



GOVERNMENT OF GHANA

MINISTRY OF
EDUCATION

EARLY CHILDHOOD EDUCATION INDICATOR FRAMEWORK AND COSTED IMPLEMENTATION PLAN FOR GHANA





**INDICATOR FRAMEWORK FOR MONITORING ACCESS,
EQUITY, QUALITY AND MANAGEMENT IN
GHANA'S CHILDHOOD EDUCATION**



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ACRONYMS

ECE	Early Childhood Education
EMIS	Education Management Information System
GES	Ghana Education Service
KG	Kindergarten
TLMs	Teaching and Learning Materials

OVERVIEW

The Ministry of Education is committed to ensuring that all children age four and five years have a strong foundation in preparation for school - school readiness. The Early Childhood Education (ECE) Policy Framework has been put together to provide for the comprehensive education needs of four and five-year-old children. The policy framework comprises of ECE Policy Directives, Costed Implementation Plan, Monitoring, Evaluation and Learning (MEL) Framework, and Early Childhood Education Policy Implementation Guideline (ECEPIG). The policy and accompanying documents were developed within the framework of Ghana's Education Sector Plan (ESP 2018-2030), ensuring consistency between the ECE policy and the SDG Goal 4.

The ECE Policy development process was participatory through extensive consultations with all relevant stakeholders. Further, the policy development was informed by context specific research, thus, provisions in the policy response to the gaps and needs of ECE in Ghana.

This costed plan provides detailed costing of all activities in the ECE Policy. And the activities are linked to the strategies and objectives in the ECE Policy.

FOREWORD

The Government of Ghana through the Ministry of Education and the Ghana Education Service (GES) recognises the importance of investments in Early Childhood Education. This is evident in key steps taken to develop the ECE Policy Framework to include ECE Policy Directives, Monitoring, Evaluation and Learning (MEL) Framework, Costed Implementation Plan (CIP), and the Early Childhood Education Policy Implementation Guidelines (ECEPIG). The ECE Policy Framework has been developed in line with the Education Sector Plan (ESP 2018-2030) and contributes to education sector initiatives to achieve Sustainable Development Goal 4.

Government's aim is to strengthen the ECE/KG sub-sector and comprehensively provide for Kindergarten education. Accordingly, the six Action Areas of the policy will enhance the quality and efficiency KG through an integrated early learning package to strengthen children's ability to learn, develop psychological resilience, and be better prepared for primary school. The Action Areas include:

- Action Area 1: Effective Planning and Management;
- Action Area 2: Curriculum Development and Implementation
- Action Area 3: Competent In-service/Pre-service Teachers
- Action Area 4: Family and Community Engagement
- Action Area 5: Child Friendly Safe-Space and Environment (School Infrastructure)
- Action Area 6: Monitoring, Regulation and Quality Assurance

This Monitoring, Evaluation and Learning (MEL) Framework and Costed Implementation Plan (CIP) represents a guidance for Government, Development Partners and Civil Society to achieve our desired goals of ECE/KG Education. The successful investment and implementation of the ECE-MEL/CIP is critical to the attainment of improvement in learning and preparation towards primary

school, and therefore requires the concerted and coordinated efforts of government (executive, legislature, ministries, and local government structures), the private sector, civil society, and development partners.

Government recognizes the need to address our children’s learning concerns, touching on all areas that matter to develop their skills so their dreams will be fulfilled. And the Ministry of Education and Ghana Education Service, pledges to bolster all coordination efforts and call on development and implementing partners to work with us to support and implement the MEL/CIP to ensure the success of the ECE Policy.

Collectively, we must work together to ensure the full financing and implementation of the ECE Costed Implementation Plan (2020–2025) and progressively track its implementation.

Significantly, we intend to improve the quality of learning and well-being of all four and five-year children.

For God and our country,

Dr. Matthew Opoku Prempeh, (MP)

Hon. Minister for Education

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We are grateful to the leadership of the Planning, Budgeting, Monitoring and Evaluation (PBME) and Pre-Tertiary Directorates of MoE and the Schools and Instructions Directorate of GES. We also express special gratitude to UNICEF for providing technical and financial support throughout the process.

Finally, we acknowledge the efforts and dedication of the entire Technical Working Group (TWG) drawn from the critical agencies of the MoE, NGOs especially Right to Play, Sabre Trust Education, Innovation for Poverty Action, Lively Minds, CSOs and other ECE providers who led and developed the ECE Policy Framework.

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**BACKGROUND TO THE
INDICATOR FRAMEWORK**

Indicator Framework for Monitoring Access, Equity and Quality in Early Childhood Education

The Indicator Framework covers the dimensions (i)access, (ii)equity, (iii)quality, and (iii)system-level indicators, that have been further categorised under sub-dimensions. Also, the indicator framework highlights the indicators by type (input, process, outcome, and output based on the Ghana Education Strategic Plan 2018-2030), source of the indicator (if any), the types of disaggregation, source of the data, and interpretation of the indicator in line with the national education sector plan.

Background to the Indicator Framework

In developing a framework for monitoring KG specific ECE at different levels of monitoring need to be considered.

1. The first level of monitoring is from an international perspective: meeting the rights of children according to international conventions, Convention on the Right of the Child and meeting Ghana's commitment to achieving the Sustainable Development Goals (SDGs), especially SDG 4 aimed at ensuring inclusive and quality education for all and promote lifelong learning.
2. The second level of monitoring concerns access, equity, and quality. This requires national and sub-national monitoring to ensure that KGs are available, affordable, useful, and accessible to all (e.g., in terms of removing administrative barriers), including disadvantaged children, and meeting quality standards.
 - At the national level monitoring is in terms of a nationally prescribed KG curriculum, meeting minimum national teacher qualification and training requirements.
 - At the sub-national monitoring; for example, at regional and district levels. It also includes monitoring compliance with national policies and legislation concerning the rights of children to benefit from ECE services, minimum LTM package, etc.
 - Monitoring of quality more specifically, requires monitoring national KG quality standards. This draws on the ESP 2018-2030, and more specifically at quality dimensions of KG. Also,

this quality dimension identifies international best practices for the development of quality standards for KGs, and corresponding indicators.

- Another crucial area of focus is monitoring whether KGs are inclusive for all children including SEN.

These levels of monitoring takes into consideration national legislative and policy provisions including the 1992 Constitution of Ghana, Children’s Act (1998), the Early Childhood Care and Development Policy (2004), the Ministry of Education Act 778 (2008), the Child and Family Welfare Policy (2014) and Ghana’s Inclusive Education Policy (2015).

Types of indicators

Categorisation of the indicators on the ESP 2018-2030, (*input, process, outcome, and output indicators*), the MICS, GDHS, and (*system-level output indicators*):

- **Input indicators:** The supply of resources, including human and physical resources and the standards and policies that KGs follow. Inputs influence the processes of teaching and learning, and subsequently, the outcomes. They include Learner Characteristics, Human Resources (including teachers), Infrastructure and Facilities and Teaching and Learning Materials.
- **Process indicators:** These include and go beyond the KG classroom. It highlights the experience of children in education and the ways in which those experiences occur. It includes systemic indicators (e.g., in-service training) and institutional indicators (e.g., percentage of parents/caregivers attending parent meetings).
- **Outcome indicators:** These are measures of projected or desired results from education, including immediate outcomes.
- **System-level output indicators:** These pertain to the management of the education system, including measures of good governance and equitable resource allocation. For qualitative indicators, reporting should be based on a 4-point scale from a weak/not in place situation (Score 1) to initiating (Score 2), established (score 3) and a championing/enforced situation (Score 4).

Sources of some indicators and their coding:

Indicators coded **SDG** are Sustainable Development Goal indicators. For details on the methodology for collecting data for and calculating these indicators, please see: <https://unstats.un.org/sdgs/metadata/files/Metadata-04-02-01.pdf>. Global SDG indicators are highlighted with an asterisk (*); these global indicators were not intended to be comprehensive for national monitoring, and therefore additional indicators - both thematic SDG 4 indicators and other indicators (as may be found necessary) – are included based on national context, to monitor equity of access to quality education. The SDG 4 targets and indicators for monitoring pre-schools include the following;

- Access to Pre-schools and Equity of Access
- Key elements to monitor equity of participation in KG
- KG availability and priority of access
- Monitoring National Pre-school Quality Standards and Equity Dimensions

Indicators coded **ESP** are adapted from the National Education Strategic Plan 2018-2020. Ghana's ESP 2018-2030 comprises of the following components and corresponding indicators:

- Inclusive KG for Children with Disabilities
- Accessibility of physical spaces and adapted infrastructure
- Adapted materials and assistive devices
- KG staff, support staff and specialist staff
- Monitoring whether children with disabilities can participate and learn
- Monitoring in line with National Standards

National standards

It is recommended that indicators for monitoring the quality of KG are grounded in national quality standards. National standards can be used to define and set targets for KG, e.g. in terms of minimum qualifications of teachers. National standards can also be used for sub-national level monitoring, to analyse the extent to which different standards are being met, and to identify the key areas nationally and sub-nationally needs for improvements may arise. These standards can be used to determine and prioritize the types of actions which need to be taken to improve the quality of ECE education in Ghana.

National standards may include, for example:

- Maximum PTR for different age groups, for example:
 - o Age 1 – 3 years: ratio of 1 teacher to XX children
 - o Age 4- 5 years: ratio of 1 teacher to 25 children
- Standards for teacher qualifications
- Standards for specialist qualifications
- Standards for indoor and outdoor play area space requirements,
- Standards for infrastructure, facilities, play and teaching learning materials requirements
- Standards for facilities, learning materials and room design for children with disabilities
- Standards for WASH (Water, Sanitation and Hygiene)

MEL INDICATOR FRAMEWORK

MEL Indicator Framework

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
1. Access	Access: Availability	Input	1.1. Sum total capacity (no. of places/seats) of KGs (i.e., national, region, district)	region/district	EMIS (KG max capacity), population census	This could be compared or correlated with KG age population data by region/district to measure the gap in terms of existing and required capacity to reach a target KG participation rate (e.g., 80%).
		Input	1.2. Percentage enrolment by type of preschool (regular, specialized, sanatorium-type)	region/district	EMIS/Survey	This is used to monitor the distribution of enrolment in different types of KGs, and where KG children with disabilities have been mainstreamed in regular KGs (aimed at increasing CwD in KG schools (similar to other countries implementing inclusive education)

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Input	1.3. Number of KGs by year of establishment	region/district	EMIS/Survey	When plotted over time, this gives an indication of the growth in KGs in different regions/districts
		Input	1.4. Percentage enrolment by management type (government/private/PPP)	region/district	EMIS/Survey	This is used mainly to monitor the proportion of public and private KGs, indicative of share by management type for effective response relative to demand and supply.

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Outcome SDG 4.2.4	1.5. Gross pre-primary enrolment ratio (number of students enrolled in pre-primary education expressed as a percentage of the population of the official age for pre-primary education)	sex	EMIS/Survey (enrolment by sex), population census	Higher is better (but >100 indicates underage/overage enrolment). A value approaching or exceeding 100% indicates that a country is, in principle, able to accommodate all of its pre-primary-age population – a necessary condition for enrolling all eligible children in pre-primary education.
		Outcome SDG 4.2.2	1.6. Participation rate in organized learning at age 4 (one year before the official primary entry age) (*)	sex	EMIS/Survey (enrolment by sex and age 4), population census	Higher is better, indicating a high degree of participation in organized learning immediately before the official entrance age to primary education.

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
	Equity of access / accessibility and affordability	Input (financial)	1.7. Average cost per child per day for full-time KG programme	type of disability, region/district,	EMIS/Survey/Census	Needs to be analysed together with KG quality, to see if higher costs are associated with better quality. In addition, it requires monitoring to ensure KGs are affordable.
		Input (financial)	1.8. Unit cost of KG education (total cost divided by children enrolled)	type of disability, region/district,	MoE/GES Budget	Needs to be analysed together with KG quality, to see if higher costs are associated with better quality. In addition, it requires monitoring to ensure KGs are affordable.
		Input	1.9. Percentage of KGs offering full-day care	region/district	EMIS/Survey/Census	Higher is generally better to meet the demands of working parents, though not all KGs need to offer full-day care.

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Input	<p>1.10. Percentage of KGs by language spoken</p> <p>1.11. Percentage of KGs that use English as medium of instruction</p> <p>1.12. Percentage KGs that use local language as medium of instruction</p>	region/district	EMIS/Survey/Census	Monitor provision of KGs by language in regions/districts, reflecting demand from the community, and compare with language statistics from the census.
		Outcome SDG 4.a	1.13. Percentage of children with disabilities and other different needs, by type of KG (specialized, boarding, mainstream)	type of disability, region/district	EMIS/Census/Survey/ Field Reports	Needs to be analysed with respect by type of disability and the corresponding type of KG attended, and monitoring progress in increasing participation of children with disabilities in inclusive mainstream KGs

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Outcome SDG 4.2.4	1.14. Gross pre-primary enrolment ratio (same as indicator 1.2 above)	region/district, urban/rural, mother tongue, type of disability ¹	EMIS,/Census data	Higher is better (but >100 indicates underage/overage enrolment). A value approaching or exceeding 100% indicates that a country is, in principle, able to accommodate all of its pre-primary-age population – a necessary condition for enrolling all eligible children in pre-primary education.

¹ Levels of disaggregation would be according to what is available through census data – if any.

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Outcome SDG 4.2.2	1.15. Participa- tion rate in organized learning at age 4 (one year before the official primary entry age) (*)	region/district, urban/rural, mother tongue, type of disability ²	EMIS/Cen- sus/Survey (enrolment by sex and age 4), population census	Higher is bet- ter, indicating a high degree of participation in organized learning immedi- ately before the official entrance age to primary education.
2. Quality	Parents and caregivers	Process	2.1. Per- centage of parents/ caregivers attending parent meetings	region/district, urban/rural	EMIS/Cen- sus/Sur- vey/ Field Reports	Higher is better, indicating better parents/car- egivers partici- pation /school and community involvement
		Process	2.2. Per- centage of KGs with a Parent-Staff Association ³	region/district, urban/rural	EMIS/Sur- vey/ Field Reports	Higher is better, indicating better parents/caregiv- ers participation / community involvement

² Levels of disaggregation would be according to what is available through census data – if any.

³ Alternatively, phrase as “percentage of KGs where parents/caregivers actively participate in KG management”

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
	Staff	Input SDG 4.c.1. SDG 4.c.3.	2.3. Percentage trained teachers (Proportion of teachers who meet national qualification and training requirements) (*)	sex, urban/rural, region/district	EMIS	Higher is better, meaning teachers are better qualified and trained
		Input SDG 4.c.4.	2.4. Pupil Trained Teacher Ratio (Ratio of children to teachers meeting qualification and training requirements)	sex, urban/rural, region/district	EMIS	Lower is better. The higher the children/qualified teacher ratio, the lower the relative access of children to qualified teachers.

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Input	2.5. Pupil Teacher Ratio (Ratio of children to teachers (regardless of qualification))	urban/rural, region/district	EMIS	Lower is better, especially for lower ages, where small groups per teacher are important to increase interaction time between teachers and each child and to improve learning.
		Process SDG 4.c.6.	2.6. Teacher attrition rate (Percentage of teachers leaving the profession in a given year) ⁴	sex, urban/rural, region/district	EMIS/Survey/ Field Reports	Lower is better

⁴ Please see <https://unstats.un.org/sdgs/metadata/files/Metadata-04-02-01.pdf> for details on how this indicator is calculated

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Process SDG 4.c.7.	2.7. Percentage of teachers who received in-service training in the last 12 months	type of training, sex, urban/rural, region/district	EMIS/Survey/Field Reports	Higher is better
			2.8. Percentage of GES officials equipped with ECE in emergency	type of training, sex, urban/rural, region/district		
	Safety and health	Input	2.9. Percentage of KGs with premises enclosed by a fence or barrier	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
	Infrastructure and facilities	Input	2.10. Percentage of KGs requiring repairs (some, a lot, delapidated, or undergoing repairs)	region/district, urban/rural	EMIS	Lower is better
		Input	2.11. Percentage of KGs meeting minimum standards for play/learning area ⁵	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better
		Input	2.12. Percentage of KGs which are accessible through an all-weather road	region/district, urban/rural	Survey/Field Reports	Higher is better

⁵ This may be defined in terms of a minimum indoor/outdoor size for a KG, and/or a minimum amount of play/learning space per child.

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Input	2.13. Ratio of children per toilet ⁶ (total enrolment divided by number of toilets for children)	region/district, urban/rural	EMIS/Survey	Lower is better
			2.14. Percentage of KGs with WASH and Sanitation facilities	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better
		Input	2.15. Percentage of KGs with electricity	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better

6 Alternatively, percentage of KGs meeting a defined standard of maximum number of pupils per toilet

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Input	2.16. Percentage of KGs with a canteen for preparation of children's meals	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better
		Input	2.17. Percentage of KGs with a staff room for meetings, planning, recreation, etc.	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better
		Input	2.18. Percentage of KGs with beds/mattresses for children to sleep	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better, although this would not be relevant for KGs which do not have younger children needing rest time

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Input	2.19. Percentage of KGs with computers for administration/managerial purposes	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better
		Input	2.20. Percentage of KGs with high speed Internet connectivity	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better
		Input	2.21. Percentage of KGs with appropriate furniture for all children	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
	Learning and play materials based on the National Teaching and Learning Packages developed for KGs (i-minimum; ii-model; iii-resource centres)	Input	2.22. Percentage of KGs with a classroom corner library	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Input	2.23. Percentage of KGs with basic TLMs	region/district, urban/rural	EMIS/Survey/Field Reports	Model is better, at least all KG schools should have the basic TLMs per the national teaching/learning package developed for KGs, where minimum package are collectibles from environs; model comprise minimum plus others purchased
		Input	2.24 Percentage of KGs with child appropriate books	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better
		Input	2.25. Percentage of KGs with building / construction toys	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Input	2.26. Percentage of KGs with materials/toys for imaginative play in sufficient numbers	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better
		Input	2.27. Percentage of KGs with drawing/art materials	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better
		Input	2.28. Percentage of KGs with materials to develop language skills	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Input	2.29. Percentage of KGs with puzzles	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better
		Input	2.30. Percentage of KGs with musical instrument/musical toys	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better
		Input	2.31. Percentage of KGs with outdoor play area	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better
		Input	2.32. Percentage of KGs with outdoor play equipment	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Input	2.33. Percentage of KGs with all 11 types of learning and play materials/facilities	region/district, urban/rural	EMIS/Survey/Field Reports	Higher is better
	Child development	Outcome	2.34 Percentage of children who are within 20% of recommended body mass index for their age and sex	region/district, urban/rural, children with disabilities	Ministry of Health	Higher is better

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Outcome	2.35. Percentage of KG children aged 4-5 that reach age-appropriate levels of state requirements on <i>social-emotional and cognitive development</i>	region/district, urban/rural, children with disabilities	Assessment/Survey/Field Reports	Higher is better

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Outcome	2.36. Percentage of KG children aged 4-5 that reach age-appropriate levels of state requirements to KG education in <i>developmental domains</i>	region/district, urban/rural, children with disabilities	Assessment/Survey/Field Reports	Higher is better
		Outcome SDG 4.2.1.	2.37. Proportion of children under 4 years of age who are developmentally on track in health, learning and psychosocial well-being (*)	region/district, urban/rural, children with disabilities	Assessment/Survey/Field Reports	Higher is better: a high value indicates a large number of young children are well prepared for starting primary school in the areas of health, learning and psychosocial well-being.

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Outcome SDG 4.2.3.	2.38. Percentage of children under 4 years experiencing positive and stimulating home learning environments ⁷	region/district, urban/rural, children with disabilities	Assessment/Survey/Field Reports	Higher is better: a high value indicates a large number of young children live in households which are supportive and provide stimulating learning environments.
3. Inclusive education⁸	Staff	Process	3.1. Percentage of KGs with at least one staff with training in inclusive education	urban/rural, region/district	EMIS/Survey/Field Reports	Higher is better

⁷ Please see <https://unstats.un.org/sdgs/metadata/files/Metadata-04-02-01.pdf> and <http://mics.unicef.org/tools> for details on how this indicator is calculated using MICS

⁸ *Outcome* access and quality indicators disaggregated by children with disabilities may also be included here.

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Input	3.2. Percentage of KGs with access to specialist staff on a part-time or full-time basis	urban/rural, region/district	EMIS/Survey/Field Reports	Higher is better
	Infrastructure and facilities	Input	3.3. Percentage of KGs with learning materials in appropriate formats (e.g., audio, braille, sign language, screen readers, simplified formats)	urban/rural, region/district	Assessment/Survey/Field Reports	Higher is better

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Input	3.4. Percentage of KGs with assistive devices (e.g., wheelchairs, hearing aids), proportional to the number of children who require such devices	urban/rural, region/district	Assessment/Survey/Field Reports	Higher is better

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Input	3.5. Percentage of KGs with accessible toilets for children with a mobility impairment (e.g., via ramps, elevators, handrails, sufficiently wide door-frames, etc.)	urban/rural, region/district	Assessment/Survey/Field Reports	Higher is better

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Input	3.6. Percentage of KGs with accessible physical spaces (e.g., buildings, rooms, outdoor area) for children with a mobility impairment (e.g., via ramps, elevators, handrails, sufficiently wide door-frames, etc.)	urban/rural, region/district	Assessment/Survey/Field Reports	Higher is better

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Input	3.7. Percentage of KGs with appropriate design of rooms, learning spaces to facilitate access and use (e.g., positioning of signs, color coding, light, design of door-knobs);	urban/rural, region/district	Assessment/Survey/Field Reports	Higher is better
	Transportation and accessible entry	Input	3.8. Percentage of KGs within the prescribed distance between home and KG which is accessible for children with a mobility impairment	urban/rural, region/district	Assessment/Survey/Field Reports	Higher is better

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Input	3.9. Percentage of KGs with an accessible road leading to the KG for children with a mobility impairment, including in rainy and sunny weather conditions	urban/rural, region/district	Assessment/Survey/Field Reports	Higher is better
4. System-level output indicators	Universal access to inclusive early childhood education	Output SDG 4.2.5	4.1. Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks.	National	Policy document / legislation	2 years of compulsory and free KG

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Output	4.2. Existence of a policy for pre-primary and KG coverage expansion	National	Policy document / legislation	1-4 scale (higher is better)
		Output	4.3. Existence of programmes ensuring that children from the most disadvantaged or marginalized groups are prioritized in KG access, including children with disabilities	National/region/district/urban/rural	Policy document / legislation	1-4 scale (higher is better) Existence of policies on inclusive ECD covering particularly children with disabilities and other marginalized children

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
	Professionalization of early education teachers and staff through qualification frameworks, training and improved working conditions	Output	4.4 KG teacher standards exist	National	Policy document / legislation	1-4 scale (higher is better)
		Output	4.5. KG teachers' salaries and working conditions are regulated by law	National	Policy document / legislation	1-4 scale (higher is better)

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Output SDG 4.c.5.	4.6. Average teacher salary relative to other professions requiring a comparable level of qualification	National/region/ district/urban/ rural	Financial documents	Salary which is close to the salary to other professions requiring a comparable level of qualification is better than salary which is lower
	Parental involvement in children's early learning	Output	4.7. Programmes available to engage parents in young children's learning in KG programmes	National/region/ district/urban/ rural	Policy document / legislation	1-4 scale (higher is better)

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Output	4.8. Programmes available to engage parents in supporting young children's learning at home	National/region/district/urban/rural	Policy document / legislation	1-4 scale (higher is better)
	Inclusive early childhood education standards and monitoring of coverage, quality and outcomes	Output	4.9. Early Learning and Development Standards developed	National	Policy document / legislation	1-4 scale (higher is better)

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Output	4.10. KGs a) assess, and b) monitor early learning and development outcomes	National	Policy document / legislation	1-4 scale (higher is better)
	Every child supported by effective and efficient governance	Output SDG 4.5.4.	4.11. Total and per student education expenditure by level of education and source of funding	Percentage of total expenditure by level of education	Financial documents	Reflects the amount of resources invested in a single student, useful for comparisons between levels of education (and prioritization of pre-primary), over time, and between countries. If calculated as a percentage of GDP per capita, a higher value would indicate a greater priority to the specific level of education given by public authorities.

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Output	4.12. Education funds allocation formulae developed (A funding formula that recognises additional needs of inclusive and special schools is used to support inclusive education for KGs (per-capita, block grants, etc.)	National	Policy document / legislation	1-4 scale (higher is better) Similar to SDG 4.5.3. indicator: Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations

Dimension	Sub-dimension	Type	Indicators	Disaggregation	Source	Interpretation
		Output	4.13. KG staff deployment guidelines developed (Available document to direct resources and staff to KGs and regions that need them most)	National/District-	Policy document / legislation	1-4 scale (higher is better) Existence of incentive schemes for the deployment of teachers in rural/most deprived areas



COSTED IMPLEMENTATION PLAN (CIP)

Promote evidence informed decision-making at national and sub-national levels

Policy Goal for Action Area 1: An environment that supports a well-governed and equitable KG subsector			
Policy Objectives	Objective Strategy	Estimated Budget (GH¢)	Estimated Budget (US\$)
1.1. Strengthen alignment of KG Guidelines with other key documents at global, regional, and national levels for effective KG delivery	Establish and institutionalise a system for sharing information on protocols, conventions, and policies on ECE	3,269,750.00	563,750.00
1.2. Ensure coordination of KG policies and programmes for both Public and Private actors at national and sub-national levels	Establish an inter-sectoral coordinating mechanism for KG programme delivery at all levels	43,920.00	7,572.41
	1. Strengthen the capacity of KG policymakers, managers, and coordinators in existing KG programmes at national and sub-national levels	1,778,875.00	306,702.59

Policy Goal for Action Area 1: An environment that supports a well-governed and equitable KG subsector

Policy Objectives	Objective Strategy	Estimated Budget (GH¢)	Estimated Budget (US\$)
1.3. Promote equitable access to KG services, with emphasis on right age enrolment and children with SEN	1. Ensure KG facilities are accessible and inclusive for all children	6,954,250.00	1,199,008.62
	1. Ensure that the learning needs of all KG Children are met including those with SEN	104,036,570.00	17,937,339.66
1.4. Promote the deployment of trained KG teachers to communities where they are needed most	2. Review the teacher deployment strategy to promote decentralisation at the district level	165,500.00	28,534.48
Promote evidence informed decision-making at national and sub-national levels	Promote the generation, storage, and usage of relevant ECE data for informed decisions at national and sub-national levels	359,600.00	62,000.00
2.1. Ensure adequate budgetary allocation for KG programmes at national and subnational levels	3. Advocate for 15% of national education budget to be allocated to KG programmes and activities	47,200.00	8,137.93
TOTAL		116,655,665.00	20,113,045.69

Policy Goal for Action Area 2: A curriculum that is effectively and efficiently implemented to promote pre-primary children's holistic development

Policy Objectives	Objective Strategy	Estimated Budget (GH¢)	Estimated Budget (US\$)
2.1. Establish a framework to guide participatory development, implementation, and review of KG curriculum	Reinforce systems and structures for engaging practitioners (state and non-state) and policy makers on the development, implementation, and periodic review of KG curriculum	750,500.00	129,396.55
2.2. Ensure equitable implementation of the curriculum to meet grade and context expectations in all KGs	Ensure curriculum has culturally relevant supplementary materials for implementation	5,616,260.00	968,320.69
	Increased accessibility of the KG curriculum in various formats	3,359,400.00	579,206.90
	Standardised KG assessment to measure teachers' use of play-based pedagogies	2,106,700.00	363,224.14
	Ensure compliance with the minimum guidelines for setting up KGs in Ghana	797,400.00	137,482.76
2.3. Ensure use of play-based pedagogies in delivery of KG curriculum in all Schools	Strengthen the use of inclusive play-based pedagogy modules for state and non-state KGs	42,078,132.00	7,254,850.34
TOTAL		54,708,392.00	9,432,481.38

Policy Goal for Action Area 3: Improved skills and competencies of KG teachers in play-based pedagogy

Policy Objectives	Objective Strategy	Estimated Budget (GH¢)	Estimated Budget (US\$)
3.1. Ensure the training and certification of all KG teachers	Institutionalise the training and certification of KG teachers	19,904,200.00	3,431,758.62
3.2. Ensure compliance with Early childhood education frameworks for INSET and PRESET	Support state and non-state service providers to align training content to INSET and PRESET frameworks.	51,224,135.00	8,831,747.41
3.3. Promote development and training of KG support staff	Institute training programmes for KG support staff	26,830,900.00	4,626,017.24
TOTAL		97,959,235.00	16,889,523.28

Policy Goal for Action Area 4: Families Are Actively Engaged in their Children's ECE			
Policy Objectives	Objective Strategy	Estimated Budget (GH¢)	Estimated Budget (US\$)
4.1. Develop and implement systematic guidelines for family and community engagement	Gather evidence on family and community engagement to develop a comprehensive community engagement strategy	73,850.00	12,732.76
	Implement the family and community engagement guidelines	9,336,000.00	1,609,655.17
4.2. Strengthen the capacity of ECE practitioners to implement the family and community engagement strategy	Integrate the family-community engagement strategy into pre-service curriculum and course manual	163,000.00	28,103.45
4.3. Promote emerging issues on family - community engagement in Early Childhood Education	Sensitise families and communities on their role in providing ECE and the relevance of enrolling their children at the Right Age in KG	2,000.00	344.83
4.4. Integrate and scale evidence-based best practices that build capacity of families and communities to provide quality ECE at home and school	Integrate and scale the concept of Volunteer Mothers support in KG classrooms	333,200.00	57,448.28

Policy Goal for Action Area 4: Families Are Actively Engaged in their Children's ECE			
Policy Objectives	Objective Strategy	Estimated Budget (GH¢)	Estimated Budget (US\$)
TOTAL		9,908,050.00	1,708,284.48

Policy Goal for Action Area 5: Accessible Kindergarten for all 4-5 Year Olds			
Policy Objectives	Objective Strategy	Estimated Budget (GH¢)	Estimated Budget (US\$)
5.1 Ensure all Primary Schools have Kindergartens attached	Construct 1171 KG Model Schools	420,157,493.30	72,440,947.12
TOTAL		420,157,493.30	72,440,947.12

Policy Goal for Action Area 6: Quality Assurance that improves the pre-primary sub-sector through Monitoring, Evaluation, and Research			
Policy Objectives	Objective Strategy	Estimated Budget (GH¢)	Estimated Budget (US\$)
6.1. Strengthen monitoring, regulation, and quality assurance systems to ensure KG Service delivery meets global benchmarks	Ensure that a functional system for information management and protocols, conventions, and policies on ECE is established	44,000.00	7,586.21
	Ensure periodic review of KG budgetary allocation	43,500.00	7,500.00
	Ensure KG facilities are effectively monitored and evaluated	3,700.00	637.93

Policy Goal for Action Area 6: Quality Assurance that improves the pre-primary sub-sector through Monitoring, Evaluation, and Research

Policy Objectives	Objective Strategy	Estimated Budget (GH¢)	Estimated Budget (US\$)
6.2. Ensure an efficient system for collecting data, analysing, and reporting to inform management decision making on KG	Ensure the inclusion of Key ECE areas in harmonised assessment tools	553,500.00	95,431.03
	Ensure the use of harmonised assessment tools to capture ECE data for the dashboard	124,500.00	21,465.52
	Ensure reporting on Key ECE areas to inform management decisions	3,400.00	586.21
TOTAL		772,600.00	133,206.90
GRAND TOTAL		700,161,435.30	120,717,488.84



BUDGET

Area 1: Management and Planning							Pr
Goal 1	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	
<p>A Policy environment that supports a well-governed and equitable KG subsector.</p>	<p>1. Strengthen alignment of KG Guidelines with other key documents at global, regional, and national levels for effective KG delivery</p>	<p>Number of KG guidelines and policies aligned to relevant global, regional, and national documents</p>	<p>Establish and institutionalise a system for sharing information on protocols, conventions, and policies on ECE</p>	<p>Information sharing system established and institutionalised</p>	<p>Coordinate information-sharing and the operationalisation and alignments of KG guidelines</p>	<p>Assign a schedule officer in ECE to be responsible. (For operationalising the information coordination and sharing system).</p>	
					<p>Leverage on the MoE/ GES data visualisation dashboard to gather and share information on ECE</p>	<p>Review and revise the harmonised data system to include additional KG information</p>	
						<p>Conduct training for the system managers (planning, statistics and ICT officers) at all levels</p>	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
le	12,000.00	-	6,000.00	-	6,000.00	24,000.00
l- a- n						
se	24,900.00	-	-	-	-	24,900.00
n- l						
g	-	666,500.00	-	-	999,750.00	1,666,250.00
-)						

Area 1: Management and Planning							Pr
Goal 1	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	
A Policy environment that supports a well-governed and equitable KG subsector.	1. Strengthen alignment of KG Guidelines with other key documents at global, regional, and national levels for effective KG delivery	Number of KG guidelines and policies aligned to relevant global, regional, and national documents	Establish and institutionalise a system for sharing information on protocols, conventions, and policies on ECE	Information sharing system established and institutionalised	Develop and disseminate key messages on effective and quality KG delivery in the areas of curriculum for teachers, family and community in line with social and behaviour change communication (SBCC).	Constitute a team to prepare key messages on effective and quality KG delivery based on the SBCC	
						Organize stakeholder engagement to reach consensus on the key messages	
						Train PR and relevant staff on the key messages to disseminate to identified groups/bodies in line with SBCC	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
e	58,100.00	-	-	-	-	58,100.00
ie	-	76,500.00	-	-	-	76,500.00
l es :o is/	-	568,000.00	-	-	852,000.00	1,420,000.00

Area 1: Management and Planning							Pr
Goal 1	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	
A Policy environment that supports a well-governed and equitable KG subsector.	2. Ensure coordination of KG policies and programmes for both Public and Private actors at national and sub-national levels	<i>Number/% of state and non-state KG actors working collaboratively to complying with the KG policy and programmes</i>	1. Establish an inter-sectoral coordinating mechanism for KG programme delivery at all levels	1. Inter-sectoral coordinating mechanism established	Constitute a Committee of actors for coordination of KG programs	Identify and establish a committee of members from ECE/ECCD to support the coordination of KG policies and programmes (Consider existing structures to promote sustainability)	



Projected Cost Per Year						TOTAL
2020/21	2021/22	2022/23	2023/24	2024/25		
21,960.00	-	-	-	21,960.00	43,920.00	

t-
ng
1-

Area 1: Management and Planning							Pr
Goal 1	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	
<p>A Policy environment that supports a well-governed and equitable KG subsector.</p>	<p>2. Ensure coordination of KG policies and programmes for both Public and Private actors at national and sub-national levels</p>	<p><i>Number/% of state and non-state KG actors working collaboratively to complying with the KG policy and programmes</i></p>	<p>2. Strengthen the capacity of KG policymakers, managers and coordinators in existing KG programmes at national and sub-national levels</p>	<p>2. Number of KG policy makers, managers and coordinators trained and are supporting programme implementation</p>	<p>Draw on information from the data visualization dashboard to streamline the activities of key actors (including NGOs, FBO, etc.) and their programmes /plans in the ECE space and ensure roles and responsibilities are clearly defined</p>	<p>Use database information to streamline KG service delivery.</p>	
						<p>Sensitize KG actors on their roles and responsibilities and the need to provide regular reports to management</p>	
					<p>Orient and train policy makers, managers, and coordinators on existing KG guidelines and the ECE policy.</p>	<p>Print KG policy documents for distribution nationwide</p>	
						<p>Organize orientation and periodic refresher training workshops for Policy makers, managers, and coordinators at all levels</p>	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
	-	12,000.00	-	-	18,000.00	30,000.00
n- e to	-	73,650.00	-	-	110,475.00	184,125.00
	50,000.00	50,000.00	-	-	-	100,000.00
a- ic ig	418,500.00	418,500.00	-	-	627,750.00	1,464,750.00

Area 1: Management and Planning							Pr
Goal 1	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	
A Policy environment that supports a well-governed and equitable KG subsector.	3. Promote equitable access to KG services, with emphasis on Right Age Enrolment and children with Special Educational Needs	<i>Decreased GER</i>	“1. Ensure KG facilities are accessible and inclusive for all children “	“1. KG infrastructure provided that is child-friendly and inclusive“	Support Monitoring, Regulation and Quality Assurance (MRQA) to conduct infrastructure audit based on Established guidelines with focus on accessibility and safety	Provide logistical support to MRQA to conduct infra-structural audit	
		<i>Improved net enrolment rate (NER)</i>					
		<i>Improved net admission rate (NAR)</i>					
		<i>Increased Enrolment of children with SEN</i>					
		<i>Improved GPI</i>					
			2. Ensure the learning needs of all KG Children are met including those with SEN	2. % of KG children whose learning needs are met 3. % of schools that meet KG accreditation standards	Support KG Curriculum development and implementation	Collaborate with NaCCA to establish KG curriculum development and review process, build capacity of KG teachers/ attendants to implement the curriculum.	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
al A -	2,781,700.00	-	-	-	4,172,550.00	6,954,250.00
n . nt c- rs/	51,100.00	-	61,320.00	-	76,650.00	189,070.00

Area 1: Management and Planning							Pr
Goal 1	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	
A Policy environment that supports a well-governed and equitable KG subsector.				2. % of KG children whose learning needs are met	Screen all children before admission into schools to facilitate early detection and management of special educational needs	Co-ordinate with Ministry of Health/ Ghana Health Service, Ministry of Gender, Children and Social Protection to plan for screening of children	
				3. % of schools that meet KG accreditation standards		Conduct relevant screening of children in all schools prior to admission	
						Collate report on children with special educational needs for further action	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
nd n :n-	3,000.00	3,000.00	3,600.00	3,900.00	4,500.00	18,000.00
l	4,356,000.00	4,356,000.00	5,227,200.00	5,662,800.00	6,534,000.00	26,136,000.00
n e- r	1,161,450.00	1,161,450.00	1,393,740.00	1,509,885.00	1,742,175.00	6,968,700.00

Area 1: Management and Planning							Pr
Goal 1	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	
A Policy environment that supports a well-governed and equitable KG subsector.					Provide teaching learning materials for all children and assistive devices for children with special educational needs	Use monitoring, research and quality assurance data to identify TLM needs for all children including special educational needs	
						Use existing guidelines on TLM package to Procure and Distribute the TLMs	
						Organize capacity building workshop for KG teachers and practitioners	
					Build capacity of practitioners and KG teachers on implementation of safe school concept (Infrastructure, minimizing or eliminating corporal punishment, sexual harassment, bullying and child abuse)	Make available safe school concept guidelines (hard/soft copies) to all teachers and practitioners	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
ce ll ng	14,300.00	14,300.00	-	-	-	28,600.00
.M	68,800.00	68,800.00	-	-	-	137,600.00
	17,423,600.00	17,423,600.00	-	-	26,135,400.00	60,982,600.00
s) rs	447,600.00	57,600.00	-	-	447,600.00	952,800.00

Area 1: Management and Planning							Pr
Goal 1	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	
A Policy environment that supports a well-governed and equitable KG subsector.					Ensure accreditation of all KG schools and renewals meet the required standards	Update the accreditation procedures and requirements for KG schools to include play-based pedagogy	
						Leverage on communication strategy developed under family and community engagement to educate the general public and schools on the new accreditation requirements with support from NIB	
						Support NIB to enforce the accreditation requirements	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
er - d	70,000.00	-	-	-	-	70,000.00
i- ity - on m	4,950,000.00	3,500,000.00	-	-	-	8,450,000.00
	-	103,200.00	-	-	-	103,200.00

Area 1: Management and Planning							Pr
Goal 1	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	
A Policy environment that supports a well-governed and equitable KG subsector.	4. Promote the deployment of trained KG teachers to communities where they are needed most	<i>% of KG teachers deployed to communities where there are vacancies</i>	Review the teacher deployment strategy to promote decentralisation at the district level	% of trained KG teachers and support staff deployed by the District Education Offices	Review the teacher deployment strategy to promote decentralisation at the district level	Use information from the dashboard to inform teacher deployment in the declared vacancies	
					Sensitize School leaders and management on the need to recruit attendants who can communicate in the play language of the pupils in their community	Develop a sensitization strategy for school leaders and management on recruitment of KG attendants based on play language of pupils	
						Implement sensitization plan to include community outreach and meeting with school heads and SMCs	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
1	-	6,700.00	8,040.00	8,710.00	10,050.00	33,500.00
s						
-	-	132,000.00	-	-	-	132,000.00
r						
rs						
nt						
f						
o	-	-	-	-	-	-
-						
th						
id						

Area 1: Management and Planning							Pr
Goal 1	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	
A Policy environment that supports a well-governed and equitable KG subsector.	5. Promote evidence informed decision-making at national and sub-national levels	Number of major ECE decisions informed by evidence from Monitoring, Regulation and Quality Assurance at national and sub-national levels	Promote the generation, storage, and usage of relevant ECE data for informed decisions at national and sub-national levels	Data generation and management system established and utilised for decision making	Provide support to Monitoring, Regulation and Quality Assurance (MRQA) to conduct assessment and evaluation of Key ECE/KG areas	<p>“Support MRQA to develop tools for assessing Key ECE/KG areas focusing on:</p> <ul style="list-style-type: none"> a)KG policy implementation, b)infrastructure, c)equitable teacher deployment practices, d) teacher capacity on play-based pedagogy, e)impact of INSET programme for KG teachers, f)use of standardised assessment tools, etc., for further action” 	
					Use evidence from MRQA to inform major Policy decision on KG at all levels	Constitute an Advisory team to support evidence based decision making on ECE	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
s y h d ET se ls,	-	-	-	-	-	-
o ce	58,000.00	-	69,600.00	-	87,000.00	214,600.00

Area 1: Management and Planning							Pr
Goal 1	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	
A Policy environment that supports a well-governed and equitable KG subsector.						Use findings from MRQA on the Key ECE/KG areas monitored and evaluated for further action	
	6. Ensure adequate budgetary allocation for KG programmes at national and sub-national levels	<i>% increase in budgetary allocation for KG programmes at National and sub-National levels</i>	Advocate for 15% of national education budget to be allocated to KG programmes and activities	% increase in budgetary allocation for KG programmes and activities	Analyse the current budgetary allocation and advocate for increase to support nationwide implementation of KG programmes	Establish a trend analysis of budgetary allocations	
		<i>% increase in budgeted amount re-released for KG programmes quarterly at National and sub-national levels</i>		% of allocated KG budget released for programmes and activities		Disseminate findings with key stakeholders	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
my	58,000.00	-	-	-	87,000.00	145,000.00
d s- s	6,700.00	-	-	-	-	6,700.00
y	-	28,000.00	-	-	-	28,000.00

Area 1: Management and Planning							Pr
Goal 1	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	
A Policy environment that supports a well-governed and equitable KG subsector.		<i>% increase in expenditure on KG programmes at National and subnational levels</i>				Use findings from MRQA on the Key ECE/KG areas monitored and evaluated for further action	
						Total	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
m y	-	5,000.00	-	-	7,500.00	12,500.00
	32,035,710.00	28,724,800.00	6,769,500.00	7,185,295.00	41,940,360.00	116,655,665.00

Area 2: Curriculum Development and Implementation							Pro
Goal 2	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	20
A curriculum that is implemented to promote pre-primary children's holistic development	1. Establish a framework to guide participatory development, implementation and review of KG curriculum	<i>Curriculum review and implementation guided by established framework</i>	Reinforce systems and structures for engaging practitioners (state and non-state) and policy makers on the development, implementation and periodic review of KG curriculum	Number of practitioners (state and non-state) and policymakers engaged in the curriculum development and review process	Support NaCCA to update the list of ECE curriculum experts in the development, implementation and review of KG curriculum.	Collaborate with NaCCA to review the list of ECE curriculum experts (including teachers and coordinators) to review and revise the KG curriculum	
				% of practitioners (state and non-state) implementing the curriculum	Liaise with NaCCA to generate evidence to inform KG curriculum review	Conduct analysis of KG curriculum in line with national and international standards	Engage selected stakeholders (including SMC and PTA) to share findings of the KG curriculum analysis and to gather their input into the curriculum review

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
of n f- nd	-	-	-	4,000.00	4,000.00	8,000.00
- u- h	-	-	-	9,650.00	9,650.00	19,300.00
ed c of	-	-	-	137,600.00	227,600.00	365,200.00

Area 2: Curriculum Development and Implementation							Pro
Goal 2	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	20
A curriculum that is implemented to promote pre-primary children's holistic development						Collaborate with experts in academia to conduct research on KG curriculum implementation to inform review	
					Sensitise parents and other key stakeholders on the revised KG curriculum	Use the Communication for Development (C4D) structure to Organize community wide sensitization on revised KG curriculum	
	2. Ensure equitable implementation of the curriculum to meet the grade and context expectation in all KGs	<i>% of learners demonstrating improved age and developmentally appropriate skills to meet prescribe standards</i>	Ensure curriculum has culturally relevant supplementary materials for implementation	Culturally relevant material developed	Support NaCCA to develop "play-based" teacher manuals and supplementary materials	Constitute a technical working group of experts to collaborate with responsible agency to develop KG teacher manual and supplementary materials	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
th on on w	-	-	-	358,000.00	-	358,000.00
r e de	-	-	-	-	-	-
y th el-	164,000.00	82,000.00	-	-	-	246,000.00

Area 2: Curriculum Development and Implementation							Pro
Goal 2	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	20
A curriculum that is implemented to promote pre-primary children's holistic development	2. Ensure equitable implementation of the curriculum to meet the grade and context expectation in all KGs	<i>% of learners demonstrating improved age and developmentally appropriate skills to meet prescribe standards</i>	Ensure curriculum has culturally relevant supplementary materials for implementation	Culturally relevant material developed		Collaborate with NaCCA and NTC to develop and print teacher manuals/ resource pack to include Resource pack, play kits and manual for delivering lessons and differentiated learning in line with current ECE curriculum	
					Distribute Teacher Manuals and supplementary materials to all KGs in the country	Distribute Teacher Manuals and supplementary materials (Soft and hard copies) to all KGs across the country	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
id e , - s n nt n	556,315.00	474,315.00	-	392,315.00	392,315.00	1,815,260.00
als n-	-	24,400.00	-	-	24,400.00	48,800.00

Area 2: Curriculum Development and Implementation

Goal 2	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	2018
<p>A curriculum that is implemented to promote pre-primary children's holistic development</p>	<p>2. Ensure equitable implementation of the curriculum to meet the grade and context expectation in all KGs</p>	<p><i>% of learners demonstrating improved age and developmentally appropriate skills to meet prescribe standards</i></p>	<p>Ensure curriculum has culturally relevant supplementary materials for implementation</p>	<p>Culturally relevant material developed</p>	<p>Build capacity of trainers and teachers (public and private) for curriculum implementation</p>	<p>Train trainers, teachers, coordinators and supervisors for curriculum roll out</p>	
						<p>Provide follow-up support (e.g. top-up trainings, classroom coaching and mentoring) for teachers to strengthen implementation</p>	
						<p>Supervise and Monitor trained teachers in the implementation of the curriculum</p>	
					<p>Trialling current ECE curriculum for inputs and feedback incorporated for review</p>	<p>Coordinate the process of trialling current ECE curriculum and supplementary materials in first year of implementation.</p>	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
l r l	-	-	-	-	-	-
t s- 3 5)	-	-	131,200.00	-	-	131,200.00
d e on	-	398,250.00	398,250.00	398,250.00	398,250.00	1,593,000.00
e l- :E d y st	1,782,000.00	-	-	-	-	1,782,000.00

Area 2: Curriculum Development and Implementation							Pro
Goal 2	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	20
A curriculum that is implemented to promote pre-primary children's holistic development	2. Ensure equitable implementation of the curriculum to meet the grade and context expectation in all KGs	<i>% of learners demonstrating improved age and developmentally appropriate skills to meet prescribe standards</i>	Increased accessibility of the KG curriculum in various formats	Curriculum transcribed into various formats e.g. braille, electronic, etc.	Revise and convert the KG Curriculum into multiple formats (e.g. braille, audio and other formats) for users with special educational needs.	Coordinate the revision and translate KG curriculum into braille, audio and other format.	
						Sensitize stakeholders on the revisions made and the available format (braille, audio and other format) for special educational needs	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
o	750,000.00	750,000.00	-	-	-	1,500,000.00
is at al	71,000.00	70,000.00	-	-	-	141,000.00

Area 2: Curriculum Development and Implementation							Pro
Goal 2	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	20
A curriculum that is implemented to promote pre-primary children's holistic development	2. Ensure equitable implementation of the curriculum to meet the grade and context expectation in all KGs	<i>% of learners demonstrating improved age and developmentally appropriate skills to meet prescribe standards</i>			Distribute KG curriculum to in-service and pre-service teachers and public libraries in right quantities and on time.	Print and distribute KG curriculum to in-service and pre-service teachers and public libraries in right quantities.	
						Provide easy access (e.g. electronic) to KG curriculum for state and non-state practitioners	
			Standardised KG assessment to measure teachers' use of play-based pedagogies	Play-based pedagogies incorporated into KG teacher assessment tool	Develop and review standardised assessment tools in line with the Curriculum including that of school readiness	Develop a school readiness assessment tool	Develop and align standardised assessment tools to the current curriculum

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
5	759,200.00	759,200.00	-	-	-	1,518,400.00
KG	200,000.00	-	-	-	-	200,000.00
SS	42,000.00	42,000.00	-	-	-	84,000.00
nt	62,000.00	62,000.00	-	-	-	124,000.00

Area 2: Curriculum Development and Implementation							Pro
Goal 2	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	20
A curriculum that is implemented to promote pre-primary children's holistic development	2. Ensure equitable implementation of the curriculum to meet the grade and context expectation in all KGs	<i>% of learners demonstrating improved age and developmentally appropriate skills to meet prescribe standards</i>	Standardised KG assessment to measure teachers' use of play-based pedagogies	Play-based pedagogies incorporated into KG teacher assessment tool	Build capacity of teachers and supervisors in KG schools (state and non-state) on the use of the assessment tools both for school readiness and school curriculum.	Conduct Training of Trainers workshop on the assessment tools	
						Training for teachers and supervisors on the assessment tools	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
it	-	100,000.00	-	-	-	100,000.00
it	-	-	-	-	-	-

Area 2: Curriculum Development and Implementation

Goal 2	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	201
<p>A curriculum that is implemented to promote pre-primary children’s holistic development</p>	<p>2. Ensure equitable implementation of the curriculum to meet the grade and context expectation in all KGs</p>	<p><i>% of learners demonstrating improved age and developmentally appropriate skills to meet prescribe standards</i></p>	<p>Standardised KG assessment to measure teachers’ use of play-based pedagogies</p>	<p>Play-based pedagogies incorporated into KG teacher assessment tool</p>	<p>Make assessment tools available to state and non-state KGs across the country</p>	<p>Orient state and non-state KG practitioners on the assessment tools developed</p>	
						<p>Distribute assessment tools to all state and non-state KGs across the country in right quantity and on time</p>	
						<p>Trial assessment tool and scale it up with inputs from the field</p>	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
nd n it ed	831,600.00	831,600.00	-	-	-	1,663,200.00
te : it n	-	37,500.00	-	-	-	37,500.00
nt it	-	98,000.00	-	-	-	98,000.00

Area 2: Curriculum Development and Implementation

Goal 2	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	201
<p>A curriculum that is implemented to promote pre-primary children’s holistic development</p>	<p>2. Ensure equitable implementation of the curriculum to meet the grade and context expectation in all KGs</p>	<p><i>% of learners demonstrating improved age and developmentally appropriate skills to meet prescribe standards</i></p>	<p>Ensure compliance with the minimum guidelines for setting up KGs in Ghana</p>	<p>% of KGs (state and non-state) that conform to the minimum guidelines for establishing KGs in Ghana</p>	<p>Assess state and non- state KG Schools (Local, Regional and Central) to identify and fix shortfalls to conform to the minimum standards (infrastructure, class size, learning environment, teachers etc.</p>	<p>Support MRQA to conduct assessment of all KG schools</p> <p>Sensitize state and non-state practitioners on the minimum standards for setting up a KG through the C4D</p>	<p>201</p>
						<p>Collaborate with NIB to enforce the minimum standards.</p> <p>Develop and build capacity of GES management team to support and enforce minimum standards (infrastructure, class size, learning environment, teachers etc).</p>	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
l	-	-	-	-	-	-
in						
;						
4D						
th	-	536,200.00	-	-	-	536,200.00
e-						
n-						
a-						
s						

Area 2: Curriculum Development and Implementation							Pro
Goal 2	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	20
A curriculum that is implemented to promote pre-primary children's holistic development	2. Ensure equitable implementation of the curriculum to meet the grade and context expectation in all KGs	<i>% of learners demonstrating improved age and developmentally appropriate skills to meet prescribe standards</i>	Ensure compliance with the minimum guidelines for setting up KGs in Ghana	% of KGs (state and non-state) that conform to the minimum guidelines for establishing KGs in Ghana	Distribute, make available and enforce implementation of the minimum guideline for establishing KG	Print, distribute and make available the minimum guideline for establishing KG across national and sub-national levels	
						Upload electronic copy of the minimum guidelines for easy access by wider stakeholders	
						Monitor compliance of the minimum guideline for establishing KG in Ghana	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
g il n-	80,000.00	80,000.00	-	-	-	160,000.00
ld-	20,000.00	-	-	-	-	20,000.00
li- n- e g	16,240.00	16,240.00	16,240.00	16,240.00	16,240.00	81,200.00

Area 2: Curriculum Development and Implementation							Pro
Goal 2	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	20
A curriculum that is implemented to promote pre-primary children's holistic development	3. Ensure use of play-based pedagogies in delivery of KG curriculum in all Schools	<i>% of teachers using play-based pedagogies</i>	Strengthen the use of inclusive play-based pedagogy modules for state and non-state KGs	% of teachers using differentiated active and play-based learning pedagogies	Build capacity of teachers (workshop, on-site coaching and mentoring, professional learning community) to enable them integrate play in delivering the KG curriculum	Undertake needs assessment of teachers on the use of play in curriculum delivery	
						Build capacity of teachers (Pre-service and In-service) in the use of play-based learning approaches and resource pack-AA3 will cover this cost	
					Acquire and Install the play materials and equipment for schools.	Leverage on dashboard data visualization to identify KGs lacking indoor and outdoor play materials and equipment	
						Acquire and Install the play materials and equipment for schools.	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
of	39,000.00	-	-	-	-	39,000.00
nd	-	-	-	-	-	-
ca	19,000.00	19,000.00	-	-	-	38,000.00
it	4,817,050.00	4,817,048.00	4,817,048.00	4,817,048.00	4,817,048.00	24,085,242.00

Area 2: Curriculum Development and Implementation

Goal 2	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	Pro
<p>A curriculum that is implemented to promote pre-primary children's holistic development</p>	<p>3. Ensure use of play-based pedagogies in delivery of KG curriculum in all Schools</p>	<p><i>% of teachers using play-based pedagogies</i></p>	<p>Strengthen the use of inclusive play-based pedagogy modules for state and non-state KGs</p>	<p>% of teachers using differentiated active and play-based learning pedagogies</p>		<p>Set up well-equipped Model/Demonstration KG in each circuit to serve as resource centre for other teachers.</p>	20
						<p>Total</p>	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
	-	8,957,945.00	8,957,945.00	-	-	17,915,890.00
	10,209,405.00	18,155,698.00	14,320,683.00	6,133,103.00	5,889,503.00	54,708,392.00

Area 3: Pre-service and Inservice Teacher Education and Training							Pro
Goal 3	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	20
Improved skills and competencies of KG teachers in play-based pedagogy	1. Ensure the training and certification of all KG teachers	<i>% of KG teachers trained and certified</i>	Institutionalise the training and certification of KG teachers	% of KG teachers trained and certified in key areas of ECE delivery, e.g. family and community engagement guidelines, play-based pedagogy, etc.,	Draw on existing database on all KG teachers (public and private) to address KG teacher training needs (KG pedagogy related to inclusion, qualification and competencies)	Map out all KG schools (both state and non-state) in the country	
						Collaborate with Teacher Education institutions to match their admission of student teachers with KG teacher demands	
						Develop Assessment Framework to assess KG teachers' competencies (using the National Teachers Standards and National Teacher Education Curriculum Framework)	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
	44,000.00	-	10,000.00	-	-	54,000.00
th i- is	10,000.00	3,000.00	3,000.00	3,000.00	3,000.00	22,000.00
ers er						
s- ; s i- n	60,100.00	-	-	-	-	60,100.00

Area 3: Pre-service and Inservice Teacher Education and Training							Pro
Goal 3	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	20
Improved skills and competencies of KG teachers in play-based pedagogy	1. Ensure the training and certification of all KG teachers	<i>% of KG teachers trained and certified</i>	Institutionalise the training and certification of KG teachers	% of KG teachers trained and certified in key areas of ECE delivery, e.g. family and community engagement guidelines, play-based pedagogy, etc.,	Organise training for teachers to update their knowledge and competencies	Leverage on MRQA analysis of findings on teacher competencies for further action	
						Develop training programmes and schedule to address the identified gaps	
						Conduct training for national and district level trainers	
						Conduct training programmes on zonal levels to address teachers' needs	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
	49,200.00	10,000.00	10,000.00	10,000.00	10,000.00	89,200.00
ng	187,000.00	-	-	-	-	187,000.00
s						
il vel	-	639,900.00	-	-	-	639,900.00
ng n	-	18,852,000.00	-	-	-	18,852,000.00
.						

Area 3: Pre-service and Inservice Teacher Education and Training							Pro
Goal 3	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	20
Improved skills and competencies of KG teachers in play-based pedagogy	2. Ensure compliance with Early Childhood Education frameworks for in-service training and pre-service training	<i>% of service providers using INSET and/or PRESET frameworks for training</i>	Support state and non-state service providers to align training content to INSET and PRESET frameworks.	<i>% of state and non-state service providers complying with INSET and PRESET frameworks.</i>	Quality assure training content for INSET and ensure that it aligns with the KG curriculum	Develop an assessment tool to evaluate training modules to ensure compliance with national standards (e.g. NTS).	
						Evaluate training modules based on the assessment tool	
						Orient INSET providers and institutions (both public and private) on ECE teacher resource materials (assessment tool, INSET framework and National Teachers' Standards)	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
e th .	119,000.00	-	-	-	-	119,000.00
ol	-	-	-	-	-	-
nd E ce s'	-	118,500.00	-	-	-	118,500.00

Area 3: Pre-service and Inservice Teacher Education and Training							Pro
Goal 3	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	20
Improved skills and competencies of KG teachers in play-based pedagogy	2. Ensure compliance with Early Childhood Education frameworks for in-service training and pre-service training	<i>% of service providers using INSET and/or PRESET frameworks for training</i>	Support state and non-state service providers to align training content to INSET and PRESET frameworks.	% of state and non-state service providers complying with INSET and PRESET frameworks.	Certify facilitators for INSET	Public and private INSET providers collaborate with NTC for certification of facilitators	
					Develop standard enforcement and compliance framework to quality assure ECE delivery	NTC, NIB collaborate to review the harmonized assessment/ inspection tool to include KG INSET framework	
					Organise annual INSET Review meetings to evaluate progress of implementation for improvement	Engage Service Providers to analyse progress of implementation of INSET Programmes and address the gaps that may be identified.	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
for	7,400.00	3,200.00	2,000.00	1,200.00	1,000.00	14,800.00
b- /d	133,000.00	-	-	-	-	133,000.00
l N- k						
a r-	-	4,100.00	2,700.00	2,700.00	2,700.00	12,200.00
r ie						

Area 3: Pre-service and Inservice Teacher Education and Training							Pro
Goal 3	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	20
Improved skills and competencies of KG teachers in play-based pedagogy	2. Ensure compliance with Early Childhood Education frameworks for in-service training and pre-service training	<i>% of service providers using INSET and/or PRESET frameworks for training</i>	Support state and non-state service providers to align training content to INSET and PRESET frameworks.	% of state and non-state service providers complying with INSET and PRESET frameworks.	Set up minimum qualification standards and competency framework for ECE Teacher-educators (INSET)	Set up minimum qualification standards and competency framework for ECE Teacher-educators, teachers and institutions aligned with the current curriculum	
					Organize training programmes to build the capacity of school managers (Heads of school, assistants heads and proprietors) in ECE administration	"Identify and Classify school managers (Heads of school, assistants heads and proprietors) based on competency needs "	
						Group identified ECE administrators and Conduct training	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
im	44,000.00	-	-	-	-	44,000.00
d- - - nt						
l	4,000.00	1,000.00	1,000.00	1,000.00	1,000.00	8,000.00
d - ;						
d a-	-	24,510,435.00	-	-	-	24,510,435.00

Area 3: Pre-service and Inservice Teacher Education and Training							Pro
Goal 3	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	20
Improved skills and competencies of KG teachers in play-based pedagogy	2. Ensure compliance with Early Childhood Education frameworks for in-service training and pre-service training	<i>% of service providers using INSET and/or PRESET frameworks for training</i>	Support state and non-state service providers to align training content to INSET and PRESET frameworks.	% of state and non-state service providers complying with INSET and PRESET frameworks.	Build capacity of KG teachers to conduct Action Research to improve learning outcomes	Group KG teachers into zones/districts and Conduct training through the INSET structure	-
	3. Promote the development and training of KG support staff	% of KG support staff trained	Institute training programmes for KG support staff	% of KG support staff trained	Develop modules and schedules for training KG assistants	Identify qualification requirements for KG assistants/ support staff in line with the current curriculum	24
						Develop modules in line with curriculum standards to train attendants	98

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
gh	-	-	20,264,200.00	5,000,000.00	1,000,000.00	26,264,200.00
for	24,400.00	-	-	-	-	24,400.00
e m ts	98,000.00	-	-	-	-	98,000.00

Area 3: Pre-service and Inservice Teacher Education and Training							Pro
Goal 3	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	20
Improved skills and competencies of KG teachers in play-based pedagogy	3. Promote the development and training of KG support staff	% of KG support staff trained	Institute training programmes for KG support staff	% of KG support staff trained	Develop modules and schedules for training KG assistants	Conduct training for national and district level trainers. Leverage on Trainer of Trainers for KG teachers to conduct the training	-
						Develop training schedule and conduct district level training for KG assistants	-
						Total	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
ng	-	-	165,500.00	-	-	165,500.00
ng t or	-	-	26,543,000.00	-	-	26,543,000.00
	780,100.00	44,142,135.00	47,001,400.00	5,017,900.00	1,017,700.00	97,959,235.00

Area 4: Family and Community Engagement							Pro
Goal 4	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	20
Families are actively engaged in their children's Early Childhood Education	1. Develop and implement a systematic guideline for family and community engagement	<i>ECE guidelines on family and community engagement developed and implemented</i>	Gather evidence on family and community engagement to develop a comprehensive community engagement strategy	Comprehensive community engagement strategy developed	Identify best practices, evidence and approaches for effective family-community engagement	Engage experts to conduct a situational analysis (desk review) and evidence synthesis on best practices and approaches for family-community engagement	
						Organise stakeholder workshop to validate the findings of the situational analysis and evidence synthesis	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
st- w)	54,300.00	-	-	-	-	54,300.00
es - e-						
te vi- is	19,550.00	-	-	-	-	19,550.00

Area 4: Family and Community Engagement							Pro
Goal 4	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	20
Families are actively engaged in their children's Early Childhood Education	1. Develop and implement a systematic guideline for family and community engagement	<i>ECE guidelines on family and community engagement developed and implemented</i>	Implement the family and community engagement guidelines	% coverage in implementing the family and community guidelines	Develop guidelines for effective family-community engagement based on the evidence gathered	Develop terms of reference to guide the operation of the working group	
						Develop the guidelines for family and community engagement	
						Organise validation workshop on the draft guidelines	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
ie	18,900.00	-	-	-	-	18,900.00
n-	-	63,000.00	-	-	-	63,000.00
a-	-	76,500.00	-	-	-	76,500.00

Area 4: Family and Community Engagement

Goal 4	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	201
<p>Families are actively engaged in their children’s Early Childhood Education</p>	<p>1. Develop and implement a systematic guideline for family and community engagement</p>	<p><i>ECE guidelines on family and community engagement developed and implemented</i></p>	<p>Implement the family and community engagement guidelines</p>	<p>% coverage in implementing the family and community guidelines</p>	<p>Roll out the guidelines for effective school-family-community engagement</p>	<p>Review and prepare plan to scale up the guidelines</p>	
						<p>Use INSET structure to train national and sub-national practitioners, including the champions, on the guidelines</p>	
						<p>Print guidelines for distribution nationwide</p>	
						<p>Sensitise parents on their role in promoting quality ECE during PTA meetings, school events (Open/Speech and Prize Giving/Graduation Day/community meetings/etc), SPAM meetings, etc.</p>	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
	-	3,000.00	-	-	-	3,000.00
	-	173,600.00	49,600.00	12,400.00	12,400.00	248,000.00
	-	163,000.00	-	-	-	163,000.00
	-	5,775,000.00	1,650,000.00	412,500.00	412,500.00	8,250,000.00

Area 4: Family and Community Engagement

Goal 4	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	Pr...
Families are actively engaged in their children's Early Childhood Education						Sensitise community leaders/faith-based leaders/other community stakeholders on their role in the guidelines that have been developed.	20...
	2. Strengthen the capacity of ECE practitioners to implement the family and community engagement strategy	<i>% of ECE practitioners trained in the family and community engagement strategy</i>	Integrate the family and community engagement strategy into school curriculum (Basic, PRESET and INSET)	Integrate the family and community engagement strategy into school curriculum (Basic, PRESET and INSET)	Engage Teacher Education Institutions to adopt the guideline for effective school-community engagement in ECE teacher education course curriculum	Integrate guidelines into pre-service teacher training and teacher training curriculum	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
s/	-	359,520.00	102,720.00	25,680.00	25,680.00	513,600.00
g	163,000.00	-	-	-	-	163,000.00

Area 4: Family and Community Engagement							Pr
Goal 4	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	20
Families are actively engaged in their children's Early Childhood Education	3. Promote emerging issues on family - community engagement in Early Childhood Education	<i>"% increase in regional and national right age enrolment</i>	Sensitise families and communities on their roles in providing ECE and the relevance of enrolling their children in KG at the right age	<i>"% coverage in sensitisation of family and community to relevance of ECE and right age enrolment</i>	Use National mass media campaign to communicate ECE issues (e.g. Right Age Enrolment)	Develop key messages for media campaign	
		<i>Improved parent participation in KG activities at school</i>		<i>% of parents providing ECE support to their children at home</i>		Use the activation manual (community town hall meetings, community engagement, floating, community information centres, durbar, etc) to create awareness on ECE issues.	
		<i>Improved parent practice of quality ECE in the home"</i>		<i>% of people aware of the relevance of ECE and right age enrolment"</i>		Conduct talk shows/commercials/radio dramas on the role of parents and communities in providing ECE on various media platforms (TV, Radio)	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
gn	-	-	-	-	-	-
t-ity	2,000.00	-	-	-	-	2,000.00
s,						
ng s ns	-	-	-	-	-	-

Area 4: Family and Community Engagement

Goal 4	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities	Sub-Activities	201
<p>Families are actively engaged in their children’s Early Childhood Education</p>	<p>4. Integrate and scale evidence-based best practices that build capacity of families and communities to provide quality ECE at home and school</p>	<p><i>Evidence-based best practices integrated into government systems and structures and scaled</i></p>	<p>Integrate and scale the concept of Volunteer Mothers support in KG classrooms</p>	<p>Volunteer Mothers methodology integrated into GES systems</p>	<p>Generate lessons learned from best practices like Lively Minds methodology for future implementation</p>	<p>Establish a Programme Working Group to integrate the best practice programme(s) into government systems and oversee scale up and sustaining of the programme</p>	
				<p>Number of schools employing the Volunteer Mothers methodology to quality standards</p>		<p>Evaluate and apply lessons learned for further scale up</p>	
						<p>Total</p>	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
o e nt p ;	318,400.00	-	-	-	-	318,400.00
-	-	-	-	-	14,800.00	14,800.00
	576,150.00	6,613,620.00	1,802,320.00	450,580.00	465,380.00	9,908,050.00

Area 5: Accessible Kindergarten for all 4-5 Year Olds							Pr
Goal 5	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities/Roles	Sub-Activities/ Sub-Roles	20
Accessible Kindergarten for all 4-5 Year Olds	Ensure all Primary Schools have Kindergartens attached	NER KG	Expansion of Kindergarten places	% of Public Primary Schools with KG attached	Construct 1171 KG Model Schools	Construct 1171 KG Model Schools	
						Total	-

Area 6: Monitoring, Regulation and Quality Assurance							Pr
Goal 6	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities/Roles	Sub-Activities/ Sub-Roles	20
Quality assurance that improves the pre-primary subsector through monitoring, evaluation, and research	1. Strengthen Monitoring, Regulation and Quality Assurance systems to ensure KG Service delivery meets global benchmarks	Areas of monitoring, regulation and quality assurance systems strengthened to improve KG service delivery	Ensure that a functional system for information management and protocols, conventions, and policies on ECE is established	Platform for sharing harmonised information (including ECE) in place	Use the ECE Policy framework to strengthen the Monitoring, Regulation and Quality Assurance system for KG service delivery	Identify ECE indicators and areas in the policy framework for Monitoring, Regulation and Quality Assurance	44

Projected Cost Per Year					TOTAL
2020/21	2021/22	2022/23	2023/24	2024/25	
	105,039,373.33	105,039,373.33	105,039,373.33	105,039,373.33	420,157,493.30
-	105,039,373.33	105,039,373.33	105,039,373.33	105,039,373.33	420,157,493.30

Projected Cost Per Year					TOTAL
2020/21	2021/22	2022/23	2023/24	2024/25	
44,000.00	-	-	-	-	44,000.00

Area 6: Monitoring, Regulation and Quality Assurance

Goal 6	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities/Roles	Sub-Activities/ Sub-Roles	201
Quality assurance that improves the pre-primary subsector through monitoring, evaluation, and research	1. Strengthen Monitoring, Regulation and Quality Assurance systems to ensure KG Service delivery meets global benchmarks	Areas of monitoring, regulation and quality assurance systems strengthened to improve KG service delivery	Ensure periodic review of KG sub-sector is conducted to inform budgetary allocation	% KG Budgetary allocation reviewed	Analyse current budgetary allocation to KG and advocate for budget increase to support nationwide implementation of KG programmes	Conduct a trend analysis of KG budgetary allocations	21.
			Ensure KG facilities are effectively monitored and evaluated	% KG facilities that are found to be accessible and inclusive	Conduct evaluation of KG facilities	Share findings from evaluation with Planning and Management to disseminate to key stakeholders	
	2. Ensure an efficient system for collecting data, analysing, and reporting to inform management decision-making on KG	KG data available on dashboard[1] to provide evidence for management decisions on KG	Ensure the inclusion of Key ECE areas in harmonised assessment tools	Number of Key ECE assessment tools harmonised	Harmonise assessment tool to include data on indicators of the Key ECE areas	Orient data collectors on the use of the harmonised assessment tool	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
id	21,750.00	-	-	-	21,750.00	43,500.00
n	-	-	3,700.00	-	-	3,700.00
y	-	138,375.00	138,375.00	138,375.00	138,375.00	553,500.00
i-						

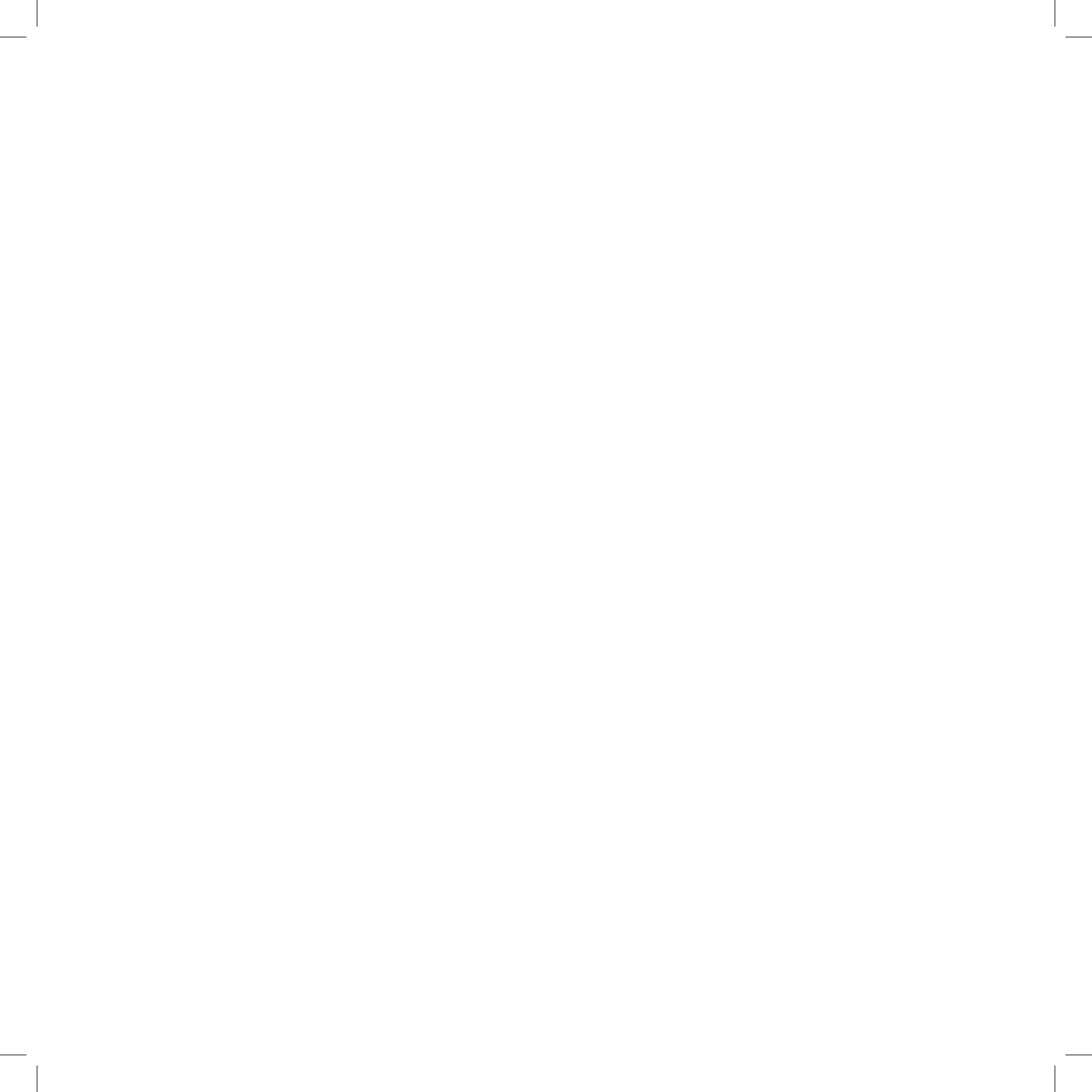
Area 6: Monitoring, Regulation and Quality Assurance

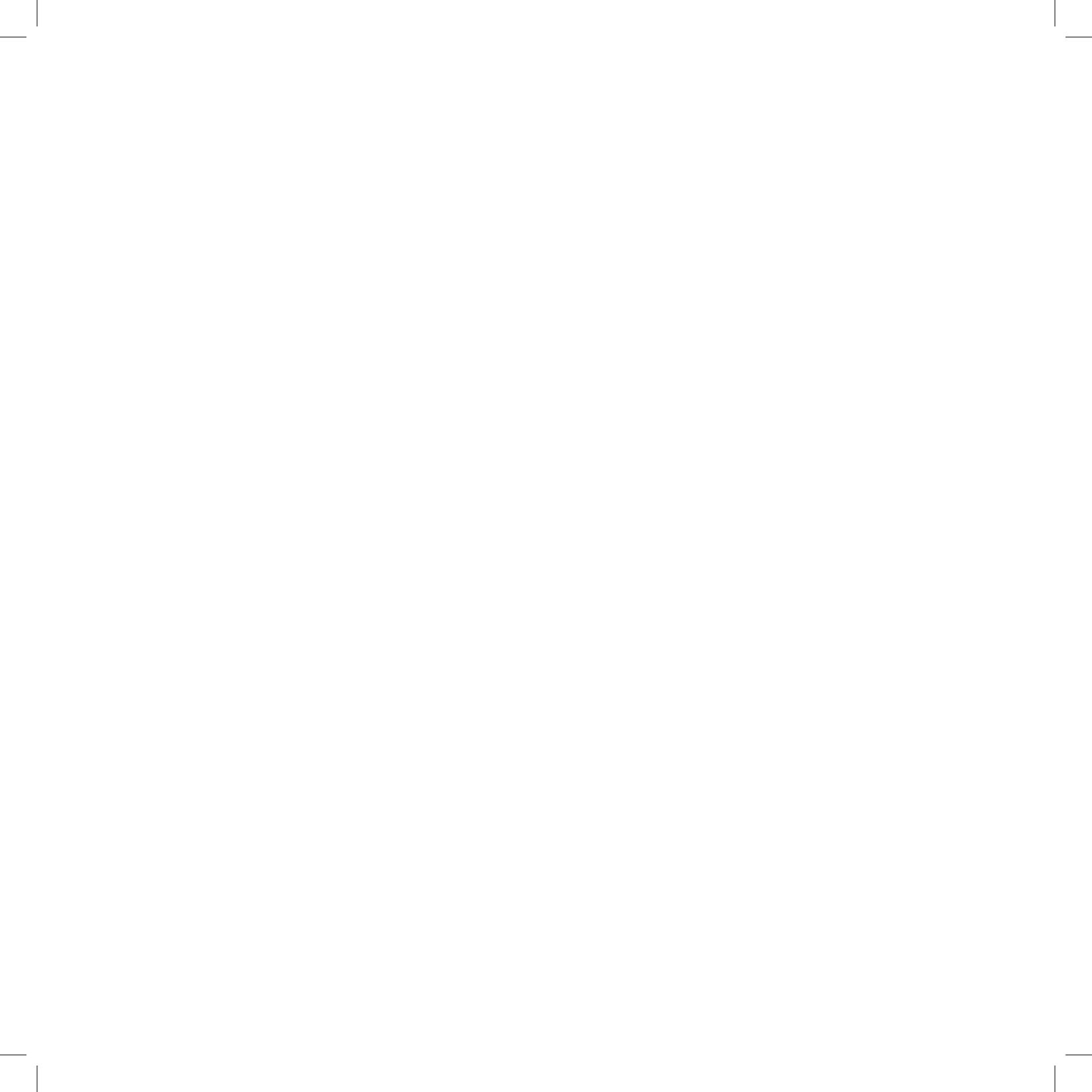
Pr

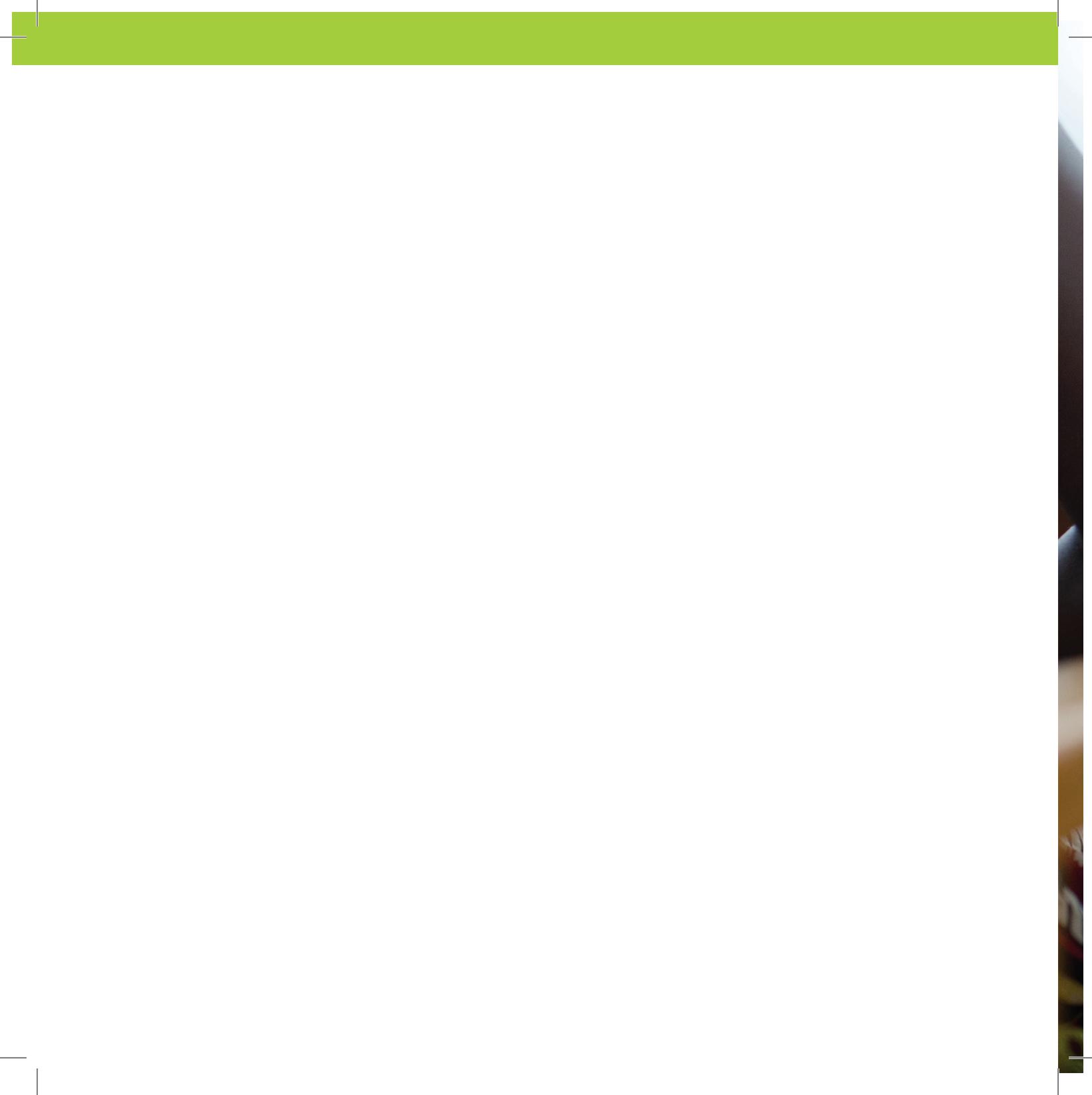
201

Goal 6	Policy Objective	Policy Objective Indicator	Objective Strategy	Strategy Indicator	Activities/Roles	Sub-Activities/ Sub-Roles	201
<p>Quality assurance that improves the pre-primary subsector through monitoring, evaluation, and research</p>	<p>2. Ensure an efficient system for collecting data, analysing, and reporting to inform management decision-making on KG</p>	<p>KG data available on dashboard[1] to provide evidence for management decisions on KG</p>	<p>Ensure the use of harmonised assessment tools to capture ECE data for the dashboard</p>	<p>% of districts using the harmonised ECE assessment tool</p>	<p>Harmonise assessment tool to include data on indicators of the Key ECE areas</p>	<p>Use harmonised assessment tools to capture ECE data for the dashboard</p>	
				<p>% of ECE data available on dashboard</p>			
			<p>Ensure reporting on Key ECE areas to inform management decisions</p>	<p>Number of reports on ECE areas shared with management</p>		<p>Establish a reporting system on the Key ECE areas to share with planning and management</p>	
						Total	

	Projected Cost Per Year					TOTAL
	2020/21	2021/22	2022/23	2023/24	2024/25	
ed	-	31,125.00	31,125.00	31,125.00	31,125.00	124,500.00
e	-	-	-	-	-	-
ie	-	-	-	-	-	-
	3,400.00	-	-	-	-	3,400.00
	69,150.00	169,500.00	173,200.00	169,500.00	191,250.00	772,600.00











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