GOVERNMENT OF GHANA

NATIONAL ACTION PLAN EDUCATION FOR ALL: GHANA

2003-2015

Ministry of Education, Youth and Sports
August 2003

EDUCATION FOR ALL NATIONAL ACTION PLAN
WORK PROGRAMME 2003-2015

Contents

Acronyms used in the Work Programme

AF	Administration and Finance Division GES
AF(M)	Administration and Finance Division MoEYS
AGI	Association of Ghana industries
AS	HIV/AIDS Secretariat MoEYS
BECE	Basic Education Certificate Examination
BED	Basic Education Division
BGL	Bureau of Ghana Languages
CAL	Computer Assisted Learning
CBO	Community Based Organisations
CD	Chief Director MoEYS
CPM	Consultative Panel Meeting
CRDD	Curriculum Research and Development Division GES
CRT	Criterion Referenced Tests
CSIR	Council for Scientific and Industrial Research
CWS	Community Water and Sanitation
DEO	District Education Office
DG	Director General GES
DoSW	Department of Social Welfare
DP	Development Partners
EA	Equitable Access
EFA	Education For All
EM	Educational Management
EMIS	Education Management Information System
ESTAC	Education Sector Technical Advisory Committee
FBO	Faith Based Organisations
FCUBE	Free Compulsory Universal Basic Education
FI	Financial Institutions
FP	Focal Persons
GAC	Ghana Aids Commission
GBDC	Ghana Book Development Council
GBT	Ghana Book Trust
GCOC	Ghana Chamber of Commerce
GER	Gross Enrolment Ratio
GETfund	Ghana Education Trust Fund
GLB	Ghana Library Board
GNAPS	Ghana National Association of Private Schools
GNAT	Ghana National Association of Teachers
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
HQ	Head Quarters
HRD (M)	Human Resource Development Division of MoEYS
HRMD	Human Resource Management and Development Division of GES
HT	Head Teacher
ICT	Information and Communication Technology
ICU	Implementation Co-ordinating Unit
ID	Inspectorate Division GES
IEC	Information, Education, Communication
IGO	Inter-Governmental Organisation
INSET	In-Service Education of Teachers
JSS	Junior Secondary School
KG	Kindergarten (Pre-School)

M&E	Monitoring and Evaluation
MDA	Ministry Departments and Agencies
MMDA	Metropolitan, Municipal and District Assemblies
MNS	Minimum National Standards
MoCT	Ministry of Communications and Technology
MoEYS	Ministry of Education, Youth and Sports
MoEST	Ministry of Environment, Science and Technology
MoFEP	Ministry of Finance and Economic Planning
MoFA	Ministry of Food and Agriculture
MoH	Ministry of Health
MoI	Ministry of Information
MoLGRD	Ministry of Local Government and Rural Development
MoMDE	Ministry of Manpower Development and Employment
MoWAC	Ministry of Women's and Children's Affairs
MSP	Minimum Standards of Performance
NACVET	National Coordinating Committee for Technical and Vocational Education and Training
NBSSI	National Board of Small Scale Industries
NCCE	National Commission for Civic Education
NCTE	National Council for Tertiary Education
NGO	Non-Governmental Organisations
NSS	National Service Secretariat
PBME	Planning Budgeting Monitoring and Evaluation Division MoEYS
PEF	Private Enterprise Foundation
PMT	Performance Monitoring Tests
PRU	Public Relations Unit of GES
PS	Private Sector
PTA	Parent Teacher Association
PTR	Pupil Teacher Ratio
QE	Quality of Education
REO	Regional Education Office
SA	Subject Associations
SED	Secondary Education Division
SEN	Special Education Needs
SEU	Science Education Unit of GES
SHEP	School Health Education Programme
SL	Supply and Logistics Division of GES
SMC	School Management Committee
SpED	Special Education Division of GES
SPIP	School Performance Improvement Programme
SRIMPR	Statistics Research Information Management and Public Relations Division of MoEYS
SS	Scholarship Secretariat
SSS	Senior Secondary School
SSSCE	Senior Secondary School Certificate Examination
ST	Science, Technology and TVET
SWAp	Sector Wide Approach
TED	Teacher Education Division of GES
TEU	Technical Exams Unit
TOT	Trainers of Trainers/Tutors
TTC	Teacher Training College
TVET	Technical Vocational Education and Training Division GES
UBE	Universal Basic Education

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**EDUCATION FOR ALL NATIONAL ACTION PLAN
WORK PROGRAMME 2003-2015**

Introduction

The World Education Conference held in 1990 in Jomtien, Thailand, set out a vision for the International Community to collectively pursue a strategy for ensuring that the basic learning needs of every child, youth and adult are met through the provision of education for all.

Ten years later, in Dakar, April 2002, an assessment was made on the achievements, lessons and failures of the decade following the Jomtien conference.

As a result of the Dakar forum, six goals were outlined for all Member States of UNESCO to pursue in order to achieve education for all sections of society.

The Six Dakar Goals:-

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality.

3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

4. Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality

6. Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

Preparation of Credible National Plans of Action

UNESCO is the UN organisation charged with ensuring the smooth-running of the EFA programme. In that direction, all Member States of UNESCO were charged to produce their own national plans of action by the end of 2003, to indicate how they could achieve Education for All.

Member countries were required to put in place processes that could help them to produce credible plans of action.

Accordingly, each national EFA plan of action was to have the following requirements:

- Be developed by the government of the country in close collaboration with civil society
- Specify reforms which address the six EFA goals
- Be based on a sustainable financial framework
- Be time-bound and action-orientated
- Specify mid-term performance indicators
- Attract the co-ordinated support of Development Partners
- Represent a synergy of all human development efforts within the framework of the national development plans

Institutional Framework

The National Commission for UNEXCO set up an interim EFA Committee, which worked in synergy with the Ministry of Education, Youth and Sports, Non-Governmental Organisations and other stakeholders to come out with a plan for the development of the Education sector in Ghana, *the Education Strategic Plan, 2003-2015, (ESP),* the EFA plan of action was then based upon the ESP. The ESP in turn was based on other relevant sectoral and national documents as listed below:

- Education Sector Plans (ESPS 1998-2002)
- Education Sector Policy Review Report (ESPRR August 2002)
- Education Sector Review (ESR October 2002)
- *Meeting the Challenges of Education in the 21st Century.* (The Report of the Presidents Committee on the Review of Education Reforms in Ghana, October 2002)
- Ghana Poverty Reduction Strategy (GPRS, 1999-2002)

National Plan of Action: Ghana

As mentioned above this document takes from, and builds upon, Volume II of the Education Strategic Plan (ESP) 2003-2015, to create an EFA Work Programme, which will assist the Ministry of Education, Youth and Sports, the Non – Formal Education Division of the Ministry and the Ghana Education Service to move towards the target of Education For All by 2015. It does this by presenting all of those strategies which relate to basic education – which in Ghana is defined as Primary and Junior Secondary education – and those which relate to Pre-School, Non-Formal Education and Special Education, and also to Teacher Education given its relevance to basic level education.

For clarity and consistency, strategies are presented by policy goal and policy objective grouped into the four areas of focus as presented and explained in Volume I of the ESP. These four areas are: Equitable Access to Education; Quality of Education; Educational Planning and Management; and Science and TVET. These are areas that reflect national priorities, as presented within other sectoral documents and also within the Ghana Poverty Reduction Strategy (GPRS).

As an annex to this document, a number of tables showing the financial costs of undertaking these activities are presented. These show costs laid out by sub-sector, consistent with the ESP costing. Table A3.2 specifically highlights the financing requirement of achieving Universal Primary Completion at Primary level by 2015. It should be noted that the strategies aimed at increasing access and quality at the primary level, will form the basis of Ghana's strategy for inclusion into the Education for All Fast Track Initiative (EFA FTI).

The EFA Programme – Context

The Government of Ghana subscribes to the principles of Education for All, and is committed to the attainment of Education for All, particularly the achievement of Universal Primary Completion by 2015.

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

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

This document presents a long term outline for a national EFA Work Programme based upon the ten policy goals of the Ministry Of Education, Youth and Sports that underpin the MTEF process, by presenting those strategies from the ESP, which relate to the achievement of Education for All.

On an operational level, the EFA Work Programme can easily be linked to the Annual Education Sector Operational Plan (AESOP). This is a 3-year annualised rolling plan, which sets strategies within the ESP against resources, on a sub-sectoral basis. At the beginning of each sub-section within the ESP, it is indicated whether or not that sub-sector contains EFA

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related strategies, and then a projected resource envelope, and estimated recurrent and capital expenditures are compared to estimate a financing gap for each sub-sector. The Ministry of Education, Youth and Sports will work with its Development Partners and other stakeholders to reduce these financing gaps, and will undertake effective prioritisation (see shaded strategies in the AESOP) to ensure that the impact of limited resources on the implementation of both the EFA Work Programme, and the ESP Work Programme as a whole, is minimised.

The EFA Programme - Purpose

The purpose of the programme is:

- To assist with implementation of Education for All

- To assist in the identification of priorities, scope of work and technical requirements for District Officers, and Working Groups designated by MoEYS and its Agencies

- To provide a sequenced work programme in terms of expected outcomes over the longer term

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

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

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

c) Prioritisation and phasing of interventions

d) Preparation of a comprehensive EFA financing framework, including an assessment of requirements, existing recurrent and development budget commitments and analysis of likely financing shortfalls

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

f) Preparation for decentralisation in line with the Local Government Act 462 (1993)

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

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

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

Work Programme - Policy Goals

The Work Programme contains outcomes and activities that relate to the four ESP focal areas and the policy goals that relate to basic, non-formal and special education for the purposes of EFA planning:[1]

1) Equitable Access
Promote and Extend Pre-school Education
Increase Access To and Participation in Education and Training
Provide females with equal opportunities to access the full cycle of education[2]
2) Quality of Education
Improve the Quality of Teaching and Learning for enhanced Pupil/Student Achievement
Promote Good Health and Environment in Schools and Institutions of Higher Learning
Identify and Promote Education Programmes that will assist in the prevention of HIV/AIDS[2]
3) Educational Management
Educational Planning and Management
4) Science, Technology and TVET
Science and Technology Education and Training

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

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

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

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

Work Programme - Next Steps

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

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

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[1] The organisation of the ten policy goals into four focal areas is explained in Volume I of the Education Strategic Plan.
[2] It should be noted that these are new policies and as such will only appear as separate policy goals (MTEF objectives) for budgeting purposes from 2004 onwards
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EQUITABLE ACCESS TO EDUCATION (EA)

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

Related Policy Objectives	Indicative Targets (Outcomes and Outputs)	Strategies and Activities	Time[3] Frame	Unit-Agency responsible	Collaborating MDAs
EA1 Provide pre-school education in collaboration with District Assemblies, the Private Sector, CBOs, NGOs and FBOs	• 70% of public primary schools with 2 KG classrooms attached by 2015 • GER at pre-school level of 86% by 2015	1. Conduct school mapping to determine extent of KG classes 2. Prepare guidelines on establishment of Kindergarten classes – including infrastructure and staffing requirements (and fees where appropriate i.e. private sector) 3. Distribute guidelines to public primary schools and District Assemblies with advice, to include at an appropriate point within the SPIP (School Performance Improvement Plan) 4. Distribute guidelines to private sector, appropriate CBOs, NGOs, FBOs 5. Conduct 'readiness-To-Build' survey 6. Conduct costs survey - assessing the cost of both public and private provision of pre-school 7. Begin KG classes construction on 'readiness' and necessity basis at the rate of at least three (3) pre-schools per year per district 8. Encourage the provision of early childhood care (0-3yrs) by other stakeholders	1. 2003 2. 2003 3. 2004 4. 2004 5. 2004 6. 2004 7. 2004 – 2015 8. 2004-2015	1. BED 2. BED 3. BED 4. BED 5. BED 6. BED 7. BED 8. BED	1. SRIMPR, DP 2. PBME, DP 3. PBME, MMDA, DP 4. CBO, NGO, FBO, DP 5. PBME, AF, DP 6. PBME, AF, DP 7. PBME, AF, DP, CBO, NGO, FBO, PS, MMDA 8. MoWAC, MMDA, CBO, NGO, MoH, MoLGRD, DoSW
EA2 Provide fee-free tuition in pre-schools	• Fee free tuition defined and circulated by December 2003 • National Policy on pre-school formulated and published	1. Publish national policy on pre-school education 2. Draft Guidelines on fee-free tuition in public pre-schools 3. Circulate guidelines on fee free tuition to schools, communities and District Assemblies	1. 2003 2. 2003 3. 2003	1. PBME 2. PBME 3. PBME	1. BED, DG, DP 2. BED, DG, AF PBME, DP 3. MoWAC, MMDA, CBO, NGO, FBO, DP
EA3 Provide for the preparation (training) and upgrading of pre-school teachers and caregivers	• Curriculum for pre-service teacher training in pre-school education developed • Teacher training programmes to include training in pre-school education by September 2005 • INSET courses to train existing teachers in pre-school instruction beginning 2005 • 43% Increase in enrolments in TTCs	1. Determine curriculum for pre-service training of teachers/caregivers 2. Publish and circulate curriculum 3. Train TOTs to use the new curriculum 4. Develop INSET course 5. Train INSET instructors 6. Prepare and publish IEC materials to promote teaching as a career 7. Recruit and deploy teachers	1. 2004 2. 2005 3. 2005 4. 2005 5. 2005 6. 2003 7. annual	1. CRDD 2. CRDD 3. CRDD 4. TED 5. TED 6. BED 7. HRMD	1. TED, BED, DP 2. TED 3. TED, HRMD 4. BED 5. BED, DP 6. PRU, TED, DP 7. BED, TED

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

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

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

Related Policy Objectives	Indicative Targets (Outputs and Outcomes)	Strategies and Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
EA7 Provide equitable educational opportunities	• 50% female share in Primary enrolment by 2005 • Retention rates of females and males on a par by 2010 • Full enrolment of hard-to-reach and out of school children by 2015 • Integrate all children with non-severe SENs in mainstream schools by 2015	1. Conduct IEC programmes to raise awareness of the importance of girls education 2. Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances 3. Support hard-to-reach children and complementary/alternative education programmes 4. Provide specialised training in multi-grade teaching for teachers serving in rural areas and reward teachers accordingly 5. Provide training for all teachers in SENs 6. Design and implement programmes for the integration of complementary schools with formal schools 7. Redesign school infrastructure to facilitate the accommodation of pupils/students with special needs	1. 2003 2. 2003-2015 3. 2003-2015 4. 2004 5. 2004 6. 2003-2015 7. 2004	1. BED 2. ID 3. BED 4. TED 5. TED 6. BED 7. BED	1. MoWAC, DP NGO, PRU 2. BED, SED, TVET 3. NGO, MMDA, DP, CBO, FBO 4. BED, MMDA, BGO, CBO, DP 5. SpED, DP 6. NGO, CBO, FBO, MMDA, DP 7. PBME, AF, SpED
EA8 Provide conditions for universal functional literacy	• Agreed national functional literacy test validated and in use by 2006 • 5% sample of adult population tested by December 2008 to determine rate of literacy • Identified and targeted literacy programmes in place and operational by 2008. • Literacy rate improved by 3% points per year from 2008 to 2015	1. Design national functional literacy test 2. Conduct national functional literacy test 3. Design and implement functional literacy programmes in 15 Ghanaian languages. 4. Evaluate the functional literacy programmes implemented 5. Provide incentive package for volunteer facilitators 6. Provide material support to learners with special needs 7. Review curriculum to make it relevant to the needs of the learners 8. Conduct training in micro-credit scheme for learners 9. Establish community reading centres 10. Provide solar panels to communities 11. Publish community rural newspaper	1. 2004 2. 2005 3. 2005 4. 2005 5. 2003-2015 6. 2003-2015 7. 2005 8. 2003 9. 2005 10. 2005 11. 2005	1. NFED 2. NFED 3. NFED 4. NFED 5. NFED 6. NFED 7. NFED 8. NFED 9. GLB 10. NFED 11. NFED	1. NGO, DP, SRIMPR, MoFA 2. NGO, DP, MoFA 3. NGO, DP 4. NGO, PBME, DP, MoFA 5. NGO, DP 6. NGO, SpED, DP 7. NGO, DP. MoFA 8. NGO, DP 9. NFED, NGO, DP, MMDA, PBME 10. NGO, DP 11. NGO, DP

Related Policy Objectives	Indicative Targets (Outputs and Outcomes)	Strategies and Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
EA9 Prioritise the disadvantaged in society	• Support systems in place for children with SENs by 2015 • Increase attendance of those with special needs in schools to 50% in 2008, 80% in 2012 and 100% by 2015 • IEC programme for disadvantaged in place by 2005 • An inclusive education system achieved by 2015, including girls and boys with non-severe SENS integrated into mainstream schools • Support Systems in place for excluded children by 2015	1. Evaluate, and build upon, programmes for the disadvantaged that are already in operation, including complementary and alternative education programmes 2. Reach and integrate excluded children (out-of-school, hard-to-reach, street-children, internally- and externally-displaced children, victims of child abuse, child labour and child trafficking), truants, intra-cycle dropouts and adolescent mothers within the formal system 3. Organise screening and identification of children with special needs 4. Institute scholarship schemes for needy pupils 5. Establish special education assessment centres in all districts 6. Organise sensitisation workshop for parents and children with special needs 7. Incorporate training in SENS into all TTC courses (also see EA7, strategy 5)	1. 2004 2. 2003-2015 3. 2005 4. 2003-2015 5. 2004 6. 2005-2015 7. 2004	1. PBME 2. BED 3. SpED 4. BED 5. SpED 6. SpED 7. SpED, TED	1. BED, NFED, NGO, SpED, MoWAC, DP 2. MoWAC, MMDA, NGO, DP MoMDE, MoLGRD 3. MoH, NGO, BED, DP, MoMDE 4. MMDA, NGO, DP, SS CBO,FBO 5. MoH, MMDA, DP, NGO, BED 6. BED, NGO, CBO, MMDA 7. BED, NGO, CBO, MMDA

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

Related Policy Objectives	Indicative Targets (Outcomes and Outputs)	Strategies and Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
EA12 Promote gender equity in enrolment and retention	• 50% female share in Primary enrolment by 2005 • Retention rates of females and males on a par by 2010	1. Conduct IEC programmes to raise awareness of the importance of girls education 2. Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances	1. 2003 2. 2003	1. BED 2. ID	1. MOWAC, DP, NGO, PRU 2. BED, SED, TVET
EA13 Prioritise female education at all levels, including technical and vocational education	• Enrolments and completion rates of boys and girls at parity at all levels by 2015 • Gender parity in primary schools by 2005 and Junior Secondary Schools by 2008 • Gender-appropriate technical and vocational courses introduced in schools by 2005	1. Eliminate gender stereotyping in teacher preparation and in teaching materials 2. Modernise technical and vocational courses for JSS, making them relevant and gender-free 3. Support access programmes for females at all levels, particularly at the basic level and entry into TTCs 4. Design and implement IEC and sensitisation programmes to raise communities' awareness of the value of formal education for girls, particularly at the basic level 5. Provide suitable school facilities for females (students and teachers)	1. 2003 2. 2005 3. 2003 4. 2003 5. 2004	1. CRDD 2. CRDD 3. PBME 4. BED 5. BED	1. MOWAC, BED, TED 2. TVET, MOWAC 3. TED, NCTE, SED, TVET, BED, DP 4. MOWAC, NGO, PRO, MMDA, DP 5. DP, NGO, MMDA, CBO, FBO
EA14 Promote the recruitment and deployment of female teachers	• IEC in place for teacher recruitment, especially females by 2004 • Provide motivational package to teachers in hardship areas by 2004	1. Implement district sponsorship programme for teacher trainees in all districts 2. Support teacher deployment in deprived areas, particularly females 3. Provide 'deprived area incentive package' (e.g. teacher accommodation, transport and services) 4. Support volunteer teacher programmes in rural areas, with an emphasis on local recruitment (especially of females)	1. ongoing 2. ongoing 3. ongoing 4. ongoing	1. TED 2. AF 3. AF 4. BED	1. DEO, MMDA 2. DEO, REO, NGO, MMDA, DP 3. ICU, DEO, REO, NGO, MMDA, DP, PBME 4. DP, NGO, ID, PBME, CBO, DEO, REO
EA15 Strengthen the Girls Education Unit including Region/ District Girls Education Teams	• GEU Work Programme in place and being implemented at all levels – central, regional and district. • Annual review of GEU by HRMD • Annual National Girls Education reports, including relevant indicators, completed/published • Highly trained and motivated GEU staff in place at all levels • Girl friendly Guidance and counselling system in place and procedures implemented	1. Maintain and update statistical database of relevant indicators and establish an ongoing monitoring and reporting system 2. Provide ongoing training to all GEU staff on community mobilisation, guidance and counselling, planning and implementation, and other relevant activities to enhance performance of the GEU 3. Coordinate GEU and Guidance and Counselling (G&C) to establish procedures and systems related to girls education – e.g. to sanction sexual harassment or bullying of female pupils/students by male peers	1. ongoing 2. ongoing 3. 2004	1. BED (GEU) 2. BED (GEU) 3. BED	1. SRIMPR, HRMD, PBME 2. AF, HRMD, DP, NGO 3. GC, DP, NGO, MMDA, REO, DEO, HRMD

QUALITY OF EDUCATION (QE)

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

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

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

Related Policy Objectives	Indicative Targets (Outputs and Outcomes)	Strategies and Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
QE5 Improve the relevance of the curriculum	• National curriculum at basic level published and circulated to all schools by end of 2003 • Basic level teachers trained in the new curriculum by 2004 • New curriculum examined from 2004 onwards for BECE • Next revision of basic curriculum to be in 2006	1. Review national curricula at all levels in collaboration with key stakeholders to: ensure relevance to local needs and conditions; remove bias e.g. related to special needs or gender; include education on peace culture, civic responsibilities and living values 2. Print and distribute new syllabi to schools 3. Develop/up-grade teacher training programmes (INSET and PRESET) to train teachers in the new curricula 4. Conduct examinations based upon new curricula 5. Institutionalise remedial programmes as a core part of the basic education sub-sector 6. Ensure textbooks are revised and developed in line with new curricula 7. Establish Curriculum Oversight Committee within the MoEYS 8. Redesign academic training at all levels to integrate rigorous entrepreneurial training and career counselling into the academic programme at all levels	1. 2003 2. 2003 3. 2004 4. 2004 5. 2004 ongoing 6. 2004 7. 2003 ongoing 8. 2005	1. CRDD 2. CRDD 3. TED 4. DG 5. BED 6. CRDD 7. CD 8. CRDD	1. GNAT, SA, SMC, PS, WAEC, FBO, NGO, CBO, TED, NCCE 2. DEO, REO, S&L, BED 3. CRDD, HRMD 4. WAEC, TEU, CRDD 5. REO, DEO 6. GBDC 7. DG, PS, NGO, FBO, CBO, TED, SpED 8. GNAT, SA, SMC, PS, WAEC, FBO, NGO, CBO
QE6 Develop a reliable pupil/ student/ learners testing and assessment system	• MNS test agreed, standardised and validated by December 2004 • First cohort/sample of students (25%) tested for competency on single agreed MNS test by December 2005; sample rising to 30% by 2015	1. Review current approaches/tests to evaluate learning outcomes at primary and JSS levels by developing learning standards and learning targets with particular emphasis on P1-P3 2. Adopt and agree a single *Competency-Based Approach* to evaluate learning outcomes at primary and JSS levels by defining and adopting minimum national standards (MNS) for students at agreed stages (P3, P6, JSS2) 3. Provide feedback to inspectors and community on the outcomes of all tests	1. 2004 2. 2004 3. 2003 ongoing	1. CRDD 2. CD 3. CRDD	1. ID 2. PBME, ID, CRDD, BED 3. ID, REO, DEO, BED
QE7 Develop effective Accountability systems	• Criteria and roles of supervision and inspection revised and published by end 2003 • Supervisors and inspectors trained and in place by 2004 • Ensure 90% attendance of teachers in basic schools	1. Review monitoring and inspection systems for management at ministry, agency, regional, district levels and at all school/institutional levels 2. Improve the teacher supervision system to provide support for professional development and enhanced teacher performance 3. Provide material support for supervisors and inspectors 4. Develop and implement a system to effectively monitor and sanction teacher absenteeism and tardiness	1. 2003 2. 2003 3. 2005 4. 2003	1. PBME 2. ID 3. AF 4. ID	1. ID, DEO, REO, AF, NCTE 2. TED, DEO, REO 3. PBME, ID, DP, NGO 4. PBME, SMC, DEO, REO,

Related Policy Objectives	Indicative Targets (Outputs and Outcomes)	Strategies and Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
QE8 Review guidelines on language policy (medium of instruction and languages taught) at all pre-tertiary levels of education	• Guidelines on language policy published and circulated to all schools by December 2003 • Foreign language (French) programme fully developed and in place at JSS a level by 2010 • Ghanaian Language policy reviewed in 2008 • Guidelines on revised policy distributed and acted upon by 2009	1. Develop, publish and circulate to all schools, guidelines on language policy 2. Develop and introduce a comprehensive Foreign/Second Language (French) programme at JSS level 3. Support the development and production of textbooks in English, Ghanaian Languages and French and other teaching /learning materials 4. Expand and promote the study of French in teacher training colleges 5. Conduct comprehensive review of Language policy in 2008	1. 2003 2. 2004 3. 2004 4. 2004 5. 2008	1. CD 2. CRDD 3. CRDD 4. TED 5. CRDD	1. PBME, SED, BED, CRDD 2. BED, SED 3. PBME, GBDC, DP, BED, PS, SED, TED 4. CRDD, DP, SA 5. BED, SED, DP
QE9 Ensure literacy and numeracy in English and a Ghanaian Language	• Minimum National Standards in literacy and numeracy in English and Ghanaian Languages set for Primary and JSS 2005 • Literacy and numeracy in a Ghanaian language by 30% of Primary 3 pupils by 2007 • Literacy and numeracy in Ghanaian Language by 50% of Primary 6 pupils by 2010 • Literacy and numeracy in English by 30% of Primary 3 pupils by 2007 • Literacy and numeracy in English by 50% of Primary 6 pupils by 2010	1. Provide INSET courses for language teachers in P1 to P6 on a regular basis 2. Provide at least one specialist language teacher to serve a cluster of primary schools 3. Support the development and production of textbooks and other teaching /learning materials in English and Ghanaian Languages 4. Distribute the recommended textbooks and teaching guides for the Ghanaian Languages 5. Revise Ghanaian languages syllabus at TTC to focus on the teaching of literacy and numeracy 6. Develop and implement a more effective methodology for the use of the English Language as a medium for teaching and learning 7. Revise timetable to increase time allocation for the teaching of literacy and numeracy in English and Ghanaian Languages 8. Develop minimum national standards to monitor learning achievements in English and Ghanaian languages for all levels of pre-tertiary education 9. Organise tests to measure literacy and numeracy standards in P3 and P6 according to MNS set	1. 2003-ongoing 2. 2004 3. 2003 4. 2003 5. 2003 6. 2003 7. 2003 8. 2004 9. 2005	1. TED 2. TED 3. CRDD 4. S&L 5. CRDD 6. HRMD 7. BED 8. CRDD 9. CRDD	1. DP, HRMD, CRDD, BGL 2. DP, CRDD, HRMD, AF, BGL, NGO 3. GBDC, DP, BED, Private Publishers 4. BED, REO, DEO, 5. TED, BED, BGL, DP 6. HRMD, TED, BED, DP, NGO 7. CRDD, DP, TED, ID 8. BED, SED, ID, DP 9. BED, SED, ID, DP

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

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

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

Related Policy Objectives	Indicative Targets (Outputs and Outcomes)	Strategies and Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
QE14 Identify and promote STD/ HIV/AIDS prevention, care and support at all levels of education	• HIV/AIDS programmes operational in schools/institutions by 2004 • All new teachers trained in STI/ HIV/AIDS basic counselling, prevention, care and support by 2005 • All currently serving teachers trained in STI/HIV/AIDS basic counselling, prevention, care and support by 2006 • IEC programmes for HIV/AIDS in place by 2004 • Programme for pupil/student peer educators in place by 2004 • HIV/AIDS workplace programmes in place by 2004	1. Introduce HIV/AIDS programmes in teacher training syllabuses and conduct INSET courses for currently serving teachers 2. Establish and develop district based HIV/AIDS committees 3. Develop system to monitor the prevalence of HIV/AIDS amongst staff and pupils 4. Establish HIV/AIDS clubs in schools/institutions at all levels 5. Design and implement IEC programmes to educate, and disseminate information, in the area of HIV/AIDS prevention and management 6. Train pupil/student peer educators 7. Appoint focal person to implement HIV/AIDS programmes within the workplace 8. Train workplace peer educators and focal persons 9. Provide logistical support to HIV/AIDS Secretariat (MoEYS) 10. Train staff in HIV/AIDS secretariat 11. Organise advocacy workshops to high level management (political leaders and education executives) to increase commitment 12. Develop manual and guidelines for the operation of NGOs working on HIV/AIDS programmes in schools and institutions 13. Review manuals for workplace (officers) on HIV/AIDS	1. 2004 2. 2003 3. 2004 4. 2003 5. 2003 6. 2004 7. 2003 8. 2004 9. 2003 10. 2004 11. 2004 12. 2003 13. 2003	1. TED 2. AS 3. PBME 4. SHEP 5. SHEP 6. SHEP 7. AS 8. AS 9. PBME 10. HRMD 11. AS 12. AS 13. AS	1. CRDD, AS SHEP, NGO, DP, Universities, Polytechnics 2. DEO, MoH, MMDA, GAC, SHEP, NGO 3. DEO, MoH, MMDA, DP, GAC, SHEP, SRIMPR 4. DEO, MoH, MMDA, GAC, NGO 5. DEO, MoH, MMDA, GAC, NGO 6. BED, SED, NCTE, DP 7. SHEP, heads of agencies 8. GAC, NACP, DP 9. GAC, AF(M) 10. GAC 11. MMDA, DP, DEO, REO, FP 12. SHEP, NGO, GHANET, DP, GAC 13. HRD (M), FP
QE15 Integrate HIV/AIDS in the curriculum	• Every basic school with one teacher designated and trained as an HIV/AIDS counsellor by 2005	1. Develop special HIV/AIDS modules for insertion into all syllabuses where appropriate 2. Introduce HIV/AIDS programmes in teacher training syllabuses 3. Train HIV/AIDS counsellors and care teams to operate in basic schools	1. 2003 2. 2004 3. 2004	1. CRDD 2. TED 3. SHEP	1. SHEP, MoH, NGO, DO, NAC 2. CRDD, DP, SHEP, MoH, NAC 3. MoH, NGO, NAC

EDUCATIONAL MANAGEMENT (EM)

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

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

Related Policy Objectives	Indicative Targets (Outputs and Outcomes)	Strategies and Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
EM2 Strengthen monitoring and evaluation, and accountability systems across the whole sector	• Monitoring and evaluation system developed by end 2003 • Annual appraisal/review and audit systems at all levels in place by 2004 • Head counts for payroll conducted on an annual basis	1. Strengthen monitoring mechanisms and accountability measures including performance appraisal and institutional performance reviews for management at ministry, agency, regional, district, school and institutional levels 2. Conduct annual headcounts to ensure accuracy in the payroll of the Ministry of Education, Youth and Sports and its agencies (with an emphasis on removing ghost names)	1. 2003 2. 2003	1. PBME 2. PBME	1. AF, HRD(M), HRMD, NCTE, DEO, REO, SRIMPR 2. AF, ID, NSS, MMDA, NGO, DP
EM3 Strengthen the Education Management Information System (EMIS) and improve education statistics	• EMIS reviewed and strengthened by December 2003 • Education Statistics Abstract published annually from 2004 (containing national-level data, including the ESP indicators) • EMIS systems established in all districts by 2015	1. Design user-friendly EMIS application to accurately capture all indicators in the ESP to enhance monitoring and evaluation systems (including financial information) 2. Identify and monitor the contribution that the private sector makes to education 3. Sensitise officials at district/regional levels on the purposes and value of having an accurate EMIS 4. Statistics Unit of SRIMPR adequately staffed and re-trained/up-graded in both data collection and analysis 5. Establish EMIS systems in all districts 6. Conduct training in use of EMIS at HQ, Regional and District level 7. Computerise the documentation centre of MoEYS 8. Subscribe to journals and other materials for the centre 9. Conduct, publish and distribute annual education census, including schools in the distribution	1. 2003 2. 2003 3. 2004 4. 2005 5. 2003-2015 6. 2003-2015 7. 2004 8. 2004 9. 2003 annually	1. SRIMPR 2. SRIMPR 3. SRIMPR 4. SRIMPR 5. SRIMPR 6. SRIMPR 7. SRIMPR 8. SRIMPR 9. SRIMPR	1. PBME, BED, SED, NCTE, TVET, AF DP 2. AF, PS, GNAPS 3. DEO, REO, MMDA, HRD (M) 4. DEO, REO, AF(M), PBME 5. DEO, REO, AF(M), DP, PBME 6. PBME 7. AF 8. GLB 9. BED, SED, TVET, TED, NCTE, REO, DEO, DP
EM4 Ensure equity in resource allocation	• (Universal Primary Completion achieved by 2015 • Gender parity achieved by 2005 at primary level, by 2008 at JSS level and by 2015 at all other levels.	1. Use mapping and other needs-assessments (including manpower needs) to determine educational needs at all levels 2. Review the 'disadvantaged criteria formula' 3. Design resource allocation formula to ensure equity across districts at all levels	1. 2003 2. 2003 3. 2003	1. PBME 2. AF 3. PBME	1. AF, MMDA, DEO, NCTE, TVET, REO 2. AF, NCTE, GETfund 3. MMDA, NGO, REO, DEO

Related Policy Objectives	Indicative Targets (Outputs and Outcomes)	Strategies and Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
EM5 Ensure effective decentralisation and community participation	• Every Primary School and JSS has SMC properly constituted by December 2004 • Basic school fees/levies abolished by 2004 • Every Primary School and JSS receives a per capita allocation (directly from the centre) to be accounted for and spent in accordance with its SPIP	1. Review guidelines as to the establishment and operation of SMCs – with an emphasis on financial resource management - and distribute these to the districts and schools 2. Establish SMCs to cover all basic schools 3. Design and implement a system to monitor and evaluate the operations of SMCs, PTAs, DEOCs 4. Investigate the issue of capitation grants for basic schools 5. Enforce the abolition of school fees/levies at basic level 6. Strengthen communities to manage pre-schools	1. 2003 2. 2003 – 2004 3. 2003 4. 2003 5. 2004 6. 2005	1. BED 2. BED 3. BED 4. AF 5. BED 6. BED	1. AF, DEO, MMDA, REO 2. AF, DEO, MMDA, REO 3. DEO, MMDA, AF, REO 4. BED, DEO, MMDA, REO, PBME 5. DEO, REO 6. DEO, REO, MMDA, NGO
EM6 Strengthen the involvement of civil society in education delivery	• See EM4 above • ESTAC and EA, QE, EM and ST Thematic groups operational from mid-2003 • First Annual Review of Sector Performance in 2004 and annually thereafter	1. Establish an *Education Sector Technical Advisory Committee* with representatives from stakeholder communities 2. Establish Thematic groups for SWAp Management and Implementation 3. Conduct review of ESP progress in November 2003 4. Conduct Annual Reviews of Sector Performance beginning April/May 2004	1. 2003 2. 2003 3. 2003 4. 2004	1. CD 2. CD 3. PBME 4. PBME	1. PBME, HRMD 2. PBME, HRD (M) 3. ESTAC, SRIMPR, DP 4. ESTAC, SRIMPR, DP
EM7 Review the management of schools in partnerships with religious bodies	• New Education Act in place by 2004 • Regulations for the management of schools in partnership with religious bodies published and made available by 2005	1. Collaborate with Faith Based Organisations to re-focus their support towards the holistic development of schools and students and not the partisan interests of specific religious denominations 2. Review partnership arrangements with FBOs and engage their participation within the SWAp approach 3. Develop and publish regulations regarding the management of schools in partnership with religious bodies	1. 2003 2. 2003 3. 2004	1. CD 2. CD 3. BED	1. DG, FBO 2. DG, FBO, NCTE 3. SED, DP, NGO, FBO, TVET, DEO, REO
EM8 Provide guidelines on cost sharing and cost recovery	• National Guidelines on Cost Sharing and Cost Recovery in Education available before December 2004 • Also see EA4 and EA5 above	1. Write guidelines on 'Cost-Sharing' and Cost Recovery and circulate to all deliverers at all levels within the education system by 2004 2. Make guidelines available to all stakeholders – including the public, districts and regions 3. Monitor schools to ensure adherence to guidelines on fees/costs	1. 2004 2. 2004 3. 2005 ongoing	1. PBME 2. PBME 3. PBME	1. NCTE, AF, DP 2. NCTE, AF, DEO, REO 3. AF, ID, BCTE, DEO, REO, MMDA, DEOC, SMC

Related Policy Objectives	Indicative Targets (Outputs and Outcomes)	Strategies and Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
EM9 Increase private sector participation in the education sector	• Schools-Communities-Businesses partnership programmes in place at national and local levels by 2005 • Also see EA4 and EA5 above	1. Determine and provide enabling environment for the Private Sector to participate in the education process 2. Develop partnership initiative *through* inclusive management approaches (aimed at Schools, Communities and Businesses)	1. 2004 2. 2004	1. AF (M) 2. AF (M)	1. SL, BED, GNAPS, SED, DEO 2. BED, SED, NCTE, GNAPS, MMDA, DEO, TVET

SCIENCE, TECHNOLOGY AND TVET (ST)

Extend and improve Technical and Vocational Education and Training (Policy Goal 3)

Related Policy Objectives	Indicative Targets (Outputs and Outcomes)	Strategies and Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
ST1	• A comprehensive relevant TVET programme to be established by 2005 • 3 Teacher Training Colleges to be provided with additional facilities to train Technical Teachers • 5000 youth to benefit annually from entrepreneurship programmes by 2005	1. Finalise national policy on TVET in collaboration with other MDAs and the private sector 2. Establish an inter-ministerial council to encourage skills training for the youth 3. Establish Trained Advisory Committee to facilitate the link between the technical curriculum and industry 4. Organise entrepreneurship programmes that build upon, and strengthen, learning and life skills for the youth 5. Provide additional Technical facilities to 3 Teacher Training Colleges and upgraded in order that they can provide diploma courses to train Teachers for Technical Institutes and technical subjects in JSS	1. 2003 2. 2005 3. 2004 4. 2003 5. 2004	1. TVET 2. CD 3. TVET 4. TVET 5. TVET	1. PBME, FBO, MoMDE, NACVET, CBO, NGO 2. TVDET, MoMDE 3. AGI 4. PEF, AGI, NBSSI, MoMDE, NFED, NACVET 5. MoFEP, AF, PBME, TED

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

Related Policy Objectives	Indicative Targets (Outputs and Outcomes)	Strategies and Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
ST3 Promote science, mathematics and technology education and training	• Rehabilitation of existing JSS workshops by 2006 • 50% of JSS to have workshops by 2015 • IEC programmes to promote Science and TVET circulated by end 2004	1. Design national science and technology policy 2. Revitalise existing technical subjects workshops at all JSS and establish additional workshops (assisted by the design of appropriate low-cost JSS workshops) 3. Ensure that practical skills are examined (and provide the funds for such examination) 4. Increase investment in science and technology through provision of facilities, training for staff in the use of such facilities and arranging for work-experience (in collaboration with the private sector, industry and commerce) 5. Provide support package to improve education in science, mathematics and technology at the basic level 6. Develop and publish IEC programmes to promote science and TVET, with an emphasis on attracting female students and those from rural areas 7. Continue to promote and support the use of STME clinics to encourage girl pupils interest and achievement in Science, Technology and Mathematics Education	1. 2003 2. 2003-2015 3. 2005 4. 2005 5. 2005 6. 2003 7. ongoing	1. SEU 2. PBME 3. TVET / NACVET 4. PBME 5. AF 6. TVET 7. GEU	1. MoEST, GSA, GASA, CSIR, MoCT, NCTE 2. TVET, NCTE, AF 3. AF 4. MoEYS, AF, NCTE, PEF, GETfund, DP, NBSSI, AGI,GCOC 5. PS, MoFEP, PBME, NGO 6. SEU, PRU AF, MoES, MoCT 7. BED, SED, DP, NGO, AF
ST4 Promote Information and Communication Technology (ICT) in schools and institutions of higher learning	• National policy on ICT in Education (ICTE) finalised and published by end of 2003 • Sufficient staff trained in ICT delivery by 2005 • Relevant basic and advanced level ICT training programmes in place by 2005	1. Finalise national policy on ICTE including syllabi 2. Train a core team in ICT as TOTs 3. Provide appropriate ICT training opportunities at all levels, utilising Science Resource Centres (SRCs) 4. Develop a cadre of trained persons to support the delivery of ICT in schools and institutions (pre-service and in-service) 5. Provide access to the Internet and establish a networking system as a basic part of the instructional environment in selected primary, secondary and tertiary institutions 6. Construct/rehabilitate computer laboratories in schools and institutions	1. 2003 2. 2004 3. 2004 4. 2004 5. 2004 6. 2004	1. SEU 2. SEU 3. SEU 4. SEU 5. SEU 6. AF	1.CRDD, MoCT, SRIMPR SEU 2.CRDD, MoCT, AF SRIMPR, 3.CRDD, MoCT, AF, SRIMPR 4.DP, NGO, AF 5.MoCT, AF 6.GETfund, PBME, DP

ANNEXES – FINANCIAL/COSTING DATA

The following pages present a summary of the cost implications of the EFA Work programme. This is taken from the costing of the Education Strategic Plan. Also presented is a comparison of those targets set by Ghana to achieve Universal Primary Completion, and a summary of the Financing Requirements for the achievement of Universal Primary Completion, taken from the Ghana Proposal for Inclusion into the Education For All Fast Track Initiative.

ANNEX 1: ESP Indicators - Outcomes and Targets

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

ACCESS

Enrolment Ratios - disaggregated by sub-sector and gender

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

Number enrolled						
TVI	17934	18 624	19 314	20 003	23 452	26901
Proportion Female	13%	15.85%	18.7%	21.55%	35.8%	50.0%
Universities	40673	42 294	43 916	45 537	53 643	61750
Proportion Female	30.0%	31.54%	33.08%	34.62%	42.32%	50.0%
Polytechnics	18459	19 597	20 735	21 872	27 561	33250
Proportion Female	22.0%	24.15%	26.3%	28.45%	39.2%	50.0%

P1 Entrants

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

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

Basic School Completion Rates

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

* Base year figure from 2001 (latest available data)

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

Transition Rates

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

Coefficient of efficiency	Prim						
	JSS						
	SSS						

* Base year 2001 (latest available data)

Increased capacity: Number of new schools constructed annually

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

QUALITY
Trained (qualified) teaching staff

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

PBME, MoEYS

Pupil Teacher Ratios

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

In School

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

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

Pupil/Student Competency

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

PBME, MoEYS

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

SSS						
SSSCE success rate	41.6%	43.8%	46.0%	48.2%	59.1%	70.0%

Literacy

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

Health and Sanitation

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

EDUCATIONAL MANAGEMENT

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

		2002	2003	2004	2005	2010	2015
SMCs	Primary	80.0%	90.0%	100.0%	100.0%	100.0%	100.0%
	JSS	80.0%	90.0%	100.0%	100.0%	100.0%	100.0%

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

		2002	**2003**	**2004**	**2005**	**2010**	**2015**
Public recurrent expenditure by subsector as a % of total recurrent expenditure on education.	Preschool	5.5%	5.4%	5.2%	5.5%	5.5%	5.4%
	Primary	37.1%	37.2%	36.5%	33.6%	37.1%	37.2%
	JSS	24.0%	23.8%	22.4%	22.5%	24.0%	23.8%
	SSS	13.7%	13.7%	14.2%	15.7%	13.7%	13.7%
	NFED	1.3%	1.3%	1.3%	1.4%	1.3%	1.3%
	SPED	0.5%	0.5%	0.6%	0.8%	0.5%	0.5%
	TeachEd	3.5%	3.5%	3.2%	2.8%	3.5%	3.5%
	TVET	1.5%	1.6%	2.1%	2.7%	1.5%	1.6%
	Tertiary	12.9%	13.1%	14.3%	15.0%	12.9%	13.1%
	HIV/AIDS	0.02%	0.02%	0.01%	0.01%	0.02%	0.02%

SCIENCE AND TVET

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

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

Practical TVET examination success rate							

	2002	**2003**	**2004**	**2005**	**2010**	**2015**
% of TVI teaching staff and students on industrial attachment	18%	20%	21%	23%	32%	40%

Annex 2 – Cost Implications of EFA Work Programme

Table A2.1   Projected Resource Envelope for Education

	TARGET	BASE YEAR	PROJECTIONS				
		2002	2003	2004	2005	2010	2015
GDP (millions of CEDIS)		47764000	50152200	52659810	55292801	70569182	90066146
GDP growth rate (% per annum)	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%
Exchange rate US$ to CEDIS - end 2002		8600	0	0	0	0	0
Population, total (in thousands)		19 385	19 870	20 366	20 876	23 619	26 722
Overall population growth rate (% p.a.)	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
GDP per capita (CEDIS)		2 463 967	2 524 064	2 585 626	2 648 690	2 987 847	3 370 432
Domestically-generated revenues net of grants (millions of CEDIS)		9887148	10 528 104	11 208 438	11 930 485	16 258 054	22 066 206
Domestically-generated revenues as % of GDP	24.5%	20.7%	21.0%	21.3%	21.6%	23.0%	24.5%
Total public spending on education (millions of CEDIS)		**2 916 292**	**3 304 843**	**3 284 147**	**3 446 442**	**4 369 234**	**5 501 275**
o/w		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
MOE domestic budget		2 395 042	2 516 099	2 642 274	2 773 727	3 515 728	4 413 241
GETfund		164 600	404 572	424 800	446 040	569 273	726 553
DACF		59 386	105 281	112 084	119 305	162 581	220 662
Scholarship Secretariat		33 089	34 743	36 988	39 371	53 652	72 818
External Budget support for education (millions of CEDIS)		224 175	164 149	0	0	0	0
HIPC Funds		40 000	80 000	68 000	68 000	68 000	68 000
Domestically-financed recurrent spending on education as % of domestic revenues net of grants	21.4%	25.4%	25.2%	24.9%	24.5%	23.1%	21.4%
Amount of domestically-financed recurrent spending on education (millions of CEDIS)		**2 510 265**	**2 655 356**	**2 786 886**	**2 923 885**	**3 753 779**	**4 726 092**
Domestically-financed recurrent spending on education as % of GDP		5.3%	5.3%	5.3%	5.3%	5.3%	5.2%
Amount of domestically-financed capital spending on education		**181 852**	**485 338**	**497 261**	**522 558**	**615 455**	**775 183**
Domestically-financed capital spending on education as % of GDP		0.4%	1.0%	0.9%	0.9%	0.9%	0.9%
Total domestically financed spending on education		**2 692 117**	**3 140 695**	**3 284 147**	**3 446 442**	**4 369 234**	**5 501 275**
Total domestically financed spending on education as % of GDP		5.6%	6.3%	6.2%	6.2%	6.2%	6.1%
Total resource envelope for education from all sources (millions of CEDIS)		**2 916 292**	**3 304 843**	**3 284 147**	**3 446 442**	**4 369 234**	**5 501 275**
as % of domestically generated revenues net of grants		29.5%	31.4%	29.3%	28.9%	26.9%	24.9%
Recurrent Resource Envelope (Millions of cedis)		**2 569 550**	**2 704 601**	**2 786 886**	**2 923 885**	**3 753 779**	**4 726 092**
Capital Resource Envelope (Millions of cedis)		**346 742**	**600 242**	**497 261**	**522 558**	**615 455**	**775 183**

Table A2.2 Recurrent Expenditure on Education

Recurrent Expenditure by Sub-Sector	BASE YEAR 2002	PROJECTIONS 2003	2004	2005	2010	2015
Preschool*	162 141	167 635	173 244	178 967	209 269	277 806
Primary*	892 738	1 067 233	1 178 840	1 245 347	1 501 826	1 745 874
Junior Secondary*	612 238	697 134	738 165	775 280	898 469	1 121 904
Senior Secondary	383 152	405 891	428 677	451 523	567 012	787 870
Non-Formal Education*	10 112	37 748	39 635	41 617	53 115	67 790
Special Education*	11 776	12 953	14 248	15 673	25 242	40 653
Teacher Training*	99 462	104 435	109 657	115 140	127 124	140 355
Technical Education/Vocational training/Apprenticeship	39 307	43 237	47 561	52 317	84 257	135 697
Tertiary education	358 624	381 758	405 732	430 572	568 683	752 449
HIV/AIDS Management	0	500	500	500	500	500
Total recurrent spending on education (Millions of Cedis)	**2 569 550**	**2 918 525**	**3 136 260**	**3 306 935**	**4 035 498**	**5 070 898**
O/W Recurrent Spending on EFA Programme	1 788 467	2 087 139	2 253 790	2 372 024	2 815 045	3 394 382
Recurrent spending on Education as % of GDP	5.4%	5.8%	6.0%	6.0%	5.7%	5.6%
Recurrent spending on EFA as % of GDP	3.7%	4.2%	4.3%	4.3%	4.0%	3.8%

Percentage Distribution of Recurrent Expenditure by Sub-Sector	BASE YEAR 2002	PROJECTIONS 2003	2004	2005	2010	2015
Preschool*	6.3%	5.7%	5.5%	5.4%	5.2%	5.5%
Primary*	34.7%	36.6%	37.6%	37.7%	37.2%	34.4%
Junior Secondary*	23.8%	23.9%	23.5%	23.4%	22.3%	22.1%
Senior Secondary	14.9%	13.9%	13.7%	13.7%	14.1%	15.5%
Non-Formal Education*	0.4%	1.3%	1.3%	1.3%	1.3%	1.3%
Special Education*	0.5%	0.4%	0.5%	0.5%	0.6%	0.8%
Teacher Training*	3.9%	3.6%	3.5%	3.5%	3.2%	2.8%
Technical Education/Vocational training/Apprenticeship	1.5%	1.5%	1.5%	1.6%	2.1%	2.7%
Tertiary education	14.0%	13.1%	12.9%	13.0%	14.1%	14.8%
HIV/AIDS Management	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
O/W Recurrent Spending on EFA Programme	69.6%	71.5%	71.9%	71.7%	69.8%	66.9%

* indicates EFA Sub-Sector

Table A2.3 Capital Expenditure on Education

Capital Expenditure by Sub-Sector	BASE YEAR	PROJECTIONS				
	2002	2003	2004	2005	2010	2015
Pre-School*	8 481	26 442	26 442	26 442	43 600	50 673
Primary*	159 558	307 582	358 562	359 471	191 412	192 101
JSS*	77 241	66 374	93 171	93 300	98 676	149 510
SSS	30 257	99 711	123 111	123 111	168 875	211 246
TVET	20 065	21 400	1 000	1 000	26 374	30 574
Teacher Education*	261	4 000	1 964	1 964	3 264	3 264
Special Education*	50	2 500	7 393	8 893	6 393	2 964
Tertiary	23 352	70 000	52 800	47 300	61 800	64 600
Other (Management, Subvented Agencies, Capacity Building etc)*	27 475	7 559	25 852	22 239	22 687	22 427
HIV/AIDS Management	0	0	500	500	500	500
Total Capital Costs (Millions of cedis)	**346 742**	**605 568**	**690 797**	**684 220**	**623 582**	**727 860**
o/w Capital Expenditure on EFA programme	**296 420**	**484 457**	**566 186**	**559 609**	**427 833**	**485 540**

% Distribution of Capital Expenditure by Sub-Sector	BASE YEAR	PROJECTIONS				
	2002	2003	2004	2005	2010	2015
Pre-School*	2.4%	4.4%	3.8%	3.9%	7.0%	7.0%
Primary*	46.0%	50.8%	51.9%	52.5%	30.7%	26.4%
JSS*	22.3%	11.0%	13.5%	13.6%	15.8%	20.5%
SSS	8.7%	16.5%	17.8%	18.0%	27.1%	29.0%
TVET	5.8%	3.5%	0.1%	0.1%	4.2%	4.2%
Teacher Education*	0.1%	0.7%	0.3%	0.3%	0.5%	0.4%
Special Education*	0.0%	0.4%	1.1%	1.3%	1.0%	0.4%
Tertiary	6.7%	11.6%	7.6%	6.9%	9.9%	8.9%
Other (Management, Subvented Agencies, Capacity Building etc)*	7.9%	1.2%	3.7%	3.3%	3.6%	3.1%
HIV/AIDS Management	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%
Total Capital Costs (Millions of cedis)	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
o/w Capital Expenditure on EFA programme	**85.5%**	**80.0%**	**82.0%**	**81.8%**	**68.6%**	**66.7%**

* indicates EFA sub-sector

Table A2.4   Financing Shortfall for EFA Programme

	BASE YEAR	PROJECTIONS				
	2002	**2003**	**2004**	**2005**	**2010**	**2015**
Resources Available						
Recurrent (Millions of Cedis)						
Whole Sector	2 569 550	2 704 601	2 786 886	2 923 885	3 753 779	4 726 092
EFA Sub-Sectors combined	1 788 467	1 934 485	2 002 721	2 097 267	2 618 527	3 163 574
Capital (Millions of Cedis)						
Whole Sector	346 742	600 242	497 261	522 558	615 455	775 183
EFA Sub-Sectors combined	296 420	410 812	369 554	391 264	361 263	448 308
Expenditure						
Recurrent (Millions of Cedis)						
Whole Sector	2 569 550	2 918 025	3 136 260	3 306 935	4 035 498	5 070 898
EFA Sub-Sectors combined	1 788 467	2 087 139	2 253 790	2 372 024	2 815 045	3 394 382
Capital (Millions of Cedis)						
Whole Sector	346 742	605 568	690 797	684 220	623 582	727 860
EFA Sub-Sectors combined	296 420	414 457	513 386	512 309	366 033	420 940
Financing Gaps						
Recurrent (Millions of Cedis)						
Whole Sector	0	- 213 425	- 349 374	- 383 050	- 281 719	- 344 806
EFA Sub-Sectors combined	0	- 152 653	- 251 068	- 274 757	- 196 519	- 230 808
Capital (Millions of Cedis)						
Whole Sector	0	- 5 326	- 193 536	- 161 663	- 8 127	47 323
EFA Sub-Sectors combined	0	- 3 645	- 143 832	- 121 045	- 4 771	27 368
Total (Millions of Cedis)						
Whole Sector	0	- 218 750	- 542 910	- 544 713	- 289 846	- 297 483
EFA Sub-Sectors combined	**0**	**- 156 298**	**- 394 900**	**- 395 802**	**- 201 290**	**- 203 440**
Total ($US Millions)						
Whole Sector	0	-25.44	-63.13	-63.34	-33.70	-34.59
EFA Sub-Sectors combined	**0**	**-18.17**	**-45.92**	**-46.02**	**-23.41**	**-23.66**

Annex 3   **Template for Assessing Ghana EFA/Sector Development Plans Relative to the EFA FTI Indicative Framework**

Indicator	Value in 2002	Benchmark by 2015	Targets Value	Date	Rationale and Implementation
Resource mobilisation Public domestically generated revenues as % of GDP	20.7%	14-18%	**24.5%**	2015	Public domestically generated revenues currently constitute a sizeable part of GDP and this figure is expected to steadily increase
Public recurrent spending on education as % of public recurrent discretionary spending	25.4%%	20%	**21.4%**	2015	Ghana's commitment to education is very large and more than 20% is committed to education currently, this will however be reduced over the period
Public recurrent spending on primary education as % of total recurrent spending on education	34.7%	50%	**37.7%** (37.2%) (34.4%)	**2005** (2010) (2015)	By 2005, the proportion of *recurrent* expenditure devoted to primary education will be 37.7%, equivalent to 2.3% of GDP. As increased primary education creates demand further up the education system, this share will fall, but primary will still receive 1.9% of GDP in 2015.
Student flow indicators % of age group entering first grade in primary cycle	87.0%	100%	**100%**	2010	Achieving 100% GAR by 2010 is essential to the achievement of UPC by 2015.
% of age group reaching grade 6 in primary cycle	65.5%	100%	**100%**	2015	100% represents Universal Primary Completion – the ultimate aim.
% repeaters among primary school pupils	6.9%	10%	**6.9%**	2002	The rate of repetition is already low as education policy recommends no repetition except in unusual circumstances
Service delivery indicators Pupil –teacher ratios in publicly financed primary schools	31.9	40:01	**35**	2010	The high proportion of new schools being built in remote rural areas with low population density will mean that a PTR of 35 is a more realistic target for Ghana.
Average annual remuneration of primary school teachers:	4.0	3.5	**3.5**	2015	By applying annual increases in teachers salaries, which whilst compensating for inflationary pressures imply a real growth rate below that of the economy this figure can be brought back down to 3.5 by 2015
Recurrent spending on items other than teacher remuneration as % of total recurrent spending on primary education o/w (Admin salaries) (Admin and Service expenditure)	26.4% (16.4%) (10%)	33%	**33%** **(34%)** (13.0%) (21.0%)	2004 (2007) (2015) (2015)	The non-teacher salary component of recurrent spending will increase quickly to 33% and moreover, within this the proportion used to pay salaries of non-teaching personnel will decline making more funds available for administration and service expenditures (Training, Teaching and Learning materials etc.) which will serve to enhance quality.
Annual instructional hours for pupils in publicly financed primary schools (actual hours)	945	850-1000	**1000**	204	The MoEYS mid-term review 2003 is to recommend an increase in daily instruction to 5 hours as of 2004.
% of pupils enrolled in privately financed schools	18.3%	10%	**16%**	2005	In targeting those children currently not in school and often in more remote, rural areas and from poorer families a Private Sector contribution of 18.3% is unsustainable, 16% is more realistic
Construction cost per primary school classroom (furnished and equipped) $US	$9000	$8000	**$9000**	2003	A unit cost of $9000 per classroom will ensure that primary schools are equipped with the necessary infrastructure to provide a quality education in an enabling environment

Annex 4   Summary of Financing Requirements for the Achievement of Universal Primary Completion by 2015

	BASE	PROJECTIONS				
	2002	**2003**	**2004**	**2005**	**2010**	**2015**
Domestic resource envelope for Primary education (Millions of Cedis)	**936 600**	**1 294 052**	**1 305 625**	**1 375 633**	**1 585 901**	**1 831 751**
o/w recurrent envelope	892 738	989 175	1 047 519	1 101 095	1 396 983	1 627 160
o/w capital envelope	43 862	304 877	258 107	274 538	188 918	204 591
Domestic Resource Envelope for Primary school Teacher Education (recurrent) (Millions of Cedis)*	**59 677**	**58 078**	**58 465**	**61 082**	**70 950**	**78 487**
Costs (Millions of Cedis)						
Recurrent costs of Primary education services	892 738	999 744	1 089 165	1 152 871	1 378 820	1 600 629
HIV/AIDS-related costs at Primary level (teacher absenteeism & orphanhood)	-	472	22 658	25 459	41 402	57 953
Additional resources required to fund textbook policy at Primary level	-	67 017	67 017	67 017	81 604	87 292
Capital Costs/Investment Incentives at Primary level	43 862	307 582	358 562	359 471	191 412	192 101
Total (Millions of Cedis)	**936 600**	**1 374 814**	**1 537 402**	**1 604 818**	**1 693 239**	**1 937 975**
Recurrent costs of Primary School Teacher Education*	**59 677**	**62 661**	**65 794**	**69 084**	**76 274**	**84 213**
Financing gaps (=domestic resource envelope - costs, in Millions of Cedis)						
Primary Recurrent costs	0	- 10 568	- 41 647	- 51 776	18 164	26 531
Primary HIV/AIDS-related costs	-	- 472	- 22 658	- 25 459	- 41 402	- 57 953
Additional resources required to fund textbook policy at Primary level	-	- 67 017	- 67 017	- 67 017	- 81 604	- 87 292
Capital costs at Primary level	0	- 2 705	- 100 456	- 84 933	- 2 495	12 490
Total (Millions of Cedis)	**0**	**- 80 762**	**- 231 777**	**- 229 185**	**- 107 337**	**- 106 224**
Primary School Teacher Education*	**0**	**- 4 583**	**- 7 329**	**- 8 002**	**- 5 325**	**- 5 726**
Total FTI Gap (Million of Cedis)	**0**	**- 85 346**	**- 239 106**	**- 237 187**	**- 112 662**	**- 111 951**
Financing gaps (=domestic resource envelope - costs, in millions of US$)						
Primary Recurrent costs	0	-1.23	-4.84	-6.02	2.11	3.08
Primary HIV/AIDS-related costs	-	-0.05	-2.63	-2.96	-4.81	-6.74
Additional resources required to fund textbook policy at Primary level	-	-7.79	-7.79	-7.79	-9.49	-10.15
Capital costs at Primary level	0	-0.31	-11.68	-9.88	-0.29	1.45
Total (Millions of Cedis)	**0**	**-9.39**	**-26.95**	**-26.65**	**-12.48**	**-12.35**
Primary School Teacher Education *	**0**	**-0.53**	**-0.85**	**-0.93**	**-0.62**	**-0.67**
Total FTI Gap ($US Millions)	**0**	**-9.92**	**-27.80**	**-27.58**	**-13.10**	**-13.02**

* Primary is apportioned a 60% share in Teacher Education recurrent costs/resources