |

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| | | tertiary education<br>9. Organise tests to measure literacy and numeracy standards in P3 and P6 according to MNS set | 9. 2005 | 9. CRDD | 9. BED, SED, ID, DP |

## Improve the Quality of Academic and Research Programmes (Policy Goal 7)

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| QE10<br>Promote academic programmes and research activities relevant to national development in collaboration with the private sector | • Competitive tender process for research funding in place by 2005<br>• 50% of all research funding from private and non-governmental sectors by 2010<br>• Revised university block grants system in place by 2008 [based on teaching, administration and research criteria - including research published in recognised journals and/or in ISBN publications)<br>• Academic programmes reviewed by 2005 | 1. Establish university exchange programmes for students and staff<br>2. Review academic programmes to ensure relevance to national development<br>3. Undertake consultation with the private sector, particularly industry, to identify pertinent areas for research<br>4. Develop process for accessing research funding<br>5. Strengthen capacity within universities to conduct relevant research<br>6. Strengthen the Research unit of SRIMPR division of the MoE<br>7. Redesign academic training at all levels to integrate rigorous entrepreneurial training and career counselling into the academic programme at all levels | 1. 2005<br>2. 2004<br>3. 2004 ongoing<br>4. 2004<br>5. 2004<br>6. 2004<br>7. 2005 | 1. NCTE<br>2. NCTE<br>3. NCTE<br>4. NCTE<br>5. NCTE<br>6. SRIMPR<br>7. NCTE | 1. Universities, DP, PS<br>2. Universities, PS, Polytechnics<br>3. PS, NGO, Universities, Polytechnics<br>4. MoF, PBME, FI, PS, Universities, Polytechnics<br>5. PS, PBME, Universities, Polytechnics<br>6. PBME, PS<br>7. PS, NGO, Universities, Polytechnics |
| QE11<br>Promote the dissemination of research findings for development | • Publication of biannual digest of research findings beginning 2004 | 1. Write guidelines on the publication and dissemination of research findings<br>2. Ensure that research findings relevant to national development, and industry, are widely available<br>3. Promote the use of electronic libraries for the storage and publication of research papers and findings | 1. 2004<br>2. 2004<br>3. 2006 | 1. NCTE<br>2. NCTE<br>3. NCTE | 1. CSIR, MoEST<br>2. CSIR, Media, MoEST, MoI Universities, Polytechnics<br>3. CSIR, MoCT, DP |

## Promote Good Health and Environmental Sanitation in Schools and Institutions of Higher Learning (Policy Goal 4)

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| QE12<br>Expand and improve School Health, Sanitation and Safety systems | • Expanded and improved School Health and School Hygiene systems at all levels to 60% coverage by 2008<br>• Guidelines for School Health, Sanitation and Safety published and distributed by end 2003<br>• All schools rehabilitated in terms of safety, sanitation and health by 2015<br>• Provide first aid facilities in all schools by 2015<br>• Potable water available in all schools by 2015 | 1. Develop and publish guidelines on minimum standards for health, sanitation and safety in institutions at all levels of education<br>2. Provide adequate safety, sanitation and basic health care facilities and access for children with disabilities, in accordance with guidelines<br>3. Establish effective guidance and counselling systems for pupil/student welfare at all levels<br>4. Ensure each pre-tertiary institution has a designated school health officer and that this person is trained in basic first aid<br>5. Ensure that there is potable water within 500m of all school sites and that there are adequate sanitation facilities on site (especially for girls and women) at all pre-tertiary institutions | 1. 2003<br>2. 2004<br>3. 2003<br>4. 2004<br>5. 2003-2015 | 1. SHEP<br>2. SHEP<br>3. SHEP<br>4. SHEP<br>5. AF | 1. NCTE, MoH DP<br>2. SpED, MoH, AF, DP<br>3. GCU, NCTE, MoH, NGO DP<br>4. MoH, NGO, DEO DP<br>5. SHEP, DEO, PBME, CWS, NSS, DA, DP NGO |
| QE13<br>Encourage the participation of Private Sector, CBOs, NGOs, FBOs, DPs in the Integrated School Health system | • 40% of all health funding from non-governmental sources by 2010<br>• IEC Health programmes in place by 2005 | 1. Establish linkages with Non-Government bodies to work with government on School Health programmes.<br>2. Collect and publish data on the health and nutritional status of children in basic schools<br>3. Design and implement IEC Health Programmes to educate and disseminate information in the area of school health. | 1. 2003<br>2. 2004<br>3. 2004 | 1. SHEP<br>2. SHEP<br>3. SHEP | 1. PS, CBO, NGO, FBO, DP, MoH<br>2. SRIMPR, MoH, NGO, DP<br>3. PRU, DEO |

## Identify and promote education programmes that will assist in the prevention of HIV/AIDS (Policy Goal 9)

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| QE14<br>Identify and promote STD/ HIV/AIDS prevention, care and support at all levels of education | • HIV/AIDS programmes operational in schools/institutions by 2004<br>• All new teachers trained in STI/ HIV/AIDS basic counselling, prevention, care and support by 2005<br>• All currently serving teachers trained in STI/HIV/AIDS basic counselling, prevention, care and support by 2006<br>• IEC programmes for HIV/AIDS in place by 2004<br>• Programme for pupil/student peer educators in place by 2004<br>• HIV/AIDS workplace programmes in place by 2004 | 1. Introduce HIV/AIDS programmes in teacher training syllabuses and conduct INSET courses for currently serving teachers<br>2. Establish and develop district based HIV/AIDS committees<br>3. Develop system to monitor the prevalence of HIV/AIDS amongst staff and pupils<br>4. Establish HIV/AIDS clubs in schools/institutions at all levels<br>5. Design and implement IEC programmes to | 1. 2004<br>2. 2003<br>3. 2004<br>4. 2003<br>5. 2003 | 1. TED/ NCTE<br>2. AS<br>3. PBME<br>4. SHEP / NCTE<br>5. SHEP | 1. CRDD, AS SHEP, NGO, DP, Universities, Polytechnics<br>2. DEO, MoH, DA, GAC, SHEP, NGO<br>3. DEO, MoH, DA, DP, GAC,SHEP, SRIMPR<br>4. DEO, MoH, DA, GAC, NGO<br>5. DEO, MoH, |

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| | | educate, and disseminate information, in the area of HIV/AIDS prevention and management | | /NCTE | DA, GAC, NGO |
| | | 6. Train pupil/student peer educators | 6. 2004 | 6. SHEP | 6. BED, SED, NCTE, DP |
| | | 7. Appoint focal person to implement HIV/AIDS programmes within the workplace | 7. 2003 | 7. AS | 7. SHEP, heads of agencies |
| | | 8. Train workplace peer educators and focal persons | 8. 2004 | 8. AS | 8. GAC, NACP DP |
| | | 9. Provide logistical support to HIV/AIDS Secretariat (MoE) | 9. 2003 | 9. PBME | 9. GAC, AF(M) |
| | | 10. Train staff in HIV/AIDS secretariat | 10. 2004 | 10. HRMD | 10. GAC |
| | | 11. Organise advocacy workshops to high level management (political leaders and education executives) to increase commitment | 11. 2004 | 11. AS | 11. DA, DP, DEO, REO, FP |
| | | 12. Develop manual and guidelines for the operation of NGOs working on HIV/AIDS programmes in schools and institutions | 12. 2003 | 12. AS | 12. SHEP, NGO, GHANET, DP, GAC |
| | | 13. Review manuals for workplace (officers) on HIV/AIDS | 13. 2003 | 13. AS | 13. HRD (M), FP |
| | | 14. Provide material support to those children orphaned as a result of HIV/AIDS, in order that they can complete their education | 14. 2004 | 14. AF | 14. PBME, BED, NGO, DA, DP DEO |
| | | 15. Provide guidance and counselling systems in schools which provide support and assistance to pupils experiencing problems such as sexual harassment or bullying, including that of girl pupils by male peers and/or teachers | 15. 2003 | 15. BED (GEU) | 15. PBME, AF, HRMD, DA, DEO (DGET), REO (RGET), NGO |
| QE15 Integrate HIV/AIDS in the curriculum | • See QE5<br>• Every Secondary and Tertiary level institution with a trained counsellor by 2005<br>• Every JSS with one teacher designated and trained as an HIV/AIDS counsellor by 2005 | 1. Develop special HIV/AIDS modules for insertion into all syllabuses where appropriate | 1. 2003 | 1. CRDD | 1. SHEP, MoH, NGO, DO, NAC |
| | | 2. Introduce HIV/AIDS programmes in teacher training syllabuses | 2. 2004 | 2. TED/ NCTE | 2. CRDD, DP, SHEP, MoH, NAC |
| | | 3. Train HIV/AIDS counsellors and care teams to operate in JSS, SSS and tertiary institutions | 3. 2004 | 3. SHEP/ NCTE | 3. MoH, NGO, NAC |
| | | 4. Develop special sexual and reproductive health modules, to be inserted into the curriculum | 4. 2003 | 4. CRDD | 4. BED, SED, SHEP, MoH, NGO, DP, NAC, SED |

## EDUCATIONAL MANAGEMENT (EM)

### Strengthen and Improve Educational Planning and Management (Policy Goal 5)

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| EM1<br>Identify, clarify and strengthen management roles at all levels of the system | • New Education Act passed by 2004<br>• IEC programme for the Education Bill in place 2004<br>• Operational Manuals for officers in central ministry/agencies/regions/districts developed and in place by 2005<br>• All desk officers at all levels have supervised and agreed Work Programmes in place by December 2003 and reviewed annually thereafter<br>• HRD and Capacity Building programme designed, in place and operational during the period 2003 - 2008<br>• All schools have a School Performance Improvement Plan (SPIP)(agreed with either SMC/BOG) in place by December 2004 and operational by 2005<br>• Monitoring and evaluation system developed by end 2003<br>• Annual appraisal/review and audit systems at all levels in place by 2004<br>• First Annual Review of Sector Performance to take place in November 2004, and annually thereafter | 1. Complete Draft Education Bill and submit to Cabinet by December 2003<br>2. Clarify the roles of the Ministry of Education and the GES<br>3. Strengthen monitoring mechanisms and accountability measures including performance appraisal and institutional performance reviews for management at ministry, agency, regional, district, school and institutional levels<br>4. Establish SWAp Management/ Communication system, ensuring quarterly meeting of ESTAC and monthly meetings of EA, QE, EM and ST Thematic groups<br>5. Develop public awareness programmes (IEC) on the basic elements of the Education Act to sensitise all stakeholders on their rights and responsibilities in the provision, management and administration of education<br>6. Identify HRD needs and competencies at all levels of the management system (central and non-central) and provide targeted training to upgrade the technical competence of selected staff<br>7. Prepare guidelines for drawing up School Improvement plans and distribute to districts and schools<br>8. Strengthen pre-school unit of GES to ensure the capacity to implement the expansion<br>9. Identify 'good practices' for all levels of management<br>10. Prepare and publish operational manuals, including guidelines for harmonising 'good practice', for use at all levels of educational management<br>11. Prepare detailed work programmes for desk officers at all levels of management<br>12. Systematic management training of headteachers<br>13. Enforcement of all rules and regulations pertaining to the delivery of education | 1. 2003<br>2. 2003<br>3. 2003 - 2005<br>4. 2003<br>5. 2004<br>6. 2003<br>7. 2003<br>8. 2003<br>9. 2003-2004<br>10. 2004<br>11. 2003<br>12. 2003 ongoing<br>13. 2003 ongoing | 1. PBME<br>2. CD<br>3. PBME<br>4. CD<br>5. PBME<br>6. HRD(M)<br>7. AF<br>8. BED<br>9. HRD(M)<br>10. HRD (M)<br>11. PBME<br>12. HRMD<br>13. ID | 1. All MoE<br>2. PBME, DG<br>3. AF, HRD(M), HRMD, NCTE, DEO, REO, SRIMPR<br>4. PBME, AF(M), HRD(M), SRIMPR PRO, SRIMPR<br>5. HRMD, NCTE<br>6. PBME, BED, SED, ICU, SRIMPR, DP,<br>7. HRD, AF, DEO, NGO<br>8. NCTE, DEO, REO, DP, HRMD, NGO<br>9. NCTE, DEO, REO, DP, HRMD, NGO<br>10. All MoE incl. DEO REO<br>11. REO, DEO, DA, BED, NGO, DP<br>12. DEO, REO, HRMD, DA, DP, NGO<br>13. All MDAs |

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| EM2<br>Strengthen monitoring and evaluation, and accountability systems across the whole sector | • Monitoring and evaluation system developed by end 2003<br>• Annual appraisal/review and audit systems at all levels in place by 2004<br>• Head counts for payroll conducted on an annual basis | 1. Strengthen monitoring mechanisms and accountability measures including performance appraisal and institutional performance reviews for management at ministry, agency, regional, district, school and institutional levels<br>2. Conduct annual headcounts to ensure accuracy in the Ministry of Education payroll (with an emphasis on removing ghost names)<br>3. Develop and implement a system/process through which harassment of pupils by teachers – sexual and otherwise- can be formally reported and sanctioned | 1. 2003<br>2. 2003<br>3. 2004 | 1. PBME<br>2. PBME<br>3. HRMD | 1. AF, HRD(M), HRMD, NCTE, DEO, REO, SRIMPR<br>2. AF, ID, NSS, DA, NGO, DP<br>3. HRD(M), BED, SED, GEU, DP DA DEO, REO |
| EM3<br>Strengthen the Education Management Information System (EMIS) and improve education statistics | • EMIS reviewed and strengthened by December 2003<br>• Education Statistics Abstract published annually from 2004 (containing national-level data, including the ESP indicators)<br>• EMIS systems established in all districts by 2015 | 1. Design user friendly EMIS application to accurately capture all indicators in the ESP to enhance monitoring and evaluation systems (including financial information)<br>2. Identify and monitor the contribution that the private sector makes to education<br>3. Sensitise officials at district/regional levels on the purposes and value of having an accurate EMIS<br>4. Statistics Unit of SRIMPR adequately staffed and re-trained/up-graded in both data collection and analysis<br>5. Establish EMIS systems in all districts<br>6. Conduct training in use of EMIS at HQ, Regional and District level<br>7. Computerise the documentation centre of MoE<br>8. Subscribe to journals and other materials for the centre<br>9. Conduct, publish and distribute annual education census, including schools in the distribution | 1. 2003<br>2. 2003<br>3. 2004<br>4. 2005<br>5. 2003-2015<br>6. 2003-2015<br>7. 2004<br>8. 2004<br>9. 2003 annually | 1. SRIMPR<br>2. SRIMPR<br>3. SRIMPR<br>4. SRIMPR<br>5. SRIMPR<br>6. SRIMPR<br>7. SRIMPR<br>8. SRIMPR<br>9. SRIMPR | 1. PBME, BED, SED, NCTE, TVET, AF DP<br>2. AF, PS, GNAPS<br>3. DEO, REO, DA,<br>4. HRD (M),<br>5. DEO, REO, AF(M), PBME<br>6. DEO, REO, AF(M), DP, PBME<br>7. PBME<br>8.<br>9. BED, SED, TVET, TED, NCTE, REO, DEO, DP |
| EM4<br>Ensure equity in resource allocation | • Every SSS with BOG by 2004 – with members of the local community sitting on the BOG<br>• (Basic) Education for All achieved by 2015 | 1. Use mapping and other needs-assessments (including manpower needs) to determine educational needs at all levels<br>2. Review the 'disadvantaged criteria formula'<br>3. Design resource allocation formula to ensure equity across districts at all levels<br>4. Inaugurate BOG in every SSS ensuring community participation | 1. 2003<br>2. 2003<br>3. 2003<br>4. 2003-2015 | 1. PBME<br>2. AF<br>3. PBME<br>4. SED | 1. AF, DA, DEO, NCTE, TVET, REO<br>2. AF, NCTE, GETfund<br>3. DA, NGO, REO, DEO<br>4. PBME |
| EM5 | • Every Primary School and JSS has SMC | 1. Review guidelines as to the establishment | 1. 2003 | 1. BED | 1. AF ,DEO, |

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| Ensure effective decentralisation and community participation | properly constituted by December 2004<br>• Basic school fees/levies abolished by 2004<br>• Every Primary School and JSS receives a per capita allocation (directly from the centre) to be accounted for and spent in accordance with its SPIP<br>• Every Second cycle institution has a BOG in place by 2004 | and operation of SMCs – with an emphasis on financial resource management - and distribute these to the districts and schools<br>2. Establish SMCs to cover all basic schools<br>3. Design and implement a system to monitor and evaluate the operations of SMCs, PTAs, DEOCs<br>4. Establish BOGs to cover all second cycle institutions<br>5. Design and implement a system to monitor and evaluate the operation of BOGs in second cycle institutions<br>6. Investigate the issue of capitation grants for basic schools<br>7. Enforce the abolition of school fees/levies at basic level<br>8. Strengthen communities to manage pre-schools | 2. 2003 – 2004<br>3. 2003<br>4. 2003-2004<br>5. 2003<br>6. 2003<br>7. 2004<br>8. 2005 | 2. BED<br>3. BED<br>4. SED<br>5. SED<br>6. AF<br>7. BED<br>8. BED | DA, REO<br>2. AF, DEO, DA, REO<br>3. DEO, DA, AF, REO<br>4. AF, DEO, DA, REO<br>5. AF, DEO, DA, REO<br>6. BED, DEO, DA, REO, PBME<br>7. DEO, REO<br>8. DEO, REO, DA, NGO |
| EM6<br>Strengthen the involvement of civil society in education delivery | • See EM4 above<br>• ESTAC and EA, QE, EM and ST Thematic groups operational from mid-2003<br>• First Annual Review of Sector Performance in November 2004 and annually thereafter | 1. Establish an *Education Sector Technical Advisory Committee* with representatives from stakeholder communities<br>2. Establish Thematic groups for SWAp Management and Implementation<br>3. Conduct review of ESP progress in November 2003<br>4. Conduct Annual Review of Sector Performance beginning November 2004 | 1. 2003<br>2. 2003<br>3. 2003<br>4. 2004 | 1. CD<br>2. CD<br>3. PBME<br>4. PBME | 1. PBME, HRMD<br>2. PBME, HRD (M)<br>3. ESTAC, SRIMPR, DP<br>4. ESTAC, SRIMPR, DP |
| EM7<br>Review the management of schools in partnerships with religious bodies | • New Education Act in place by 2004<br>• Regulations for the management of schools in partnership with religious bodies published and made available by 2005 | 1. Collaborate with Faith Based Organisations to re-focus their support towards the holistic development of schools and students and not the partisan interests of specific religious denominations<br>2. Review partnership arrangements with FBOs and engage their participation within the SWAp approach<br>3. Develop and publish regulations regarding the management of schools in partnership with religious bodies | 1. 2003<br>2. 2003<br>3. 2004 | 1. CD<br>2. CD<br>3. BED | 1. DG, FBO<br>2. DG, FBO, NCTE<br>3. SED, DP, NGO, FBO, TVET, DEO, REO |

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| EM8<br>Provide guidelines on cost sharing and cost recovery | • National Guidelines on Cost Sharing and Cost Recovery in Education available before December 2004<br>• Also see EA4 and EA5 above | 1. Require all tertiary institutions to submit Cost Recovery proposal to Government by December 2003<br>2. Write guidelines on 'Cost-Sharing' and Cost Recovery and circulate to all deliverers at all levels within the education system by 2004<br>3. Make guidelines available to all stakeholders – including the public, districts and regions<br>4. Monitor schools to ensure adherence to guidelines on fees/costs | 1. 2003<br>2. 2004<br>3. 2004<br>4. 2005 ongoing | 1. NCTE<br>2. PBME<br>3. PBME<br>4. PBME | 1. PBME<br>2. NCTE, AF, DP<br>3. NCTE, AF, DEO, REO<br>4. AF, ID, BCTE, DEO, REO, DA, DEOC, SMC |
| EM9<br>Increase private sector participation in the education sector | • Schools-Communities-Businesses partnership programmes in place at national and local levels by 2005<br>• Also see EA4 and EA5 above | 1. Determine and provide enabling environment for the Private Sector to participate in the education process<br>2. Develop partnership initiative through inclusive management approaches (aimed at Schools, Communities and Businesses) | 1. 2004<br>2. 2004 | 1. AF (M)<br>2. AF (M) | 1. SL, BED, GNAPS, SED, DEO<br>2. BED, SED, NCTE, GNAPS, DA, DEO, TVET |

## SCIENCE, TECHNOLOGY AND TVET (ST)

### Extend and Improve Technical and Vocational Education and Training (Policy Goal 3)

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| ST1<br>Ensure relevant education and training for employability | • A comprehensive relevant TVET programme established by 2005; including trained, specialist staff, in all sub-sectors by 2010<br>• Additional 10 Technical Vocational Institutes established by 2015<br>• 3 Teacher Training Colleges provided with additional facilities to train Technical teachers | 1. Finalise national policy on TVET in collaboration with other MDAs and the private sector | 1. 2003 | 1. TVET | 1. PBME, FBO, MoMDE, NACVET, CBO, NGO |
| | | 2. Establish a national qualification framework and authority | 2. 2005 | 2. TVET | 2. |
| | | 3. Establish an inter-ministerial council for TVET | 3. 2005 | 3. CD | 3. TVET, MoMDE |
| | | 4. Establish 10 additional technical institutes on necessity basis (preference first given to needy areas) | 4. 2005<br>5. 2005 | 4. TVET<br>5. TVET/ NCTE | 4. AF, DP, MoF<br>5. AGI, NGO |
| | | 5. Develop programmes at the secondary and tertiary levels that have a definitive focus on Job Market readiness, preparation and entrepreneurship through alliances with the private sector and other public sector agencies (also see ST2 below) | | | |
| | | 6. Establish Trained Advisory Committee to facilitate the link between the technical curriculum and industry | 6. 2004 | 6. TVET | 6. AGI |
| | | 7. Organise entrepreneurship programmes | 7. 2003 | 7. TVET / NCTE | 7. PEF, AGI, NBSSI |
| | | 8. Commence trace research on employment of students from Technical and Vocational Institutes | 8. 2004 | 8. TVET | 8. NACVET |
| | | 9. Design and implement system to monitor and evaluate the performance of students and teachers on industrial attachment | 9. 2003 | 9. TVET | 9. AGI |
| | | 10. Establish database on career advancement for students and provide careers advisory service | 10. 2005 | 10. TVET | 10. AGI, PEF, NBSSI, NACVET |
| | | 11. Provide additional Technical facilities to 3 Teacher Training Colleges and upgrade these institutes in order that they can provide diploma courses to train for teachers for Technical Vocational Institutes | 11. 2005 | 11. TVET | 11. MoF, AF, PBME, TED |

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| ST2<br>Allow for diversification of the technical and vocational curriculum (e.g. to include agriculture and business studies) | • A comprehensive relevant TVET programme established by 2005<br>• Trained, specialist staff, in all sub-sectors and institutions by 2015 | 1. Establish a comprehensive Technical and Vocational Education and Training programme at all levels.<br>2. Review technical and vocational curriculum in consultation with industry to take a demand driven approach and increase it's relevance to industry ensuring that programmes take into account recent shifts in the jobs markets - with emphasis on agriculture, ICT, business applications, craftsmanship self-employment<br>3. Expand the availability of core subjects (to SSS level) as optional courses in TVIs to facilitate the entry of TVI graduates to tertiary level education | 1. 2004<br>2. 2003<br>3. 2004 | 1. TVET / NCTE<br>2. TVET / NCTE<br>3. TVET | 1. CRDD, AGI, MoFA<br>2. TVET, AGI, PEF, NBSSI, PS, DP, CRDD<br>3. CRDD, |

## Promote and Extend the Provision of Science and Technology Education and Training (Policy Goal 6)

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| ST3<br>Promote science, mathematics and technology education and training | • Provide 100 additional workshops and 150 additional science laboratories in SSS<br>• Rehabilitation of existing JSS workshops by 2006<br>• 50% of JSS to have workshops by 2015<br>• Additional 10 TVIs constructed by 2015<br>• IEC programmes to promote Science and TVET circulated by end 2004 | 1. Design national science and technology policy<br>2. Revitalise science laboratories and technical subjects workshops at all JSS, SSS, TVI (including the design of appropriate low-cost JSS workshops)<br>3. Ensure that practical skills are examined (and provide the funds for such examination)<br>4. Increase investment in science and technology through provision of facilities, training for staff in the use of such facilities and arranging for work-experience (in collaboration with the private sector, industry and commerce)<br>5. Provide support package to improve education in science, mathematics and technology at the basic level<br>6. Develop and publish IEC programmes to promote science and TVET, with an emphasis on attracting female students and those from rural areas<br>7. Continue to promote and support the use of STME clinics to encourage girl pupils interest and achievement in science, technology and mathematics education | 1. 2003<br>2. 2003-2015<br>3. 2005<br>4. 2005<br>5. 2005<br>6. 2003<br>7. ongoing | 1. STEU<br>2. PBME<br>3. TVET / NACVET<br>4. PBME<br>5. AF<br>6. TVET<br>7. GEU | 1. MoES, GSA, GASA, CSIR, MoCT, NCTE<br>2. TVET, NCTE, AF<br>3. AF<br>4. MoE, AF, NCTE, PEF, GETfund, DP, NBSSI, AGI,GCOC<br>5. PS, MoF, PBME, NGO<br>6. STEU, PRU AF, MoES, MoCT<br>7. BED, SED, DP, NGO, AF |

| Related Policy Objectives | Indicative Targets (Outputs and Outcomes) | Strategies and Activities | Time Frame | Unit-Agency responsible | Collaborating MDAs |
|---|---|---|---|---|---|
| ST4 Promote Information and Communication Technology (ICT) in schools and institutions of higher learning | • National policy on ICT in Education (ICTE) finalised and published by end of 2003<br>• Infrastructure for ICTE provided to first phase of Senior Secondary Schools by 2005<br>• Sufficient staff trained in ICT delivery by 2005<br>• Relevant basic and advanced level ICT training programmes in place by 2005 | 1. Finalise national policy on ICTE including syllabi<br>2. Provide necessary infrastructure to support ICTE programmes at SSS level<br>3. Train a core team in ICT as TOTs<br>4. Provide appropriate ICT training opportunities at all levels, utilising Science Resource Centres (SRCs)<br>5. Develop a cadre of trained persons to support the delivery of ICT in schools and institutions (pre-service and in-service)<br>6. Provide access to the Internet and establish a networking system as a basic part of the instructional environment in selected primary, secondary and tertiary institutions<br>7. Construct/rehabilitate computer laboratories in schools and institutions | 1. 2003<br>2. 2003-2015<br>3. 2004<br>4. 2004<br>5. 2004<br>6. 2004<br>7. 2004 | 1. STEU<br>2. AF(M)<br>3. STEU<br>4. STEU<br>5. STEU<br>6. STEU / NCTE<br>7. AF | 1. CRDD, MoCT, SRIMPR<br>2. PBME, PS, DP,STEU, MoF, MoCT<br>3. CRDD, MoCT, AF SRIMPR,<br>4. CRDD, MoCT, AF, SRIMPR<br>5. DP, NGO, AF<br>6. MoCT, AF<br>7. GETfund, PBME, DP |