

**Government of Ghana**  
**Ministry of Education**  
**MONITORING AND EVALUATION PLAN**  
**2010-2013**



REPUBLIC OF GHANA

**DECEMBER, 2010**

## TABLE OF CONTENTS

List of Acronyms	1
List of Tables and figures	5
Preface	7
Introduction	8
1.0 Background	9
2.0 Monitoring and Evaluation Techniques	10
3.0 Critical Assumptions	12
4.0 Implementation Strategy of the Sector	15
5.0 Log Frame of the Plan	16
6.0 Policy Level Performance Indicators	17
7.0 Cost Implications of the Plan	26
8.0 Capacity Building Initiatives	28
9.0 Budgetary Monitoring Protocols	29
10.0 Roles and Responsibilities	30
Conclusion	35
Appendix I Final List of ESP (2010-2020) Priority Targets	36

## LIST OF ACRONYMS

AESOP	Annual Education Sector Operational Plan
AESR	Annual Education Sector Review
AF	Administration and Finance Division (of GES)
AFC	Associates For Change

ADPR	Annual District Performance Report
BE	Basic Education
BECE	Basic Education Certificate Examination
BED	Basic Education Division
BoG	Board of Governors (Senior High)
CAR	Country Analytical Report
CBO	Community Based Organisations
CoE	College(s) of Education
COTVET	Council for TVET
CRDD	Curriculum Research and Development Division (of GES)
CSSPS	Computerised School Selection and Placement System
CWSA	Community Water and Sanitation Agency
DA	District Assembly
DDE	District Director of Education
DEO	District Education Office/Officer
DEOC	District Education Oversight Committee
DFID	Department for International Development
DEWP	District Education Work Plan
DMTDP	District Medium Term Development Plan
EFA	Education For All
EM	Educational Management
EMIS	Education Management Information Systems
ERRC	Education Reform Review Committee
ESAR	Education Sector Annual Review
ESP	Education Strategic Plan
ESPR	Education Sector Performance Review
ESPRR	Education Sector Policy Review Report

FBO	Faith Based Organisations
FPMU	Funds and Procurement Management Unit
GAC	Ghana Aids Commission
GDP	Gross Domestic Product
GES	Ghana Education Service
GETFund	Ghana Education Trust Fund
GNAT	Ghana National Association of Teachers
GoG	Government of Ghana
GPI	Gender Parity Index
GPRS	Growth and Poverty Reduction Strategy
HIV&AIDS	Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome
HQ	Headquarters
HRD	Human Resource Development
HRMD	Human Resource Management and Development (GES)
HT	Head Teacher
ICT	Information and Communication Technology
ICTEP <sup>h</sup>	Information and Communication Technology Education Programme
IEC	Information, Education, Communication
INSET	In-Service Education of Teachers
JHS	Junior High School
JICA	Japan International Corporation Agency
KG	Kindergarten
M&E	Monitoring and Evaluation
MDBS	Multi-Donor Budget Support
MoE	Ministry of Education
MoFEP	Ministry of Finance and Economic Planning
MTEF	Medium Term Expenditure Framework

MTDP	Medium Term Development Plan
NAB	National Accreditation Board
NCTE	National Council for Tertiary Education
NEA	National Education Assessment
NESAR	National Education Sector Annual Review
NF	Non-Formal (Education)
NFED	Non-Formal Education Division
NGO	Non-Governmental Organisation
NIB	National Inspection Board
NLTC	National Cadet Leadership Training Campaign
NTC	National Teaching Council
NUGS	National Union of Ghana Students
OU	Open University
PBME	Planning, Budgeting, Monitoring and Evaluation
PRESET	Pre-Service Education of Teachers
PRME	Policy Research Monitoring and Evaluation unit (of PBME)
PRSC	Poverty Reduction Support Credit
PS	Private Sector
PTA	Parent Teacher Association
PTR	Pupil Teacher Ratio
RDE	Regional Director of Education
REO	Regional Education Office/Officer
SED	Secondary Education Division
SEN(s)	Special Education Needs(s)
SFL	Schools for Life
SH	Senior High
SHEP	School Health Education Programme

SHS	Senior High School
SL	Supply and Logistics Division of GES)
SMC	School Management Committee
SMTDP	Sector Medium-Term Development Plan
SpED	Special Education Division (of GES)
SPIP	School Performance Improvement Programme
SRC	School Report Card system
SRIMPR	Statistics, Research, Information Management and Public Relations
SSCE	Secondary School Certificate Examination
STD	Sexually Transmitted Diseases
STME	Science, Technology and Mathematics Education
TE	Tertiary Education
TED	Teacher Education Division (of GES)
TVET	Technical and Vocational Education and Training
TVI	Technical Vocational Institutions
TVED	Technical and Vocational Education Division (of GES)
UENR	University of Energy and Natural Resources (Sunyani)
UHAS	University of Health and Applied Sciences (Ho)
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNICEF	United Nations Children’s Fund
VTI	Vocational Training Institute
WAEC	West African Examinations Council

## **LIST OF TABLES AND FIGURES**

Table 1: Policy Objectives by Thematic Areas

9

Table 2: Staircase Techniques	11
Table 3: Log Frame of the Plan	16
Table 4: Policy Objectives, Core Outcomes and Output Measures	18
Table 5: Resource Envelope and Gap	26
Table 6: MTDP (2011-2013) M&E Activities	27
Table 7: Capacity Building Initiatives	28
Figure 1: Various Assumptions Feeding into the ESP	14
Figure 2: Implementation Strategy of the Sector	15

## **PREFACE**

The Ministry of Education has completed the Education Strategic Plan (ESP 2010-2020) to guide the development of the sector for the long term. The implementation of the plan will involve the initiation of many interventions which require enormous resources of the state for implementation. As a sector Ministry, we owe it a responsibility to efficiently utilize, manage and account for the enormous resources entrusted to us for the implementation of our Plan with result-based information. In the context of good public sector governance and efficient public management, the Ministry of Education has developed the Education Sector Monitoring and Evaluation (M&E) Plan to provide a system for tracking progress on ESP implementation. Monitoring and Evaluation reports is to be used as a management tool for the sector as a source of accurate, reliable and timely data for decision making.

Monitoring and Evaluation will ensure accountability at all levels in the use of resources entrusted to the Ministry of Education. It thus, provides a basis for decision making and practical lessons to be learned from activities to guide future interventions in the education sector. The document is therefore designed to be the official reference guide for all monitoring and evaluation activities in the Education Sector.

The M& E Plan outlines the performance indicators for all the policy objectives of the sector. These indicators represent the core set of indicators to measure in order to monitor progress in the Education Sector. Along with the development of the sector M&E Plan, the Ministry will undertake regular capacity-building activities at the Agency and District levels to equip them with the requisite skills to effectively monitor and report on the implementation of the ESP 2010-2020 at the operational level.

The conduct of effective monitoring and evaluation is identified as a priority of the Education Sector in our quest to ensure that programs of the Ministry of Education achieve the desired results. Guided by this plan, each Agency and Department in the sector will be supported to develop specific monitoring and evaluation plan to serve their respective needs.

The staffs of the Ministry of Education and Partners are therefore implored to apply monitoring and evaluation mechanisms to support the achievement of sector goals.

**ALEX TETTEY-ENYO**

**MINISTER OF EDUCATION**



## INTRODUCTION

Accountability, transparency, efficiency, effectiveness and value for money as outlined in the Chapter 6 of the ESP (2010-2020) cannot be achieved without a robust and effective monitoring and evaluation of the sector programmes to ensure that resources are not wasted or used extravagantly and optimum value is received for resources consumed.

To make the sector operations seen to be economic, efficient and effective, this monitoring and evaluation plan considers two levels:

- Synoptic (Birds Eye) monitoring and evaluation where information is aggregated and analysed at a system-wide level to provide inputs into sector level reports,
- Operational monitoring and evaluation for Agencies, Divisions, Departments and Units on the ground to make well-informed decisions and take strategic actions to achieve the sector objective.

The purpose of this monitoring and evaluation plan (ESP, Volume IV) is not only to ensure synoptic (bird eye) monitoring and evaluation of the sector's programmes and activities but to serve as a guide for each Agency to develop and implement its own monitoring and evaluation plan to achieve the targets set in the Annual Education Sector Operational Plan (AESOP) (ESP, Volume III)

This plan is built on the AESOP but at the policy level with a focus on multi-level M & E system, sector analysis and strategic staircase techniques including innovative and cost-effective practices such as performance audit, policy evaluation, tracking, infrastructure audit including the use of optimal design for longitudinal and multilevel research to make the whole monitoring and evaluation process representative of the whole country to produce good analytical reports to inform policy direction. These innovative practices complement the traditional monitoring or evaluation work of the Ministry. The key performance indicators to be monitored and evaluated at the national level includes policy focus on access, equity, welfare, quality, skills development, efficiency and effectiveness; policy drivers such as the educational act provisions, sub-sector policies, government policy commitments, EFA/MDG targets; and cost-driving variables in the financing model.

## 1.0 BACKGROUND

The Education Strategic Plan (ESP) 2010-2020 appraised in August 2010 by the Key Stakeholders in the Education Sector, including the country's Development Partners, defines the goals and targets of the Education sector. The plan was also appraised in accordance with the Fast Track Initiative (FTI) Guidelines to ensure the country's continued membership of the Fast Track Initiative.

This plan based on Table 1 below presents the Sector Medium-Term Development Plan (SMTDP) Policy Objectives which is the priority outlined in the ESP. This is linked to the outcomes for each sub-sector at the policy level to be monitored and evaluated.

**Table 1: Policy Objectives by Thematic Areas**

Themes	Policy Objectives
<b>A: Socio-humanistic</b> (access, equity, welfare)	1. Improve equitable access to and participation in quality education at all levels
	2. Bridge gender gap in access to education
	3. Improve access to quality education for people with disability
	4. Mainstream issues of population, family life, gender, health, HIV/AIDS/STI, conflicts, fire and road safety, civic responsibility, Human rights and environment in the curricular at all levels
<b>B: Educational (quality, skills development)</b>	5. Improve quality of teaching and learning
	6. Promote Science and technical education at all levels
<b>C: Economic (efficiency, effectiveness)</b>	7. Strengthen links between tertiary education and industry
	8. Improve management of education service delivery

The SMTDP policy objectives linked this plan to all the ESP policy documents including the National Medium Term Development Plan (Ghana Shared Growth and Development Agenda (GSGDA)).

Drawing on the ESP (2010-2020), this Monitoring and Evaluation Plan is to establish the foundation for a strong sector-wide results-based monitoring and evaluation that assesses the real changes occurring over time in the Education sector. The goal in creating and disseminating this plan is to support an informed and evidence-based decision-making throughout the Education sector. High-quality monitoring and evaluation can support a cycle of continuous improvement that will strengthen educational policies and programmes, thus leading to improved educational outcomes for all Ghanaians.

This plan is thus structured as follows: section two is on Monitoring and Evaluation Techniques. Critical assumptions are discussed in section three. The rest of the plan are as follows: section four, implementation strategy of the sector; section five, log frame of the plan; section six, policy level performance indicators; section seven, cost implication of the plan; section eight, capacity building initiatives; section nine, budgetary monitoring protocols; section ten is on roles and responsibilities, conclusion and appendix I on the final list of ESP (2010-2020) priority targets.

## **2.0 MONITORING AND EVALUATION (M&E) TECHNIQUES**

The M&E techniques as noted in chapter 6 of the ESP include rigorous multi-level M &E system, sector analysis and techniques such as strategic staircase to track policy interventions.

### **2.1 Multi-level M & E system**

- a) **Decentralised M&E:** from ground level institutions (e.g. schools through their SMCs and BoGs) to districts and regions to feed into regional and national annual reviews. This allows for district level reviews and institutional reviews particularly at the tertiary level during the ESP period. Against this background, the National Inspectorate Board (NIB) also contributes to the M&E process.
- b) **Centralised M&E:** with the PBME, NIB and other sub-vented Agencies as the key players, all of whom contributing to the National Annual Review.

- c) **External M&E:** from wider Government and other stakeholders (Private sector, FBOs, CBOs) as well as international development partners through a Joint Annual Review.

## 2.2 Sector Analysis

- a) **Strategic analysis** to identify the most effective managerial strategies.
- b) **Financial analysis** to identify activities to track expenditure, reduce operational costs, create efficiency savings and satisfy stakeholder expectations.
- c) **Disparity analysis** to identify any operational disparities which will thereby inform managers what actions to take to fill gaps and reduce inequities.
- d) **Early warning analysis** to ensure timely interventions from managers that will enable them to re-focus so as to maximise the benefits from scarce resources.

## 2.3 Strategic Staircase Techniques

The strategic staircase techniques simplified in Table 2 below help to track the policies on the ground. Beginning from the thematic area and SMTDP Policy Objective, the impact of the policy on the child is tracked to the classroom level. This approach is guided by some key research questions such as those noted in Table 2.

Table 2: Staircase Techniques

Thematic area		Strategic goal	Policy	Policy action	
				National	Regional/District /School level
Socio-humanistic	Expectations (Access, equity, welfare)			What are the policy actions at the national level?	What is the impact of the policy on the ground?
Educational	Skill acquisition (quality, skills development)				
Economic	Value for Money (Efficiency, effectiveness)				

### 3.0 CRITICAL ASSUMPTIONS

This section provides the critical assumptions underpinning the Monitoring and Evaluation Plan to enhance the efficacy and the predictive power of the plan to achieve results. The Critical assumptions include:

- Adequate planning procedures and documentation in place at each level of administration / operation;
- Adequate capacity of the agencies, districts, and communities in the areas of monitoring & evaluation;
- Quality data and reporting at all levels (i.e. Efficient Education Management Information Systems);
- Quality and Timely Financial Statements and Reports;
- Timely financial material, vehicle and other resource support to the Agencies/ Division/ Units to carry out their activities;
- Quality and timely EMIS reports;
- Monitoring Teams at various levels of the sector to support the day-to-day monitoring activities of the Agencies/ Departments / Divisions / Regional and District Directorates of Education;
- Dedicated vehicles for monitoring and evaluation activities at the Central Ministry and Agency levels;
- Ministry of Education handbook with roles and responsibilities and clear benchmarks linked to the Education Strategic Plan (ESP 2010-2020) to facilitate the achievement of the targets in the ESP and production of reports that meet the realities on the ground for informed decision and choice making;
- Website widely publicized and regularly updated;
- A mechanism evolved for monitoring to be done at different levels (i.e. from the classroom to the policy level);
- All the Agencies and Divisions of the Ministry and the Units within the Agencies/Divisions will develop M&E plan to monitor and evaluate their activities to support the Ministry's policy level M&E process.

Closely to be monitored and evaluated at the policy level to enhance the monitoring and evaluation process are also the underpinning assumptions linking the ESP policy documents as simplified in figure 1. In addition communication policy, plan and activity to guide the implementation of the ESP; long term manpower and development policy linked to a clear-cut economic policy with credible labour statistics to help the education system to design definitive programmes with job market readiness; performance

management policy with responsibility and roles clearly spelt out and linked to the implementation of the ESP to determine how the outputs of the various units/ departments and agencies within the MOE will be assessed; institutional memory; efficient financial information systems (FIS) in all the districts to provide comprehensive information on income, funding and expenditure and resource management; cost-benefit analysis informing budgetary choices and key concepts, objectives, vision, problems and challenges of the sector clearly clarified are critical to ensure effective implementation of this plan. Consequently the following fundamental questions are to be addressed to enhance effective monitoring and evaluation:

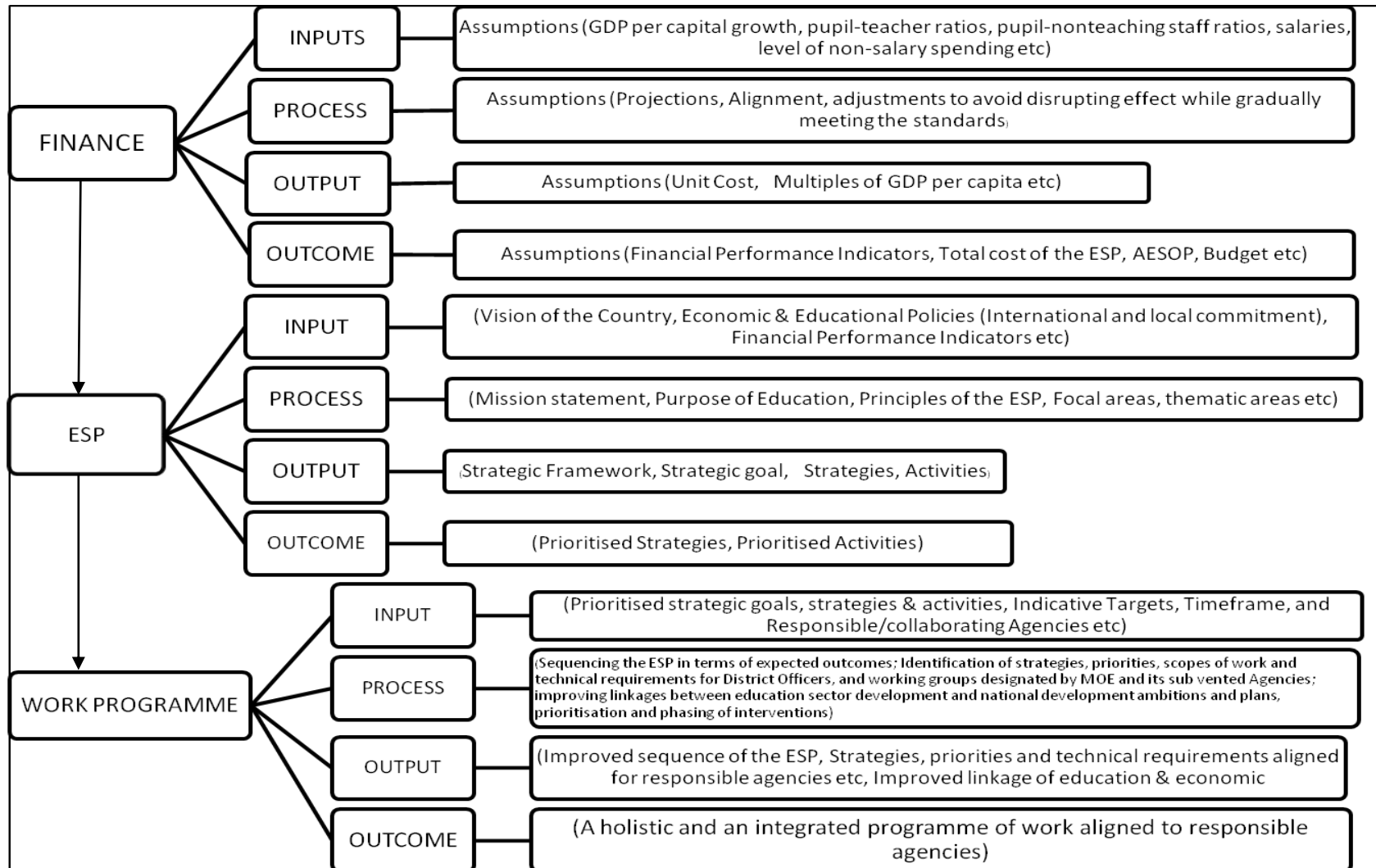
**Fundamental Question:**

How is the education sector performance in line with the financial and other performance indicators?

What assumptions are informing the operations of the various Agencies in the Education sector?

How are the assumptions made at the implementation level consistent with the assumptions made in the Financing model, ESP, the Work plan & AESOP?

Figure 1: Various Assumptions Feeding into Financing Model, the ESP (Volume 1) and the Work Programme (Volume

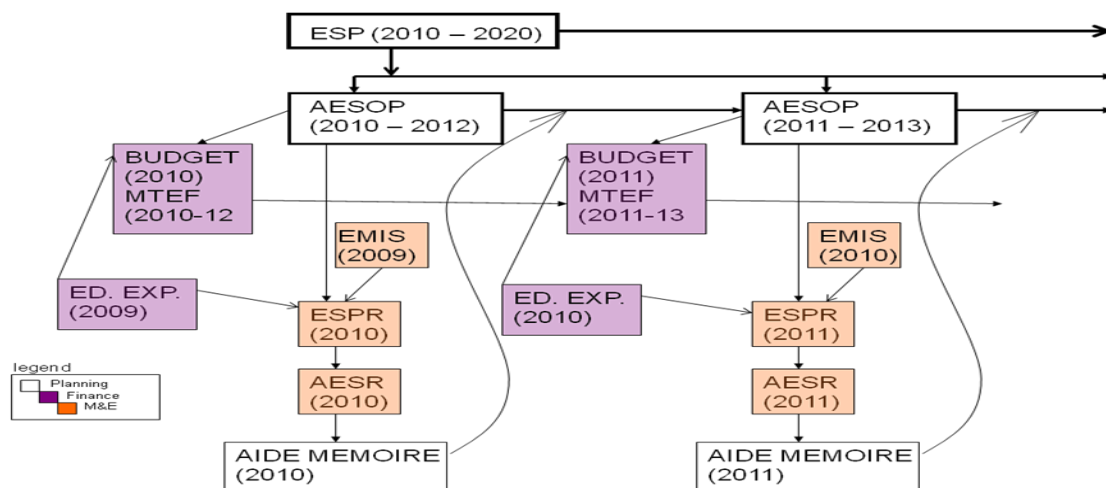


#### 4.0 IMPLEMENTATION STRATEGY OF THE SECTOR

The operations in the Education sector are composed of many interdependent parts (subsystems) as detailed Figure 2 below and in figure 6.1 in the ESP. The first course of the M&E process is to use ‘systems analysis approach’ outlined in the ESP to monitor the linkages (as arrowed) to ensure effective implementation of the ESP. The Annual Education Sector Operational Plan (AESOP) derived from the Work Plan locates the ESP strategies and activities within a three-year rolling work-plan, designed and timed to coincide with the production of the Budget and the Medium Term Expenditure Framework (MTEF).

The Education Sector Annual Review (ESAR) is the primary means by which the Education sector in Ghana engages all stakeholders to annually review the progress made in the sector. Also while the Education Sector Performance Report (ESPR) is the most important single reference point in assessing the performance of the sector, the Education Management Information System (EMIS) is the established structure to provide the data while the M & E systems convert the data to information, knowledge and wisdom to produce the sector performance report for management and decision-makers to understand the sector’s operations in order to take very strategic decisions. The Aide Memoire signed, after each year’s Education Sector Review serve as a reference document to drive the commitments of the Development Partners as well as a guide for future policy implementation for the Education sector. Additionally the document is to serve as a reference point to identifying emerging priorities in education that would need support/assistance in the ensuing year.

**Figure 2: Implementation Strategy of the Sector**



**Fundamental question:**

*How is the Agencies budget linked to the AESOP?*



## 5.0 LOG FRAME OF THE PLAN (2011-2013)

Consequently Table 3 provides the log frame of the M & E plan. It simplifies the sector operations both at the policy and operational level.

Table 3: Log Frame of the Plan

Focal Area	Level/Policy Objectives	Outcome Measures/ Indicators/ Targets	Data Collection Strategy	Critical Assumptions	Time-Frame	Responsibility
Policy Level	SMTDP Policy Objectives	Key Performance Indicators	EMIS, Report Cards; Financial Statements and Reports; and Studies	Efficient Education Management Information System  Materials and Resource Availability  Clear roles and Responsibilities	At the End of Every Quarter: <ul style="list-style-type: none"> <li>• May</li> <li>• Aug.</li> <li>• Oct</li> <li>• Jan</li> </ul> Mid-Term Review  Annual Review	Responsible Agency/ Collaborating Agencies (Refer AESOP)
Operational Level	SMTDP Policy Objectives	Key Performance Indicators	EMIS, Report Cards, Financial Statements and Reports and Studies	Efficient Education Management Information System  Materials and Resource Availability  Clear roles and Responsibilities	At the End of Every Quarter: <ul style="list-style-type: none"> <li>• May</li> <li>• Aug</li> <li>• Oct</li> <li>• Jan</li> </ul> Mid-Term Review  Annual Review	

EMIS data and expenditure data are to be received in April every year to feed in the preparation of the preliminary education sector performance report to be produced in May. The conduct of the Annual Education Sector Review is in June while the preparation of Aide Memoire, July; preparation of AESOP, August; and preparation of the budget in September every year. These activities are to be monitored and evaluated respectively in May, August, October and January to enhance effective implementation of the sector goals and objectives.

## **6.0 POLICY LEVEL PERFORMANCE INDICATORS**

At the national level the key performance indicators to be monitored and evaluated includes the policy focus on access, equity, welfare, quality, skills development, efficiency and effectiveness; policy drivers such as the educational act provisions, sub-sector policies, government policy commitments, EFA/MDG targets; and cost-driving variables in the financing model.

The education act provisions include the establishment of the structures of the education systems (such as Council for Technical, Vocational Education and Training (COTVET); National Teaching Council (NTC); National Council for Curriculum and Assessment (NCCA); and National Inspectorate Board (NIB). The sub-sector policies include Science, Technology and Mathematics Education (STME); Information and Communication Technology (ICT); and Teacher Professional Development (TPDM).

Government policy commitments include motivation of parents and learners through fee abolition, feeding programme, school uniform provision, reducing distance between home and school; Provision of incentives through salary increments for licensed teachers (+15%), mathematics and science teachers (+9%), technical and vocational teachers (+10%), and teachers in deprived areas (+20%); Abolition of Shift systems at JHS; retention of three years of SHS; Provision of at least one SHS and two (2) technical schools per district; Establishment of two new public universities, Ho, Sunyani; Allocation of 2% of the GETfund for bursaries and/ or scholarships for needy tertiary students in pure and applied mathematics, science and technology; and also the construction of a modern office complex for NUGS and affiliated and similar student bodies.

Other key performance indicators to be monitored and evaluated are also outlined in the table below linked with the Sector Medium –Term Development Plan at the various levels of the sector. The Lead Responsible unit to monitor and evaluate these national policy targets is the Monitoring and Evaluation Unit of the PBME in collaboration with the responsible Agencies to form Monitoring and Evaluation Teams. The detail core indicative activities and outputs are further provided in the Annual Education Sector Operational Plan (AESOP, ESP Volume III).

Table 4a: Policy Objectives and Core Outcome and Output Measures (Basic: KG)

Policy Objectives	Indicator	Target		Achievements			Core Output Indicators	Responsibility
				2007/08	2008/09	2009/10		
Improve equitable access to and participation in quality education at all levels (SH)	Gross Enrolment Rate (GER)	100%	by 2015	89.9%	92.9%	97.3%	Number of KGs constructed  Increased resources to deprived districts (grants)	Monitoring and Evaluation Teams
Improve quality of Teaching and Learning (ED)	% Trained Teachers	95%	by 2015	-	25.9%	26.5%	Number of Teachers Trained (Receiving Certification)	
	Pupil Teacher Ratio (PTR)	35	by 2015	51.5	35	33		
Bridge gender gap in access to education (SH)	% of Girls Enrolment	50%	By 2015	-	49.5%	49.6%		
Improve management of education service delivery (ECON)	Increase proportion of Private Kindergarten	25%	by 2020	17.1%	19.4%	19.5%		

Table 4b: Policy Objectives and Core Outcome and Output Measures (Basic: Primary)

Policy Objectives	Indicator	Target		Achievements			Core Output Indicators	Responsibility
				2007/08	2008/09	2009/10		
Improve equitable access to and participation in quality education at all levels (SH)	Gross Enrolment Rate (GER)	107.4%	by 2020	95.2%	94.9%	94.9%	Number of Classrooms constructed	Monitoring Teams
	Gross Admission Rate (GAR)	100%	by 2006/07	107.3%	102.9%	101.3%		
	Net Admission Rate (NAR)	90%	by 2009/10	74.3%	72.1%	71.1%	Number of Schools under trees completed	
	Net Enrolment Rate	100%	by 2015	83.4%	88.5%	83.6%		
	P6 Completion Rate	100%	by 2015	88%	88.7%	87.1%		
Improve quality of teaching and learning (ED)	% Trained Teachers	95%	by 2015	59.4%	48.0%	47.6%	Number of Teachers receiving DBE and INSET	Monitoring Teams
	Pupil Teacher Ratio (PTR)	45	by 2020	34	32	20		
	Core Textbook ratio	1:1	by 2015			1.2	Number of Textbooks distributed	
	Primary: Community Learning Centres (ICT)	1000	by 2013	-	-	-		
	P6 Completion Rate	100%	by 2012	88%	88.7%	87.1%		

Policy Objectives	Indicator	Target		Achievements			Core Output Indicators	Responsibility
				2007/08	2008/09	2009/10		
Bridge gender gap in access to education	% Primary Girls Enrolment	50%	by 2015		48.6%	48.7%	Number of Girls benefiting from WFP	Monitoring Teams
	Primary Gender Parity	1.0	by 2015	0.96	0.95	0.96		
	Primary Female Completion			82.40%	85.60%	84.30%		

Table 4c: Policy Objectives and Core Outcome and Output Measures (Basic: JHS)

Policy Objectives	Indicator	Target		Achievements			Core Output Indicators	Responsibility
				2007/08	2008/09	2009/10		
Improve equitable access to and participation in quality education at all levels (SH)	Gross Enrolment Rate (GER)	100%	by 2015	78.8%	80.6%	79.5%	Number of Classrooms constructed	Monitoring Teams
	Gross Admission Rate (GAR)	100%	by 2012	84.57%	84.6%	86.6%		
	Net Admission Rate (NAR)	90%	by 2012	44.56%	43.6%	43.8%	Number of Schools under trees completed	
	Net Enrolment Rate	90%	by 2015	53.0%	47.8%	47.8%		
	JHS Completion Rate	100%	by 2015	62.9%	75.0%	66.0%		
Improve quality of teaching and learning (ED)	% Trained Teachers	95%	by 2020		65.0%	61.5%	Number of Teachers receiving DBE and INSET	Monitoring Teams
	Pupil Teacher Ratio (PTR)	35	by 2020		17	14		
	Core Textbook ratio	1:1	by 2015			1.4	Number of Textbooks distributed	
	JHS: Community Learning Centres (ICT)	2000	by 2013	-	-	-		
	JHS Completion Rate	100%	by 2015	62.9%	75.0%	66.0%		

Policy Objectives	Indicator	Target		Achievements			Core Output Indicators	Responsibility
				2007/08	2008/09	2009/10		
Bridge gender gap in access to education	% of Girls Enrolment	50%	by 2015	-	46.7%	47.0%	Number of Girls benefiting from WFP	Monitoring Teams
	Gender Parity	1.0	by 2015	0.92	0.92	0.92		
	Female Completion			62.9%	75.0%	66.0%		
Improve management of education service delivery	Teaching Hours per Week	28	By 2020			19		Monitoring Teams

Table 4d: Policy Objectives and Core Outcome and Output Measures (Second Cycle)

Policy Objectives	Indicator	Target		Achievements			Core Output Indicators	Responsibility				
				2007/08	2008/09	2009/10						
Improve equitable access to and participation in quality education at all levels (SH)	Gross Enrolment Rate (GER)	40%	by 2015	32.2%	33.9%	36.1%	Classrooms constructed	Monitoring Teams				
	SHS (GER)											
	TVET (GER)								15%	by 2015	3.5%	Increased resources to support poor Students
	GER ( Apprenticeships)								All students to attend second cycle schools by 2020			
Improve quality of teaching and learning (ED)	SHS: % Trained Teachers	30	by 2020	-	83.3%	82.2%	Number of Teachers receiving 4-yr degrees and INSET	Monitoring Teams				
	Student Teacher Ratio (PTR)				21.8%	20.8%						
	TVET: % Trained Teachers				57.20%	82.48%						
	% of Teachers with Technical				85.70%	86.55%			Number of textbooks distributed			



Policy Objectives	Indicator	Target		Achievements			Core Output Indicators	Responsibility
				2007/08	2008/09	2009/10		
Bridge gender gap in access to education (SH)	% SHS Female Enrolment	50%	by 2015	44.0%	44.3%	44.7%		Monitoring Teams
	% TVET Female Enrolment	50%	by 2015	44.0%	44.3%	44.7%		
Improve access to quality education for people with disability (SH)	% Trained Teachers with Science/ICT expertise on disability	-	-	-	-	-	Number of Teachers receiving science/ICT INSET	Monitoring Teams
Promote Science and technical education at all levels (ED)	Science and ICT test scores	-	-	-	-	-	More Teachers Trained More Labs built	Monitoring Teams
Improve management of education service delivery (ECON)	SHS: Teaching hours per week	25	by 2020	-	-	16		Monitoring Teams

Table 4e: Policy Objectives and Core Outcome and Output Measures (Tertiary)

Policy Objectives	Indicator	Target		Achievements			Core Output Indicators	Responsibility
				2007/08	2008/09	2009/10		
Improve equitable access to and participation in quality education at all levels (SH)	Tertiary Gross Enrolment Rate	12%	by 2015		9.7%		Infrastructure built and refurbished:  Loan facility established: utilisation	Monitoring Teams
	Proportion of Enrolment in Private Universities	25%	by 2015	-	-			
Bridge gender gap in access to education (SH)	% Female (Accredited Tertiary Inst)	40%	By 2015	34%	-	-	Scholarships/loans awarded to girls	Monitoring Teams
Promote Science and technical education at all levels	University (Science and Technology-related disciplines)	60%	by 2020	38%	-		Science and ICT labs built and equipped	Monitoring Teams
	Polytechnics ((Science and Technology-related disciplines)	80%	by 2020	30%			Loans/funding offered to science/ICT students	

## 7.0 COST IMPLICATIONS OF THE PLAN

Table 5 below provides a summary of logistic support excluding vehicle and motor bikes that will be needed to enhance monitoring and evaluation activities in the Education sector. The Resource Envelope includes funding from Government of Ghana (GOG) and Internally Generated Fund (IGF). In arriving at this cost each Agency submitted the cost implications and available resource envelope of the Agency's monitoring and evaluation activities for the medium term and this was aggregated to arrive at the cost implication of the plan.

Table 5: Resource Envelope and Gap (2011-2013)

	2011 (Gh¢)	2012 (Gh¢)	2013 (Gh¢)
Total Cost (M& E Activities)	3,941,896	4,336,085	4,769,694
Resource Envelope	3,092,476	3,401,723	3,741,895
Resource Gap	849,420	934,362	1,027, 798

Logistical requirement at all the levels are to be made adequate to ensure that M&E offices are able to monitor, evaluate and report on the progress of all policy, program and project implementation.

Table 6, below provides further details of costing based on Monitoring and Evaluation Unit of the PBME Calendar at the Policy level:

Table 6: MEDIUM TERM DEVELOPMENT PLAN ACTIVITIES (2011-2013)

AGENCY		M&E ACTIVITIES	TIME FRAME (2011)				ESTIMATED COST (GhC)			FUNDING SOURCE
			Q1	Q2	Q3	Q4	2011	2012	2013	
PBME	SMTDP EVALUATIONS	Mid-Term Evaluation of the SMTDP							Yes	
		Terminal Evaluation of the SMTDP								
	SPECIFIC M&E ACTIVITIES	Monitor and Evaluate ESP Policy Drivers		May			37,505	41,256	45,381	GoG
		Monitor and Evaluate AESOP Indicators			Aug		110,415	121,457	133,602	GoG
		Monitor and Evaluate Cost Driving Variables				Nov	37,500	41,250	45,375	GoG
		Monitor and Evaluate Aide Memoire Implementation	Apr				36,900	40,590	44,649	GoG
	PARTICIPATORY M&E	PM&E of Capitation Grant Utilisation with SMC's		June			32,000			Donors
		PM&E of School Feeding Programme with DEOC's	Mar				32,000			Donors
		PM&E of Girls Scholarship Programme Implementation with SMC's				Dec	32,000			Donors
	Sector Performance Report	Prepare, Produce and Print Education Sector Performance Report		Apr			47,805	52,586	57,844	GoG
		Conduct of Education Sector Annual Review		June			90,000	99,000	108,900	GoG/Donors
		Disseminate Performance Report			Sept		25,000	27,500	30,350	Donors
	CAPACITY BUILDING	Develop Education Sector M&E Training Manual for Agencies and Districts	Jan/Feb				10,000	11,000	12,100	Donors
		Capacity building on Sector M&E for GES(District, Regional) and Agencies' Officials	Feb/Mar	Apr			30,000	33,000	36,300	Donors
		Develop School Evaluation Training Manuals for SMC's	Jan/Feb				10,000	11,000	12,100	Donors
		Train SMC's on School Evaluation	Nov				20,000	22,000	24,200	Donors
	MONITORING AND DATA VERIFICATION	Quarterly field Visits	Mar	June	Sept	Dec	20,000	22,000	24,200	GoG
		Quarterly Review Meetings	Mar	June	Sept	Dec	12,000	13,200	14,520	GoG
		Preparation of Quarterly Reports		Apr	July	Oct	1,000	1,100	1210	GoG
		Regular Monitoring of Budget and Activity Implementation at the Operational Level	Mar	June	Sept	Jan	15,000	16,500	18,150	Donors
	Quarterly Monitoring of Donor Interventions (USAID)	PAGE	Feb	May	Aug	Nov	20,000	22,000	24,200	Donors
		TAP	Feb	May	Aug	Nov	20,000	22,000	24,200	Donors
		GEDEP	Feb	May	Aug	Nov	20,000	22,000	24,000	Donors
	Quarterly Monitoring of Donor Interventions (UNICEF)	UNICEF Annual Work Plan	Feb/Mar	Apr/May	Jun/Jul	Sept/Oct	20,000	22,000	24,200	Donors
	Quarterly Monitoring of Donor Interventions (JICA)		Mar	June	Sept	Dec	20,000	22,000	24,200	Donors

## 8.0 CAPACITY BUILDING INITIATIVES

There is the urgent need to build the capacity of officers tasked with the implementation of the ESP (2010-2020) at the policy and operational level to deepen understanding of monitoring and evaluation in the sector to support evidenced-based decision making and policy development.

Training and working manual on Monitoring and Evaluation will have to be developed to train core officers to facilitate the monitoring and evaluation process in the Education sector. The training is to be done periodically for the sector to meet changing trends on the field of M&E.

As a first step, the following capacity building initiatives (see Table 7 below) for which the PBME Division of the Ministry of Education is responsible shall be undertaken to ensure the minimum capacity for the monitoring, evaluation and reporting on ESP 2010-2020 implementation.

ACTIVITY	Qty	Unit Price (Gh¢)	Total (Gh¢)
Train M&E Officers of PBME in M&E Systems	3	-	30,000
Hands On Study Visits (Overseas) on best practices in M&E	3	-	20,000
Develop and Print M&E Training and Working Manuals	300	-	32,000
Train District and Regional Officers on Monitoring and Reporting	9	-	184,000
Train Agency Officers on Monitoring and Reporting	1	-	7,000
<b>TOTAL</b>			<b>273,000</b>

## **9: BUDGETARY MONITORING PROTOCOLS**

Key to the monitoring and evaluation process is the budgetary monitoring protocols such as reporting to Parliamentary Committees, National Development Planning Commission or on Multi-Donor Budgetary Support (MDBS). On these budgetary monitoring protocols for the sector, the Medium Term Expenditure Framework (MTEF) is seen in three levels of development. The Medium Term Fiscal Framework (MTFF) provides an integrated medium-term macroeconomic strategy as well as the fiscal targets and projections of the Government of Ghana. The Medium Term Budget Framework (MTBF) helps to allocate resources to the nations' strategic priorities and ensure that these allocations are consistent with overall fiscal objectives of the government. The Medium Term Expenditure Framework (MTEF) develops the approach further by adding activity and output based budgeting to the MTBF framework. The budgetary monitoring should therefore be activity-based. Information about costs, allocations, actual disbursement, and expenditures should be maintained for each distinct activity. Activities can then be analysed in the aggregate (corresponding with the priority area categories in the MTBF), such that costs per priority area can also be calculated.

Operating within a consistent activity-based framework will make it possible to compare plans, implemented activities, allocations and expenditures, and outcomes and impacts. These points of comparison are critical in order for the entire cycle-policy-making, planning, implementation, monitoring and evaluation, and improvement and iteration-to take place effectively for the betterment of education in Ghana.

Under these budgetary monitoring protocols, officers assigned to monitor these activities are not to monitor but also evaluate the process on the ground and within the budgetary constraints use innovative and cost-effective practices such as performance audit, policy evaluation and tracking, infrastructure audit including the use of optimal design for longitudinal and multilevel research to produce good analytical reports.

Against this background every Division of the Ministry will be undertaking monitoring of their activities funded from the Ministry's budget and report to PBME of the Ministry at the end of every quarter as noted in the log frame of the plan in Chapter 5, May, August, October and January respectively.

## **10. ROLES AND RESPONSIBILITIES**

This section helps to avoid duplication of roles and responsibilities in the M&E process of the Education sector to ensure effective implementation of the ESP. The roles and responsibilities includes the following: Thematic M&E Teams, GES Headquarters Divisions, Education Management Information System (EMIS), National Accreditation Board for Tertiary Education, National Inspectorate Board, Regional Directorates of Education, District Directorates of Education – with District Education Planning Teams and Circuit Supervisors, District Education Oversight Committees (DEOCs), School Management Committees (SMCs), Traditional Authorities & Civil Society Organizations (including NGOs, FBOs, Media, and Researchers) and Development Partners.

### **Monitoring, and Evaluation Unit of PBME at MoE**

- Central coordination and capacity building
  - Assist in the development and implementation of standardised and compatible monitoring tools at central, regional, district, and school levels
  - Support capacity strengthening initiatives for monitoring, evaluation and reporting at all levels
  - Support SRIMPR in ensuring data collection, analysis and reporting at central, regional, district, and school levels
  - Support the development of enhanced information and analysis at all levels including school mapping and other knowledge management activities
  - Supervise and monitor the work of the various councils and boards set up under the new education reform to ensure that they are focused and functioning properly
  - Supervise and monitor the Thematic M&E Teams (described below) to ensure that they are focused and functioning properly
- Monitoring and evaluation
  - Conduct evaluations on pilot programmes and on selected policies and programs of particular interest
  - Aggregate data from across regions, districts, and schools in order to evaluate national progress and to make comparisons across regions, districts, and schools
  - Conduct studies to improve operational efficiency, resource allocation, and the development, implementation, and continuous improvement of policies and programs
  - Conduct international comparative analyses to assess the status of educational progress in Ghana and to identify strategies for improvement
  - Use findings from policy research, monitoring and evaluation at all levels to inform policy-making, educational planning, and programmatic decisions

- Reporting
  - Produce the annual sector reports for Poverty Reduction Support Credit (PRSC) and Multi-Donor Budget Support (MDBS)
  - Produce the annual Preliminary Education Sector Performance Report
  - Produce the annual AESOP implementation progress reports
  - Produce progress and impact reports for specific target programmes, as required
  - Manage the Education Sector Annual Review (ESAR) process (including the NESAR Recommendations Monitoring Matrix, which tracks the status of implementation of the NESAR recommendations on a quarterly basis)
  - Collate and produce reports to provide a stock of knowledge to further enhance the activities of the various councils and boards set up under the new education reform.
  - Discuss key findings from studies and reports with Ministry leadership and with the appropriate divisions and agencies

### ***Thematic M&E Teams***

The Ministry will convene a number of Monitoring & Evaluation Teams to oversee monitoring and evaluation of general sector-wide activities and in a number of specific topical areas. Collectively, the M&E Teams will be responsible for the following tasks and activities:

- Broadly monitor the sector-wide activities of the Agencies
- Provide support for the detailed monitoring that takes place within each of the Agencies
- Conduct broad sector-wide and nation-wide monitoring and evaluation activities by sampling from the broad population in question
- Work with the M & E Unit within PBME to implement effective sector-wide monitoring and evaluation practices

### ***Headquarters of the Agencies***

- Central coordination and capacity building
  - Assist in the development and implementation of standardized and compatible monitoring tools at central, regional, district, and school levels for division-specific programs and evaluations (in collaboration with M & E)
- Reporting
  - Contribute information for the annual sector reports for Poverty Reduction Support Credit (PRSC) and Multi-Donor Budget Support (MDBS)
  - Contribute information for the annual Preliminary Education Sector Performance Report, the AESOP, and the ESAR
  - Provide quarterly updates about progress made with respect to the annual ESAR recommendations
  - Produce progress and impact reports for specific target programmes, as required



- Monitoring, evaluation, and research
  - Lead monitoring and evaluation efforts for division-specific programs and initiatives
  - Conduct day-to-day supervision and detailed monitoring of internal activities
  - Coordinate the activities of regions, districts, and schools, as necessary;
  - Aggregate data from across regions, districts, and schools in order to evaluate national progress and to make comparisons across regions, districts, and schools
  - Use findings from monitoring and evaluation activities to inform policy and programmatic decisions

### **Education Management Information System (EMIS)**

- Collect data regularly from schools, districts, regions, and other entities of educational relevance around the country
- Record, organize, and store the data in a manner that is user-friendly and readily accessible
- Provide educational information and data to PBME and other MoE / GES divisions and agencies on a regular basis
- Provide data to other education stakeholders who may also be interested and/or who may request information

### ***National Accreditation Board for Tertiary Education***

- Oversee monitoring and evaluation pertaining to tertiary education in Ghana
- Track the existence of and basic statistics for public and private tertiary institutions
- Conduct comparative analyses regarding the performance of tertiary institutions and create associated summary reports and recommendations
- Conduct research studies regarding innovations at particular tertiary institutions or groups of institutions
- Publicize and share information on best practices in tertiary education delivery and management

### ***National Inspectorate Board***

- Inspect schools
- Set and enforce the required standards for both the public and private educational institutions
- Evaluate first and second cycle institutions periodically; this evaluation shall consist of a sample of educational institutions, not a census
- Monitor the computerized school selection and placement system (CSSPS).
- Establish inspection panels to provide independent external evaluation of the quality and standards in educational institutions, focusing on the following national priorities:

- a. Quality of leadership and management of the educational institution
- b. Quality of teaching and learning provided by the educational institution
- c. Educational standards achieved by the educational institution
- d. Levels of scholarship attained by the educational institution
- e. Facilities available in the educational institution
- f. system of internal and external examiners in place at the educational institution
- g. Values emphasized and taught in the educational institution including community service by the students of pupils and staff
- h. Statistical data of the educational institution or tracer studies tracking the achievement of past students

***Regional Directorates of Education***

- Prepare and disseminate Regional Annual Performance Reports (APRs)
- Consolidate district reports in order to prepare and disseminate Regional Consolidated Reports for the education sector
- Guide Districts in developing and implementing M&E plans
- Conduct day-to-day supervision of regional education tasks, activities, and programmes
- Monitor and evaluate district-level evaluation activities, especially the activities of the District Education Directorates
- Identify district M&E needs (e.g. capacity building) and recommend and support strategies for fulfilling those needs
- Conduct evaluations on pilot programmes and national-level evaluations on select policies and programs of particular interest
- Conduct routine inspection of schools to ensure the maintenance of standards of performance in teaching and learning, in accordance with the guidelines of the National Inspectorate Board

***District Directorates of Education – with District Education Planning Teams and Circuit Supervisors***

- Prepare and submit the District M&E plan. For detailed descriptions on how to prepare a District M&E Plan, see the *Guidelines for the Preparation of the District Monitoring and Evaluation Plan*.
- Conduct day-to-day supervision of district level tasks, activities, and programmes
- Monitor the implementation of the District Medium Term Development Plan (DMTDP) and the District Education Work Plan (DEWP) to inform the achievement of the GPRS objectives
- Contribute to the preparation of the Annual District Education Operational Plan (ADEOP) and monitor progress and outcomes of implementation

- Carry-out in-depth studies into problem areas in particular districts, based on findings from cross-district comparisons
- Examine, in particular, teacher performance and the relationship between schools and communities
- Acquire and maintain an appropriate IT-based information management system (e.g. EMIS) to facilitate recording, tracking, analysing, and sharing data
- Compile a register of all ongoing education programmes and projects, including the name, lead agency, engagement locales, goals, activities, and baseline and target indicators
- Identify, adapt, or create any necessary data collection instruments, including surveys, interview and focus group protocols, observation protocols, assessments, work product rubrics, etc. (See references listed on p.2 and Section IV below for more information.)
- Collect, collate, and analyse data (including both quantitative and qualitative data) for each policy area, program, or intervention
- Prepare and disseminate District Annual Performance Reviews (APRs) and other relevant reports; share the reports and findings with the Ministry and with relevant stakeholders (including SMCs, CSOs, and the community) through announcements, community meetings, etc.
- Use the information gained through M&E to inform future policy and program decisions

#### ***District Education Oversight Committees (DEOCs)***

- Monitor the condition of school building and the school infrastructure requirements, including cleanliness, lands, and facilities
- Monitor the supply of textbooks and other teaching and learning materials
- Monitor the moral and professional behaviour of all staff and pupils, including proper performance of functions, including the regular and punctual attendance of teachers and pupils, and matters related to discipline
- Monitor complaints of all sorts relating to education, and pertaining to or emanating from teachers, students, principals, parents, community members
- Collect information on private educational institutions operating within the district; information should include basic statistics, operating information, etc.

#### ***Schools & School Management Committees (SMCs)***

- Assist districts and regions with data collection as required, by submitting standard data, completing surveys and questionnaires, etc.
- Inform districts and regions of any capacity-building needs, etc.
- Conduct small-scale evaluations of school-based projects and activities
- Report findings to local community members and to district and regional authorities
- Create an annual School Performance Improvement Plan (SPIP), monitor implementation activities, and evaluate progress toward SPIP objectives.

### ***Traditional Authorities & Civil Society Organizations***

- Express the views of the community whose needs the DMTDP aims to address.
- Provide information about how educational programs and policies are operating on the ground and about their impact for the community.
- Provide information about how other responsible authorities (teachers, school administrators, district and regional education authorities) are performing their duties.
- Serve as an on-the-ground watch-force to expose malpractice, corruption, inefficient resource expenditures, and poor policy decisions.
- Assist in data collection for monitoring and evaluation.
- Do critical analysis of educational issues close to the target community and come out with credible and dependable data to inform decision-making at all levels and to achieve improved results.
- Channel grassroots voices and experiences such that they can inform national level policy and practice.

### ***Development Partners***

- Strengthen district-level institutional framework for evidence-based planning, monitoring, and evaluation.
- Assist District Assemblies to develop an efficient information and reporting system and to reduce disjointed and redundant monitoring and evaluation procedures.
- Shift from heavy reliance on consultants and single project monitoring towards support for the preparation and implementation of the district M&E plans.
- Support national level monitoring and evaluation efforts in order to guide policy-making, improve educational programmes, and strengthen the performance of agencies in the Education sector.

## **CONCLUSION**

The Plan establishes a framework for the monitoring and evaluation of the implementation of the ESP 2010-202. This covers all the interventions that will be implemented to attain the goals of the sector. It is expected that the formalisation of monitoring and evaluation will contribute to enhance good public sector governance in the Education Sector of Ghana.

The PBME Division of the Ministry of Education has the overall responsibility for managing the implementation of the M&E Plan for the Education Sector in Ghana. However, in order for implementation to be successful, the Agencies of the Ministry,

and the Regional and District Education Offices are expected to participate fully in undertaking monitoring and evaluation at the operational level to support implementation at the Policy level. In addition, the commitment and active support of all stakeholders in the Education Sector, particularly the Development Partners and Civil Society Organisations will be required.

It is evident that the Ministry of Education and stakeholders of the sector are committed to monitoring and evaluation to support evidence of progress and accountability to the general public. In this regard, this monitoring and evaluation plan will enhance a widespread support for the establishment of an integrated monitoring and evaluation system for the Education Sector. This M&E Plan, thus, serve as a foundation for the establishment of an effective monitoring and evaluation system.

#### Appendix 1: Final List of ESP 2010-2020 Priority targets

Indicator Name	EMIS Baseline 2009-2010	ESP (2010-2020) Target	Reference	Comments
<b>KINDERGARTEN</b>				
% private enrolment	19%	25% 2020	ESP Vol. 1	
GER	99%	100% 2015	ESP Vol. 1	
NER		90% 2020	ESP Vol. 2	May be a typo in the ESP, perhaps it should be 100% given 2009 GER
PTR	34	35 2015	ESP Vol. 1	
% of trained teachers	32%	95% 2015	ESP Vol. 1	
% girls enrolment	49%	Parity by 2012	ESP Vol. 2	
Primary Female Completion		Parity by 2012	ESP Vol. 2	
Capitation grant	0.5%	0.5% GDP p.c.	ESP Vol. 2	
Increase number of schools / classrooms		FM has annual targets	FM / ESP	A ESP Priority, but no target; Targets to be included in AESOPs
Reduce % of classrooms needing major repair		0% 2020	FM / ESP	Priority, but no target included in ESP Vol.2

Indicator Name	EMIS Baseline 2009-2010	ESP (2010-2020) Target	Reference	Comments
<b>PRIMARY SCHOOLS</b>				
% private enrolment	18.6%	20% 2020	FM	
GAR	101.3%	100% 2007	ESPR	FM has this reducing to 100% by 2017.
Completion Rate P6	87%	100% 2015	ESP Vol. 1	Other docs had 100% target by 2012.
GER	96%	107% 2020	FM	Target based on GAR and completion targets, maintaining repetition.
NER	84%	100% 2015	ESP Vol. 2	Tie this with CBE programming in AESOP
Gender Parity (in all BE)	49%	Parity by 2012	ESP Vol. 2	
Primary Female Completion	84%	Parity by 2012	ESP Vol. 2	
PTR	31	45 2015	ESP Vol. 1 (chapter 5)	Earlier targets place this at 35
% trained teachers	58%	95% 2015 (I)	ESP Vol. 1	Other docs place target at 90%.
Core textbook: pupil ratio	0.5	1:1 2015	ESPR and AESOPs	FM measures as 3:1 since there are 3 core textbooks. ESP has for 2012
Capitation grant	0.5%	0.5% GDP p.c.	ESP Vol. 2	
Improve NEA English, Math, Local Language proficiency (P3 and P6)		60% 2012	ESP Vol. 2	Literacy and numeracy in English and Ghanian lang. by 60% of Primary 6 pupils by 2012.
Teacher Absenteeism (Reduce)	25%	5% 2015	ESP Vol. 2	
Time on Task (Increase)	39%	80% 2015	ESP Vol. 2	
Increase number of schools / classrooms		FM has annual targets	FM / ESP	A ESP Priority, but no target; Targets to be included in AESOPs
Reduce % of classrooms needing major repair		0% 2020	FM / ESP	Priority, but no target included in ESP Vol.2
BE schools access to potable water	EMIS	75% 2020	ESP Vol. 2	
BE schools access to sanitary facilities	EMIS	75% 2020	ESP Vol. 2	Water target also implies toilets
Deprived Districts	ESP Vol. 2, the ESPR, and previous AESOPs include extensive discussion on improving deprived district indicators: Including specific indicators: % trained teachers, PTR (deployment); Wat./Sanitation; classroom rehabilitation; time on task; BECE pass rate (NEA scores?). Targets could be reviewed during the revision of the deprived district criteria scheduled to take place in 2011.			
SMC Operation		Increase activity	ESP Vol 2	Targets to be included in AESOPs
SRC/SIP		Increase Activity	ESP Vol. 2	Targets to be included in AESOPs
Improve equitable		Improve	ESP Vol. 2	Targets to be included in AESOPs

Indicator Name	EMIS Baseline 2009-2010	ESP (2010-2020) Target	Reference	Comments
deployment of teachers				
<b>JUNIOR HIGH SCHOOL</b>				
% private enrolment	17.4%			
GAR	87%	100% 2012	FM and ESPR	
Completion Rate	66%	100% 2015	ESP Vol. 1	Aligns with White paper
GER	80%	105% 2020	FM	Target based on GAR and completion targets, maintaining repetition. Close to Vol. 2 tgt. of 110%
NER		90%2015	ESPR	
Gender Parity (in all BE)		Parity by 2012	ESP Vol. 2	
Primary Female Completion		Parity by 2012	ESP Vol. 2	
Teaching hours per permanent teacher per week	12.4	28 2020	FM	
PTR (or Implied PTR)	15	35 2020	ESP Vol. 1	Stick to PTR target, adjust 'teaching hrs. target accordingly. (shows as 34 in FM)
% trained teachers		95% 2015	ESP Vol. 1	
Core textbook: pupil ratio	0.5	1:1 2015	ESPR and AESOPs	FM measures as3:1 since there are 3 core textbooks. ESP has for 2012 (eng, math, sci)
Capitation grant	0.5%	0.5% GDP p.c.	ESP Vol. 2	
Increase number of schools / classrooms		FM has annual targets	FM / ESP	A ESP Priority, but no target; Targets to be included in AESOPs
Reduce % of classrooms needing major repair		0% 2020	FM / ESP	Priority, but no target included in ESP Vol.2
% of JHS with computer lab		2000 labs 2013	ESPR, ICT Policy	ESP Vol. 2 notes: 1 computer teaching lab per JHS (10% of schools by 2015, 25% by 2020);
BECE Scores (learning outcomes?)				% of examinees scoring 30 or below?
Indicator Name	EMIS Baseline 2009-2010	ESP (2010-2020) Target	Reference	Comments
<b>SECOND CYCLE LEVEL - SENIOR HIGH SCHOOL</b>				
% private enrolment	10.8%			Track – but no target
GAR	39.4%	50% 2020	ESPR, White Paper	Based on GER Target
Completion Rate	30%	40% 2020	ESPR, White Paper	Based on GER Target

Indicator Name	EMIS Baseline 2009-2010	ESP (2010-2020) Target	Reference	Comments
GER – Second Cycle		75% 2015	ESPR/White Paper	100% by 2020
GER - SHS	36.6%	40% 2015	ESPR, FM	May be too low
Gender Parity (% female)	45%	Achieved 2015	ESP Vol. 2	
Teaching hours per permanent teacher per week	20	25 2020	ESP Vol. 1	
PTR (Implied PTR)	21	30 2020	ESP Vol. 1	Stick to PTR target, adjust 'teaching hrs. target accordingly. (shows as 29 in FM)
% trained teachers	82%	95% 2015	ESP Vol. 1	
Core textbook: pupil ratio	.66	3 2015	ESP Vol. 2	Vol. 2 indicates four core textbooks: eng. Math, sci, social; FM uses 3
SSCE Pass Rate		70% 2015	ESP Vol. 2	
Increase number of schools / classrooms		FM has annual targets	FM / ESP	ESP Priority, FM bases targets on population ESP Vol. 2 notes 750 SHS by 2020: 3 general to 1 tech
Reduce % of classrooms needing major repair		0% 2020	FM / ESP	Priority, but no target included in ESP Vol.2
SHS's with Computer Resource Room		80% 2015	ESP Vol. 2	1 resource computer room per SHS or TVI (50% by 2012, 80% by 2015, 100% by 2020)
Access to potable water		100% 2015	ESP Vol. 2	
BE schools access to sanitary facilities		100% 2015	ESP Vol. 2	Water target also implies toilets
Ensure all schools have adequate science / technical teaching lab (e.g. SRC)		No target No date	ESP Vol. 2	
SHS Subsidy and Boarding Students		Reduce by 50% 2016	ESP Vol. 1 & 2	Reduce 2008 # of borders by 50%
BOG Operation		Increase activity	ESP Vol 2	Targets to be included in AESOPs
SRC/SIP		Increase Activity	ESP Vol. 2	Targets to be included in AESOPs
Efficiency: Teacher deployment		Improve	ESP Vol. 2	Targets to be included in AESOPs
<b>SECOND CYCLE LEVEL – TVET &amp; APPRENTICESHIP</b>				
TVET GER (15-17 year olds)		15% 2015	ESPR/White Paper	25% enrolment growth in TVIs nationally by 2015 [another document prioritizes enrolment growth]
Apprenticeship GER	-	20% 2015	ESPR	Also from white paper
% trained teachers	83%	95%	ESP Vol 2	



Indicator Name	EMIS Baseline 2009-2010	ESP (2010-2020) Target	Reference	Comments
		2015		
Increase number of schools / classrooms		40 TVIs 2020	ESP Vol 2	FM Expenditure target of 3.0% of investment resource envelope provides sufficient funding for target of new schools and rehab. Activities. [Also noted: in Vol. 2 -Establish 5 additional TVIs by 2015 to provide 15% more places for post JHS school leavers without SHS places]
% female enrollment	-	40%	ESP Vol 2	
<b>NON FORMAL EDUCATION</b>				
Enrolment	-	Increase	ESP Vol. 2	
Adult Literacy Rate	-	85% 2020	ESP Vol. 2	
% Trained Teachers	-	Increase	ESP Vol. 2	
Gender parity	-	2015	ESP Vol. 2	
Equity and Efficiency	-	Improve	ESP Vol. 2	
<b>INCLUSIVE AND SPECIAL EDUCATION – SPECIAL SCHOOLS AND UNITS</b>				
Enrolment Increase per ESP Vol. 2	<i>FM uses increasing expenditure targets while the below is sorted out.</i> ESP Vol. 2 indicates a need to Increase provision of education for disadvantaged children (50% included by 2012, 80% by 2015 and 100% by 2020) and attendance of those with SENs in schools to 75%% in 2012, 100% by 2015 FM Assumes 12.2% of population has special needs and that SS schools reach 0.66% of the SS population			
Mainstream Enrolment Increase per ESP Vol. 2	Integrate all children with non-severe disabilities in mainstream BE and SH schools by 2015; Increase enrolment in Special Units in mainstream schools to 4000 in 2015			
Textbook ratio		1 2012	ESP Vol. 2	
Special Schools Access to potable water		100% 2020	ESP Vol. 2	
Indicator Name	EMIS Baseline 2009-2010	ESP (2010-2020) Target	Reference	Comments
<b>TERTIARY – COEs</b>				
Paid Study Leave		Reduce	ESP Vol. 1& 2	Replace with sponsored on-the-job training and qualification improvement scheme (from 2011)
Amt. of stipend / subsidy to CoE teachers		Reduce	ESP Vol. 1& 2	Reduce subsidies to teachers in training by 2020
New DBE Graduates (Res. CoE and UTDBe)		Annual Targets based on FM / BE	FM	Reconcile with intake target 5000 annually 2015 in ESP Vol. 2 (COE Enrolment = 26,000 in 2009/10)

Indicator Name	EMIS Baseline 2009- 2010	ESP (2010- 2020) Target	Reference	Comments
		requirements		
TERTIARY				
% private enrolment	13%	25% 2020	ESP Vol.1	
Expenditure Target	21%	15%	ESP Vol.1	<i>"The following measures, which will be subject to negotiation, are designed to reduce tertiary spending to 15% of annual education expenditure by 2015." ESP</i>
GER (18-21 year olds)	10%	12% 2015	ESPR	Drives enrolment; FM uses 7% per annum enrolment growth
Enrolment (Poly and Uni)				Reconcile above with: polys account for 1/9 of student body annually (ongoing) (ESPR 2008) Intake: 12,000 annually (Uni) and 10,000 annually (poly) by 2015 (ESP. Vol. 2
Gender Parity (% female)	34% (2007/ 08)	40% 2015	ESP Vol.2	
Open University Establishment		Awarding degrees by 2015	ESP Vol.2	3% of higher education population by 2015 – ESPR 2008; enrolment to increase by 2% per year through 2020
Est. 2 new Universities: Ho, Sunyani		Completed 2014	ESP Vol.2	
University registered in science and technology-related disciplines	34% (2007/ 08)	60% 2020	ESPR	
Polytechnics and Vocational institutes are registered in science and technology-related disciplines	30% (2007/ 08)	80% 2020	ESPR	