

10 -YEAR WORK PLAN FOR EDUCATION IN GHANA



REPUBLIC OF GHANA



**MINISTRY OF EDUCATION,
SCIENCE AND SPORTS**

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**10-YEAR WORK PLAN
FOR
EDUCATION IN GHANA**

SECTION 1: INTRODUCTION

1.1 Government's Vision For the Education sector

The Government of Ghana has always recognised the fundamental importance of providing progressively better educational opportunities to more and more of its citizens. This paper outlines the vision for education in Ghana for the next decade, focusing on key reforms and priorities and presents the estimated costs of implementing the education sector development over the period 2006 - 2015.

1.2 Policy Environment

1.2.1 Education Strategic Plan

The Education Strategic Plan (ESP 2003-2015), developed in 2003, guides education sector development. As a long-term plan it is consistent with and in support of the Ghana Poverty Reduction Strategy. The ESP serves as the framework by which Ghana meets its commitment to achieve the Millennium Development Goals – namely Gender Parity in primary schooling by 2005 and Universal Primary Completion by 2015 - and other international development goals on education. In order to facilitate the achievement of these targets, primary education has been designated a sector priority within the ESP.

1.2.2 GPRS II

GPRS II, developed in 2005, represents an update of Ghana's Development Agenda, with a new emphasis on growth and wealth creation as a means of reducing poverty over the period 2006-2008.

The following are the prioritised policy objectives for the education sector under the GPRS II.

- Increase access to and participation in education and training;
- Bridge gender gap in access to education;
- Improve quality of teaching and learning;
- Improve quality and efficiency in delivery of education service;
- Promote and extend the provision of science, maths, technology and ICT education and training;
- Enhance and strengthen the linkages between academic research and all sectors of the economy;
- Mainstream issues of population, gender, health, HIV/AIDS/STI, fire safety, road safety and environment in the curricula of schools and institutions of higher learning.

These policy objectives are carefully selected to inform the thematic areas of the Education Strategic Plan, namely – Access and Participation, Quality, Management for efficiency and Science and Technology.

1.2.3 Educational Reforms

The White Paper on the Education Reforms outlines a portfolio of reforms and objectives spanning the entire education sector, which, according to the recommendations, are to be implemented from 2007 at the latest, and have major targets identified for 2015 and 2020.

Basic education will be expanded to include 2 years of Kindergarten as well as the existing 6 years of primary and 3 years of Junior High Schools. The overarching target is 100% completion rates for male and female students at all basic levels by 2015.

There will be a radical reform of second cycle education, which, with effect from 2007, will last for 4 years, serve as a terminal point of entry into work or tertiary education and will be universal by 2020.

The major initiatives and sector policies proposed in the reforms include a senior high school system, which will consist of technical, vocational, agricultural or grammar streams and a structured apprenticeship system

SECTION 2: GENERAL

2.1 Outcomes and Indicators

2.1.1 Access to Education

Overall, there have been very positive trends in student enrolment and transition between 2001/02 and 2005/06. A number of key indicators are highlighted below:

Enrolment at the public KG schools has increased from approximately 550,000 in 2001/02 to 1,065,963 in 2005/06 registering an increase of 93.8% over the period. Gross Enrolment Rates of 85.3 has been registered while a Gender Parity Index (GPI) of 1.03 ascertained. Primary enrolment has increased from 2.5 million pupils in 2001/02 to 3,239,462 in 2005/06 registering an increase of 29.6% over the period. The males' enrolment has registered a GER of 95.3% and 88.8% registered for females. JSS enrolment has increased from approximately 896,000 students in 2001/02 to 1,121,887 in 2005/06. JSS enrolment has therefore shot up by 25.2% over the period. Females' enrolment has registered a GER of 76.3% and males' enrolment recorded 83.5%. A Gender Parity Index (GPI) of .93 has been recorded in the 2005/06 academic year.

The Technical/Vocational Education has experienced a steady growth over the period 2001/02 - 2005/06. Enrolment shot from 17,934 (with females constituting 13.7%) in 2001/02 to 20,214 (15.2% females) in 2005/06. At the Tertiary level, the Polytechnic's total enrolment has over the period 2001-02 to 2005-06 increased by 20.6% (20,442 to 24,656). The percentage of female enrolment as part of total enrolment rose during the same period from 24.3% to 30.43%, an increase of 41%. Over the period from 2001-02 to 2005-06, total enrolment of University students increased by 82% (46,184 to 84,078). The most significant increase of University enrolment of 37.7% occurred from 2001-02 to 2002-03, with female enrolment rising from 29.2% to 32.5%, an increase of 11.3%.

However, between the academic years 2003-04 to 2005-06 an approximate increase of 32% was achieved in the Universities and only 1% in the Polytechnics with minimal increases in the Technical and Science areas. Within this period female enrolment in the Universities realised 6% increase and Polytechnic had an increase of 13%. In terms of disciplinary balance, there has been no change between this year and last in the proportion of students enrolling in Science Courses in Public Universities.

In addition, the proportion of students enrolling in Science courses at the polytechnics has continued to fall – from 40.7% in 2003-04 to 38.7% in 2004-05. The number of students at the Teacher Training Colleges (TTCs) registered for the 2005/06 was 8,538 with 3,693 (42.6%) represented by females. Over the period 2001-02 to 2005-06 enrolment at TTCs has increased by 36%, with female enrolment increasing by 82.1%. The number of teachers produced over the same period has increased by 21.5%.

2.1.2 Quality of Education

Key areas of progress and issues include:

- The number of trained teachers is increasing annually; however, due to increasing enrolments, the proportion of trained teachers in the workforce has actually fallen;

- The Pupil Teacher ratio has increased at all levels of education, and, at primary level, the 2015 target of 35:1 has been reached. Of importance now is the necessity of equitably deploying teachers across the country as the Pupil Teacher Ratio varies widely over the country;
- The training of untrained teachers through Distance Education has begun – 5,000 first intake in March 2005, with a further 8,000 enrolled in September 2005;
- Textbooks at basic level were delivered to public basic schools in the first term of 2005/06 academic year. Approximately 90% were delivered by end of year, and each student will have a textbook for all subjects studied;
- At tertiary level, the Teaching and Learning Innovation Fund (TALIF) is assisting institutions in carrying out initiatives and innovations in teaching, research, learning and management.

2.1.3 Science, Technology & TVET

TVET

- Enrolment at TVET institutions in 2004/05 increased to 21,424, with only 14% female participation. In comparison to SSS, enrolment at TVET is very low;
- The National TVET policy is currently with parliament, awaiting ratification;
- At TVET institutions it is now possible to study academic subjects (e.g. Maths, English, and Science etc). Students can therefore sit WAEC examinations and progress to tertiary education.

Science & Technology

The Ministry is committed to the deployment and exploitation of ICT to facilitate teaching and learning at all levels within the education system and improving its administrative and managerial operations and activities. Key outcomes for ICT include:

- Development of integrated network at MOES and GES headquarters – including development of Ministry website and Ministry mail server;
- Supply of ICT equipment to Regional and District Offices through Capacity Building Component of EdSeP;
- ICT project in teacher training colleges – to be used to facilitate distance education for teachers;
- Development of Skool.gh project – to provide on-line learning resources in Maths and Science on the internet to be accessed by teachers, students and parents.

2.1.4 Education Management

- Strengthening of EMIS (Education Management Information System) to provide comprehensive data and reporting on enrolment, quality & management at all levels of education;
- Introduction of Computerised Selection System for Senior Secondary School Students to increase transparency and fairness of selection process for BECE graduates;
- Provision of training and development of District Education Performance Reports and District Operational Plans, to provide inputs into budget and planning process for Ministry.

2.2 Ongoing Activities

2.2.1 Access

- Expansion of capitation grant scheme to all public basic schools for 2005/06 academic year. Preliminary statistics indicate an increase in enrolment of 37% at Kindergarten level, 14% at Primary level and 10% at JSS level (please see attached document);
- Eliminating Gender Disparity at basic level through school feeding programmes, sensitisation of parents and students and provision of bicycles to older girls to attend distant schools.

2.2.2 Quality

- The district sponsorship scheme of teacher trainees continued, with 4,163 of the total number of 8,640 (or 48%) new teacher trainees sponsored by the deprived districts;
- The Teacher training course at the Teacher Training Colleges is in the process of being upgraded from a certificate to a tertiary-level diploma qualification. By 2010, it is expected that all teachers will be trained to this level;
- Under the Distance Education Programme for untrained teachers, 24,000 teachers will be upgraded over the course of the ESP. In 2005, the first 5,000 selected teachers commenced their 4 year training course;
- To increase female enrolment at teacher training colleges, Access courses are provided annually, prior to the commencement of the general course. In this way the quota of 40% female admission can be maintained, without lowering the academic standards of the course;
- The Ministry distributed the first batch of textbooks in September 2005. By the end of 2005, 90% of textbooks had been delivered, with the Ministry exceeding its target of 1:1 Pupil: Textbook ratio in the 3 core subjects by achieving 1:1 in all subjects at the primary and JSS levels in public schools;
- The Curriculum Research and Development Division, in collaboration with the BECAS (Basic Education Comprehensive Assessment System) project, developed, in 2005, a national assessment system for basic education (Primary 3 and Primary 6) in Maths and English. In 2006, this will commence assessing numeracy and literacy rates at primary level, both nationally and within schools;
- The construction of model secondary schools continues, with the first phase of 31 schools almost complete, and the second phase of 25 schools commencing in 2006.

2.2.3 Education Management

- Improving and expansion of Education Sector Management Information System (EMIS) through the decentralisation of the data inputting and reporting system (50 districts in 2005/06) and the increase in the levels of education being captured and reported on;
- Increased Decentralisation of Education Service Delivery through the development of District Performance Reports and District Operational Plans. In 2005, training was undertaken in all districts and regions, to build capacity and understanding of the importance of and method for preparing and completing these reports. In 2006, each district will produce a performance report, which will input into the Education Sector Annual Review. The District Education Plans will input into the budget process for the Ministry;
- Centralisation of the Senior Secondary School Selection System through an anonymous, computerised application and selection process. This was first used in September 2005 and is currently being reviewed and evaluated for improvement for the 2006 selection process.

2.2.4 Expansion of ICT in Education Initiatives

- Development of Ministry website and mail server;
- Commencement of supply of equipment to Regional and District Offices;
- Extension/linkage to other agencies outside Ministry Headquarters – e.g. Non-formal education division, NCTE;
- Commencement of ICT project in Teacher training colleges to facilitate distance education for teachers;
- Agreement with INTEL to commence computerisation of universities and develop Skool.gh programme.

2.3 The Way Forward

2.3.1 Increasing Access and Quality at basic education

There has been a significant increase in enrolment at basic level, due to the introduction of capitation grants. In order to ensure that the quality of education is not adversely affected by these increases, there is a need to provide extra classrooms and teachers to meet student demand. In 2006, it is proposed that a large number of semi-permanent classrooms will be constructed, in order to allow for a rapid response to the problems of overcrowding. These will then be adjusted in future years into permanent structures.

In addition, the expansion of the teacher training programme through distance education will continue, with 8,000 teachers enrolled in September 2005. The roll out of the ICT programme for distance learning at the Teacher training colleges will also facilitate improved learning opportunities for distance learners.

2.3.2 White Paper Reforms

The proposals of the White Paper on Education Reform affect all levels of education. 2006 is the preparatory year for ensuring the roll out of the reforms in 2007. Many of the initiatives of the reforms are already taking place –e.g. capitation grants to all levels of basic education, ensuring Free Compulsory Basic Education. Enrolment has increased significantly due to the capitation grants, and the target of achieving Universal Basic Completion by 2015 is looking more likely than previously.

Under the White Paper reforms, it is proposed that all teachers will be trained by 2015. The ongoing programme of training teachers through distance education will result in an increased proportion of trained teachers in basic schools.

At senior cycle level, there is a lot of work to be done to ensure that a comprehensive system of education will be available to the majority of JSS graduates, commencing in the academic year 2007/08. There will be a significant expansion of the number of institutions offering second cycle courses, and SSS and TVET institutions will have to adapt in order to offer the comprehensive education outlined in the proposals. For the apprenticeship system, a structured 4-year system will be developed, with practical and theoretical training. Employers who will be capable of providing an apprenticeship programme will be identified and uniform training standards agreed to.

At tertiary level, there will be a continued expansion, including the establishment of an Open University to provide avenues for work-study programmes and life-long education. Post-graduate training and research in Ghana's tertiary institutions will be expanded to make it more accessible and relevant to national development. It will be necessary to undertake research – e.g. tracer studies of graduates - to

identify linkages between courses provided and skills demanded by employers, in order to best fit our graduates for the workplace.

A Reform Committee will be set up in 2006 to oversee and implement the changes that will be required in order for the transition to a Senior High system be successful. Many of the targets and indicators of the ESP have been changed to take account of the White Paper proposals. These are outlined in the table attached. Finally, there are significant resource requirements, which were not identified in the ESP, for the implementation of the proposed reforms.

Under current projections the total resource requirement for the implementation of the work plan is \$15.4 billion at an average cost of \$ 1.5 billion per year. Given the expected resources and current cost, the funding gap for the entire sector will be \$35.33 million in 2006 and this will increase to \$ 619.24 in 2008 and reduce to \$ 59.24 in 2015 at an average funding gap of \$ 294 million annually over the planned period (see attached table). The Ministry will seek to increase efficiency in education delivery in order to reduce the costs of the reform and will look to external partners and alternative sources of funding – e.g. private funding – to reduce this gap and achieve the targets of the education reform.

Proposed changes to Indicators due to White Paper Reforms

| LEVEL | INDICATOR | ORIGINAL (ESP TARGETS) | PROPOSED (WHITE PAPER TARGETS) | REASON |
|--------------------------------------|--|------------------------|--|--|
| PRE-SCHOOL EDUCATION | Kindergarten GER | 65% by 2015 | 100% | White Paper- Universal Basic Education by 2015 |
| | Kindergarten Private Provision | 25% by 2015 | 30% | In 2003 & 2004, the % of private provision has been consistently greater than 30%. |
| PRIMARY EDUCATION | Gross Admission rate | 100% by 2010 | 100% by 2006/2007 | 100% of pupils into P1 nine years in advance to achieve Universal Basic Completion (UBC) by 2015 |
| | P6 Completion Rate | 100% by 2015 | 100% by 2012 | 100% completion rate 3 years earlier to achieve UBC by 2015 |
| | Gross Enrolment rate | 107.4% by 2015 | 107.4% by 2012 | To achieve UBC by 2015 |
| | Trained (qualified) Teachers | 95% by 2015 | 95% by 2015 | |
| | Private Primary Provision | 16% by 2015 | 20% by 2015 | In 2003 & 2004, the % of private provision has been consistently greater than 16% |
| JUNIOR SECONDARY EDUCATION | Transition rate between P6 and JSS1 | 100% by 2015 | 100% by 2012 | To achieve UBC by 2015 |
| | Survival rate JSS1-JSS3 | 100% by 2015 | 100% by 2015 | To achieve UBC by 2015 |
| | Gross Enrolment rate | 95% by 2015 | 107.4% by 2015 | To achieve UBC by 2015 |
| SENIOR SECOND CYCLE EDUCATION | Gross Enrolment Rate | | 75% by 2015 | 75% of JSS Graduate by 2015 to achieve the White Paper proposal of 100% participation in Senior Cycle by 2020 |
| | Senior High (GER) | 50% by 2015 | 40% by 2015 | White Paper-all students to attend Senior Cycle by 2020 |
| | Technical, Agricultural training (GER) | No Target | 15% by 2015 | White Paper-all students to attend Senior Cycle by 2020 |
| | Apprenticeship Scheme (GER) | No Target | 20% by 2015 | Apprenticeship scheme-to commence in 2008 and will grow from a 2% GER in 2008 to 20% by 2015 |
| POLYTECHNIC | Polytechnic-degree students | No Target | 1/9 of student body annually from 2008 onwards | Upgrade from diploma to degree is estimated to be 1/3 of final year students at polytechnics and this works up to be approximately 1/9 of the student body. |
| OPEN UNIVERSITY | Number of Students | No Target | 3% of the higher education population by 2015 | Comparing the reality on the ground with International evidence, number of student is estimated at 0.5% of higher education population, and growing by 40% annually, to reach 3% by 2015 |

2.4 Support for Education Sector Development

The cost of implementing education sector development exceeds the resources available to the Ministry and there is therefore a financing gap faced by the Ministry which it needs to overcome in order to enable it to achieve the development goals as targeted.

Additional resources would be required to close this financing gap and support some of the projects identified within the ESP and ETA FTI proposal as contributing to the achievement of these goals.

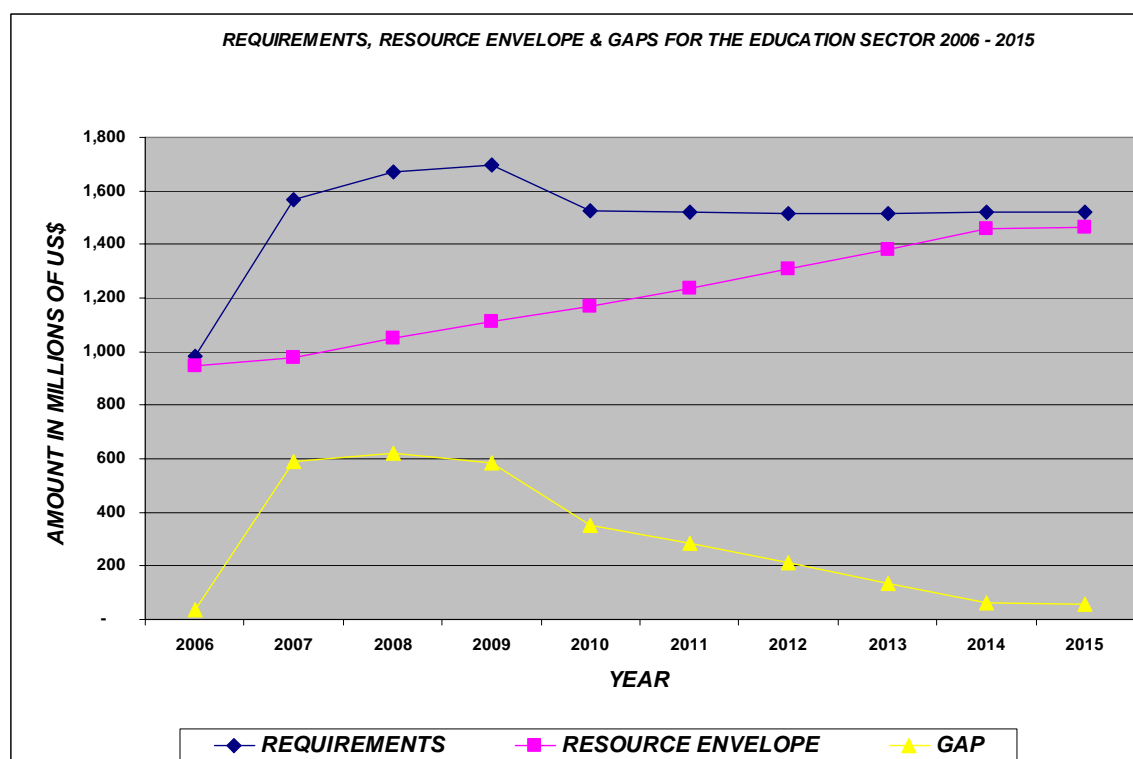
Specifically, the Ministry would request that resources are mobilised to support the following major interventions:

- Basic School Classroom Construction;
- Construction of Teacher Accommodation for Basic Schools;
- Provision of Drinking Water Supply to Existing Basic Schools;
- Provision of Textbooks to Basic Schools;
- Capitation Grants for Basic Schools;
- Provision of Vehicles;
- Construction/Rehabilitation of Workshops for Teaching Technical Subjects in JSS;
- Provision of Workshops for Secondary Schools teaching technical subjects;
- Construction/Rehabilitation Activities in Technical/Vocational Institutes (TVIs);
- Provision of ICT in education;
- Decentralisation of education system;
- Capacity strengthening at the district and school levels;
- Construction of Model Senior Secondary Schools;
- Construction of Lecture Theatres/Halls;
- Construction of Libraries.

Total cost of Education Sector development over the ten (10)-year period including the above interventions is estimated at \$ 15.043 billion, and the details are shown in the table and graph on Page 9 and in the appendices – page 18.

Requirements, resource envelope and gaps for the education sector 2006 – 2015 (US\$m)

| YEAR | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|-------------------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| REQUIREMENT | 983 | 1,566 | 1,672 | 1,697 | 1,525 | 1,522 | 1,518 | 1,517 | 1,522 | 1,522 |
| RESOURCE ENVELOPE | 948 | 976 | 1,052 | 1,110 | 1,171 | 1,237 | 1,306 | 1,381 | 1,460 | 1,463 |
| GAP | 35 | 590 | 619 | 587 | 354 | 285 | 212 | 136 | 62 | 59 |



In Ghana, basic education includes; Kindergarten, Primary and Junior Secondary education and the Ministry would like to request support to these levels of education. Many of the problems facing the JSS are the same as those facing Primary, and strategies to develop primary education will also be used to develop JSS education.

However, priority will be given to activities to benefit primary level education – in line with the sectors priorities as expressed in the ESP and ETA FTI documents, and in accordance with the commitment to achieve UPC by 2015. Strategies to support TVET will largely benefit second cycle pupils, with some support to JSS in terms of workshops for teaching technical subjects at this level, and the model SSS programme will again be to the advantage of second cycle education.

2.5 Introduction of capitation grants at national level for all public basic schools

Although enrolment is increasing at all levels of education in Ghana, enrolment at primary level has not been increasing sufficiently to meet the goal of Universal Primary Completion by 2015. In 2004/05, the GER was 87.5% at primary level, which is below the target figure of 88.5%. Direct action, in the form of capitation grants and the abolition of levies, has been undertaken at a national level, to increase enrolment at KG, Primary and Junior Secondary level. In addition, it has been recognised that enrolment at Kindergarten is of great importance in ensuring enrolment and retention at higher levels of education and in increasing gender parity at all levels of education. The focus of the Government of Ghana has been the reduction of barriers to entry to primary education and the creation of awareness among parents and students of the benefits of attending primary education.

In 2004, capitation grants were introduced into public primary schools in the 40 deprived districts in Ghana to encourage enrolment and retention. All levies were banned, which would prevent any student from going to school. In 2005, the capitation grants were extended to all public basic schools (KG, Primary and Junior Secondary School) across Ghana.

Enrolment grew significantly in the deprived districts between 2003/04 and 2004/05 – from 76% to 80.1%. The introduction of the capitation grant is believed to have been a significant contributor to this growth, and with the nationwide introduction of the scheme to all public schools enrolment has increased from 87.5% in 2004/2005 to 92.1% in 2005/2006.

2.6 Eliminating Gender Disparities in Education

Under the Education Strategic Plan and the Millennium Development Goal of gender parity in education, Ghana targeted a Gender Parity Index of 1 in primary education by 2005. There have also been targets set for the next 10 years, which, if achieved, would result in gender parity in enrolment at all levels of education and in teacher recruitment.

The deadline for achieving gender parity in basic education is 2005 (Millennium Development Goal). An examination of the Gender Parity Index at basic education shows that growth in the GPI has stagnated at year 2003-04 at pre-school, primary and JSS. The Gender Parity Index is measured as the Female Gross Enrolment Rate divided by the Male Gross Enrolment Rate. In 2003-04, GPI at pre-school level was 0.98, at primary, 0.93, and at JSS, 0.88. For each level, this has remained unchanged over the course of the year. Although enrolment is growing at every level of education, the proportional representation of females is not increasing. There is great variance across the country in female enrolments.

Various initiatives have been undertaken to eliminate gender disparities in education. A national comprehensive status report on gender parity in education in Ghana is currently being prepared. In doing this, programmes are being assessed, and the factors that have contributed to the success or otherwise of girls' enrolment are being examined.

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Possible causes for low female enrolment have been identified and are listed below:

- Low awareness of the importance of education for girls;
- Inability of parents to pay school levies and to bear other education costs;
- Lack of teaching and learning materials in rural schools;
- Long distances from home to schools;
- Inadequate school facilities (classrooms, separate urinals/toilets etc);
- Acute shortage of trained teachers in deprived areas – particularly female teachers, who can act as role models.

Programmes that are continuing in 2006 and beyond are going to be implemented to encourage girls' enrolment include:

- Sensitisation of communities and parents on the importance of girls' education;
- Continuation and extension of the School Feeding Programmes in 3 Northern Regions and in the 10 most deprived districts in terms of female enrolment. This will include take-home rations for female pupils, at senior primary and JSS level (to encourage retention at these levels);
- Provision of satellite schools (P1-3) within clusters of communities for children who cannot walk longer distances to schools.

2.7 Construction of model secondary schools

Over the course of the ESP, a 'model' school will be constructed or upgraded in each of the 138 districts. Each school will meet a certain set of standards – e.g. science laboratories, workshops, computer equipment etc. This will ensure the provision of quality education is distributed across the whole country, and should then provide a benchmark for the standards that should be achieved by all senior secondary schools.

By the end of 2005, the construction of the first phase of 31 model schools was almost complete. In addition, a second phase of building/upgrading 25 schools has commenced in early 2006, with the assistance of the African Development Bank.

SECTION 3: BASIC EDUCATION

3.1 Government's Vision For Basic Education

The Government White paper proposal on the new Education Reform constitutes an ambitious overhaul of the entire education sector and it will require careful planning and implementation, efficient use of resources and support from both national and international sources in order for the targets of the reform to be achieved.

Foremost amongst the education sector priorities is the pressing need to provide free, quality basic education for all Ghanaian children. This basic right must be provided as soon as practicable, to all children regardless of gender, ethnicity or circumstance. For it is this basic foundation of knowledge and skills coupled with a demand driven and responsive second tier of education that will lead and secure the growth and development of our nation.

3.2 Support to Basic Education

The cost of implementing education sector development exceeds the resources available to the Ministry and there is therefore a financing gap faced by the Ministry which it needs to overcome in order to enable it to achieve the development goals as targeted.

Additional resources would be required to close this financing gap and support some of the projects identified within the ESP and ETA FTI proposal as contributing to the achievement of these goals.

Specifically, the Ministry would request that resources are mobilised to support the following major interventions in basic education:

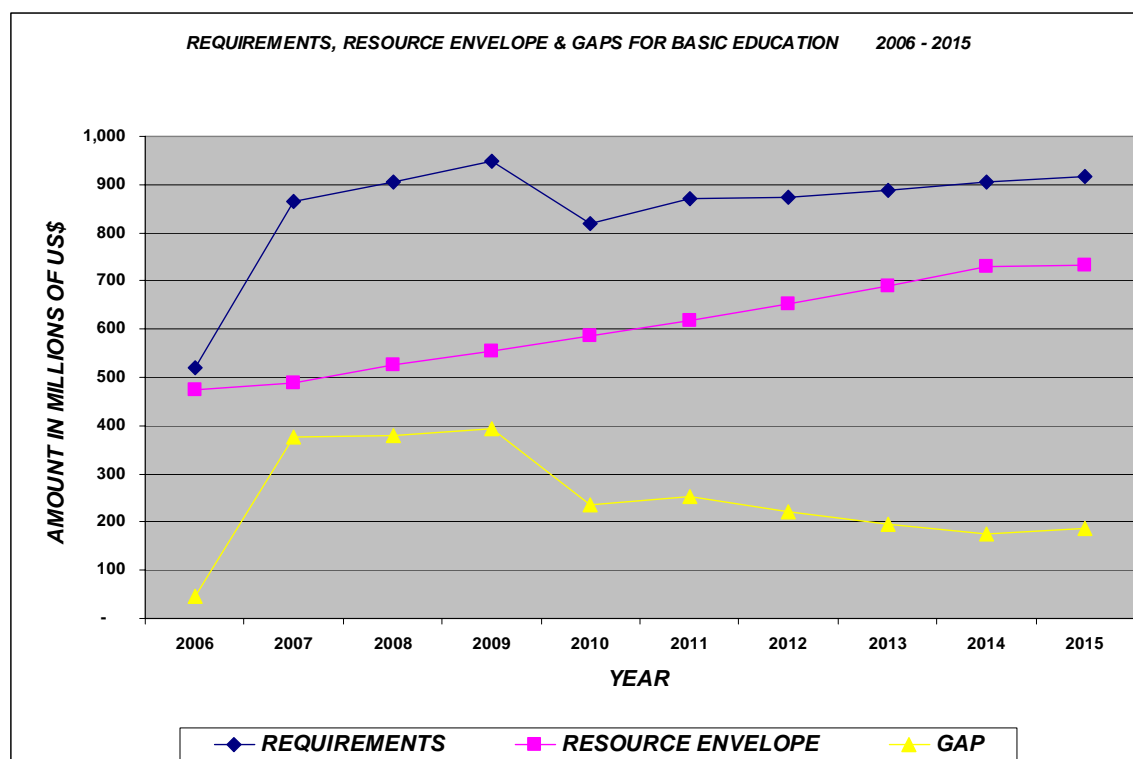
- Basic School Classroom Construction;
- Construction of Teacher Accommodation for Basic Schools;
- Provision of Drinking Water Supply to Existing Basic Schools;
- Provision of Textbooks to Basic Schools;
- Capitation Grants for Basic Schools;
- Provision of Vehicles;
- Construction/Rehabilitation of Workshops for Teaching Technical Subjects in JSS;
- Capacity strengthening at all district and school level.

Total cost of Basic Education development over the ten (10)-year period including the above interventions is estimated at \$ 8.514 billion, representing 56% of the overall total resource requirement of the entire sector. The details are as shown in the table and graph on page 13 and in the appendices – page 18.:

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Requirements, resource envelope and gaps for basic education 2006 - 2015 (US\$m)

| YEAR | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|-------------------|------|------|------|------|------|------|------|------|------|------|
| REQUIREMENT | 521 | 864 | 905 | 948 | 820 | 872 | 875 | 887 | 904 | 917 |
| RESOURCE ENVELOPE | 474 | 488 | 526 | 555 | 586 | 618 | 653 | 690 | 730 | 732 |
| GAP | 47 | 376 | 379 | 393 | 234 | 254 | 222 | 197 | 174 | 185 |



3.3 Implementation of capitation grants

Lessons learned from the pilot and nationwide implementation of the capitation grant:

- The introduction of capitation grant is a pro-poor strategy. Especially the poor have decided to enroll their children in school. It has also had a narrowing effect on gender and geographical differences;

- The abolishment of school fees and introduction of capitation grants is a relatively simple strategy that has an immediate and considerable impact on access to education and is compared to other strategies, e.g. school feeding, cost-effective;
- Implementation guidelines have to be simple and straightforward but have to cover all the necessary components, including the training of district officers and head teachers;
- The existence of a relatively effective financial system to transfer funds from central level to school level has been key. This also includes the fact that most schools already had their own bank accounts;
- The abolishment of school fees and introduction of the capitation grant will not be enough to address specific challenges, especially in relation to getting all children in school, in particular children with special needs. Additional interventions will be required to achieve full enrolment;
- The differentiation in amounts for girls and boys in the pilot had no significant advantage for narrowing the gender gap compared to the national implementation where the grant is the same for boys and girls. This raises the question whether it is required to differentiate amounts in view of promoting girls' education. It also confirms that the abolishment of school fees and introduction of capitation grants in itself is not sufficient to achieve gender parity and get all boys and all girls in school. A multi-sectoral approach is required as many of the causes of low enrolment of girls are not necessarily in the domain of the MOES. Changing attitudes and culture requires interventions that are specifically targeted.

3.4 Emerging challenges

The over-arching challenge in a situation of a rapid increase of enrolment is to safeguard quality of education. The additional demand that is created on the sector in terms of the number of teachers, school infrastructure, textbook requirements poses a real threat to the quality of education and is directly related to learning outcomes of students.

A number of challenges and risks have been identified that require a policy response. Strategic policy options have to be reviewed against their possible impact on access and quality, financial requirements and related sustainability.

The following specific challenges have been identified to be tackled, with great urgency:

- Demand for additional classrooms. First estimates in the case of Ghana reveal that there is an immediate need of additional classrooms:

| | |
|------------|-------------------------|
| Pre-school | 2,500 blocks of 2 rooms |
| Primary | 2,800 blocks of 3 rooms |
| JSS | 700 blocks of 3 rooms |
- Demand for additional teachers. In Ghana there is need to hire an additional 17,612 teachers;
- Demand for additional text books and other teaching and learning materials;
- Community participation: how to sustain community participation in a fee free context.

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- Consensus on the definition of ‘free education’. In addition to well known opportunity costs such as income generation there is need to clarify what costs of education will remain with parents and communities. This relates directly to the cost-sharing principles of the fCUBE;
- Revision of the capitation grant amounts and proportion between KG/primary/JSS, boys/girls. Suggestions are made to introduce an additional flat fee for each school to support small schools in rural areas;
- Even though actual release of funds has been smooth and effective, timely release of funds to districts and schools remains an issue and needs to be implemented in line with the guidelines;
- Issue of Transparency at school level. There is need for greater transparency on amounts received by schools and how the funds will be used. The relation between school and community has to open up, also to increase accountability and good governance;
- Overage children entering or re-entering in the education system. The grants have resulted in a number of overage children re-entering the schools. This will result in specific challenges that will need to be addressed;
- Proper preparation and effective utilization of the School Performance Improvement Plans;
- The participation of private schools in the scheme. They provide a service but may be negatively affected in terms of enrolment as a result of the capitation grant. Under the current scheme private schools do not receive capitation grants:
 - General financial management, transparency, capacities, record keeping, accountability and transparency at district and school levels;
 - Challenge of monitoring – monitoring team: district internal auditor, accountant, circuit supervisors. A key role is to be played by the circuit supervisors in auditing;
 - Payment towards examinations;
 - In most urban areas the amounts a school receives from the capitation grant is considerably less than the amounts they received from the school levies;
 - There is need to plan for an increase in demand for secondary education to offer the opportunity for transition of students from primary to lower secondary education and beyond.

3.5 Outcomes and Indicators

Access to Education

Overall, there have been very positive trends in student enrolment and transition between 2001/02 and 2005/06. A number of key indicators are highlighted below:

- Enrolment at the public KG schools has increased from approximately 550,000 in 2001/02 to 1,065,963 in 2005/06 registering an increase of 93.8% over the period. Gross Enrolment Rates of 85.3 has been registered while a Gender Parity Index (GPI) of 1.03 ascertained;
- Primary enrolment has increased from 2.5 million pupils in 2001/02 to 3,239,462 in 2005/06 registering an increase of 29.6% over the period. The males’ enrolment has registered a GER of 95.3% and 88.8% registered for females;

- JSS enrolment has increased from approximately 896,000 students in 2001/02 to 1,121,887 in 2005/06. JSS enrolment has therefore shot up by 25.2% over the period. Females' enrolment has registered a GER of 76.3% and males' enrolment recorded 83.5%. A Gender Parity Index (GPI) of .93 has been recorded in the 2005/06 academic year.

3.6 Strategies for Basic Education

The key outcomes /outputs and targets within the programme for achieving Universal Basic Education are as follows:

| <i>Key Outcomes/Outputs:</i> | <i>Indicator:</i> | <i>Target (incl. date)</i> | <i>Data Source:</i> |
|--|--|--|-------------------------------|
| 1. Universal Primary Completion | i. Net Enrolment Rate ii. Primary Completion Rate iii. Gross Enrolment Rate | i. 100% (by 2015) ii. 100% (by 2012) iii. 107% (by 2012) | Annual Education Census, EMIS |
| 2. Improved JSS Enrolments | iv. Gross Enrolment Rate | iv. 95% by 2015 | |
| 3. Gender Parity in basic education | v. % Female -Primary enrolment vi. % Female – JSS enrolment | v. 50% (by 2005) vi. 50% (by 2008) | |
| 4. 100% Admission to Primary | vii. Gross Admission Rate | vii. 100% (by 2007) | |
| 5. Pupil: Teacher Ratio Improved | viii. Pupil: Teacher Ratio Primary ix. Pupil:Teacher Ratio JSS | viii. 35:1 (by 2010) ix. 25:1 (by 2015) | |
| 6. Improved Quality of Education | x. Pupil:Book Ratio – Primary xi. Pupil:Book Ratio - JSS xii. % Trained Primary Teachers xiii. % Trained JSS Teachers | x. 1:1 (by 2005) xi. 1:1 (by 2005) xii. 100% (by 2015) xiii. 100% (by 2015) | |
| 7. Improved health and sanitation facilities | xiv. % schools with adequate toilet facilities xv. % schools with drinking water | xiv. 100% (by 2015) xv. 100% (by 2015) | |

3.7 Key Outcomes/Outputs to be Achieved At the Basic Level Under the ESP/Reforms

The key ESP/EFA FTI/MDG strategies and activities that will be undertaken to enable the achievement of the above outcomes and outputs en route to achieving the targets for Primary and JSS levels of education by 2015 are summarised below:

3.7.1 Strategies to Enhance Demand For Basic Education:

- Reduce the cost of basic education (direct and indirect/opportunity costs);
- Reduce the distance travelled to school;
- Expand pre-school to create throughput of pupils.

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- Improve conditions for girl child enrolments: (Increasing the number of female teachers; Improving sanitary facilities for female pupils; Increasing community awareness of the benefits of basic education particularly with regard to female pupils; Removing gender stereotyping from the curricula; Ensuring girl child safety in school.)
- Improve education opportunities for pupils with Special Education Needs and other hard-to-reach children;
- Improve the quality of education;
- Improve the quality and availability of physical infrastructure, human and material resources.

3.7.2 Strategies to Enhance Supply/Service Delivery:

- Improve the quality and availability of physical infrastructure (including workshops in JSS);
- Improve the quality and availability of material resources such as textbooks and other teaching and learning materials
- Improve the quality and availability of teacher (Improved training, Recruitment and Deployment, Incentive Schemes);
- Improve monitoring and evaluation activities (such as school supervision and inspection) to ensure effective, efficient and equitable use of limited resources;
- Improve financial and physical resource management.

APPENDICES

EDUCATION SECTOR

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EDUCATION SUB-SECTOR

| 2006 REQUIREMENT CEDIS MILLIONS | | | | | | |
|--|---|------------------------|----------------|------------------|------------------|------------------|
| Objective | Activity | PE | Administration | Service | Investment | Total |
| Increase access to and participation in education & training | Construct basic classrooms | | | | 279,500 | 279,500 |
| | Furnish and equip basic classrooms | | | | 80,048 | 80,048 |
| | Construction/Rehabilitation of SSS schools | | | | 269,841 | 269,841 |
| | rehabilitation of existing TVET classrooms | | | | 31,900 | 31,900 |
| | Construct model secondary schools | | | | 343,210 | 343,210 |
| | Capitation grants at basic level | | | 113,000 | | 113,000 |
| | National Functional Literacy Programme | 18,000 | 1,158 | 92,000 | | 111,158 |
| | Increase enrolment at all levels of education | 4,059,572 | 113,017 | | | 4,172,589 |
| | SSS Subsidy | | | 140,000 | | 140,000 |
| | BECE Subsidy | | | 32,000 | | 32,000 |
| | Locally grown & WFP School Feeding Programme | | | 118,796 | | 118,796 |
| | Construction of Special Education Schools | | | | 32,000 | 32,000 |
| | Bridge gender gap in access to education | Scholarship programmes | | | 34,000 | |
| Improve quality of teaching and learning | Construction of libraries | | | | 14,710 | 14,710 |
| | Purchase textbooks and teaching & learning materials | | | 332,325 | | 332,325 |
| | teaching and learning materials for special schools | | | 10,000 | | 10,000 |
| | Upgrading of teacher training colleges | | | | 160,000 | 160,000 |
| | Teacher training (trained/untrained/INSET) | 9,000 | | 43,700 | | 52,700 |
| | | | | | | |
| Improve quality and efficiency in delivery of education services | Strengthen EMIS management system | | | 6,608 | 10,188 | 16,796 |
| | Establishment of SMCs | | | 7,500 | | 7,500 |
| | District Programmes at basic level | | | 38,138 | | 38,138 |
| | District Programmes at secondary level | | | 3,000 | | 3,000 |
| | District Programmes for teacher education | | | 1,500 | | 1,500 |
| | District Programmes at technical level | | | 100 | | 100 |
| | Investment activities at GES Central | | | | 210,000 | 210,000 |
| | School testing at basic level (SEA/NEA) | | | 24,400 | | 24,400 |
| | provision of vehicles to District education office | | | | 32,000 | 32,000 |
| | Institutionalise and internalise policy formulation, Planning and M&E systems at all levels | 244,556 | 26,072 | 78,737 | 21,874 | 371,239 |
| Promote and extend the provision of science, mathematics, technology and ICT education in training | | | | | | |
| | ICT for Schools | | | | 40,000 | 40,000 |
| Enhance the linkages between academic research in all sectors of the economy | Research and academic programmes at the Tertiary level to enhance national development | 923,745 | 100,126 | 353,022 | 529,534 | 1,906,427 |
| Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and institutions of higher learning | Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) | - | | 68,309 | | 68,309 |
| TOTAL REQUIREMENT | | 5,254,873 | 240,373 | 1,497,136 | 2,054,805 | 9,047,186 |

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EDUCATION SUB-SECTOR

| 2007 | | | | | | |
|--|---|------------------|----------------|------------------|------------------|-------------------|
| Objective | Activity | PE | Administration | Service | Investment | TOTAL |
| Increase access to and participation in education & training | Construct basic classrooms | 0 | 0 | 0 | 1,518,000 | 1,518,000.00 |
| | Furnish and equip basic classrooms | 0 | 0 | 0 | 120,072.0 | 120,072.00 |
| | Construction and refurbishment of JSS workshops | | | | 184,000 | 184,000.00 |
| | Construction/Rehabilitation of SSS schools | 0 | 0 | 0 | 500,000.0 | 500,000.00 |
| | Construction of new TVET institutions | | | | 368,000.0 | 368,000.00 |
| | Rehabilitation of existing TVET institutions | | | | 40,000.0 | 40,000.00 |
| | Construct model secondary schools | - | - | - | 750,000 | 750,000.00 |
| | Capitation grants at basic level | 0 | 0 | 141,250.00 | 0 | 141,250.00 |
| | National Functional Literacy Programme | 18,900 | 1,215.90 | 96,600.00 | - | 116,715.90 |
| | Increase enrolment at all levels of education | 4,465,529 | 124,318.70 | - | - | 4,589,848 |
| | SSS Subsidy | - | - | 154,000 | - | 154,000 |
| | BECE Subsidy | - | - | 35,200 | - | 35,200 |
| | Locally grown & WFP School Feeding Programme | | | 181,720 | | 181,720 |
| | Construction of Special Education Schools | - | - | - | 150,000 | 150,000 |
| Bridge gender gap in access to education | Scholarship programmes | - | - | 37,400 | - | 37,400 |
| Improve quality of teaching and learning | Construction of libraries | | | | 62,000 | 62,000 |
| | Purchase textbooks and teaching & learning materials | - | - | 315,709 | - | 315,709 |
| | Teaching and Learning Materials for Special Schools | | | 138,000 | | 138,000 |
| | Upgrading of teacher training colleges | - | - | - | 184,000 | 184,000 |
| | Teacher training (trained/untrained/INSET) | 9,900 | - | 48,070 | - | 57,970 |
| | Provision of teacher accommodation in deprived areas | | | | 650,000 | 650,000 |
| | Rural Incentive to teachers posted to underserved deprived areas (€ 2 million) | 120,000 | | | | 120,000 |
| Improve quality and efficiency in delivery of education services | Strengthen EMIS management system | - | - | 6,608 | 10,188 | 16,796 |
| | Establishment of SMCs | - | - | 7,500 | - | 7,500 |
| | District Programmes at basic level | - | - | 41,952 | - | 41,952 |
| | District Programmes at second level | - | - | 3,300 | - | 3,300 |
| | District Programmes for teacher education | - | - | 1,650 | - | 1,650 |
| | District Programmes at technical level | - | - | 110 | - | 110 |
| | Decentralisation of management of education service delivery to district and school levels | | | 75 | 75 | 150 |
| | Investment activities at GES Central | - | - | - | 231,000 | 231,000 |
| | School testing at basic level (SEA/NEA) | - | - | 26,840.0 | - | 26,840.00 |
| | Construction of District Education Office and Directors Bungalows | | | | 121,500.0 | 121,500.00 |
| | Institutionalise and internalise policy formulation, Planning and M&E systems at all levels | 269,011.6 | 28,679.2 | 86,611.2 | 24,061.4 | 408,363.41 |
| Promote and extend the provision of science, mathematics, technology and ICT education in training | ICT for Distance Education | | | | 55,000.0 | 55,000.00 |
| | Provision of ICT to all Teacher Training Colleges | | | | 388,000.0 | 388,000.00 |
| | ICT for School | | | 131,771.0 | 395,312.0 | 527,083.00 |
| Enhance the linkages between academic research in all sectors of the economy | Research and academic programmes at the Tertiary level to enhance national development | 1,016,119.5 | 110,138.6 | 388,324.6 | 582,487.0 | 2,097,070 |
| Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and institutions of higher learning | Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) | - | - | 68,309 | - | 68,309.00 |
| TOTAL REQUIREMENT | | 5,899,460 | 264,352 | 1,910,999 | 6,333,695 | 14,408,507 |

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EDUCATION SUB-SECTOR

| 2008 | | | | | | |
|--|--|------------------|----------------|------------------|------------------|-------------------|
| Objective | Activity | PE | Administration | Service | Investment | Total |
| Increase access to and participation in education & training | Construct basic classrooms | 0 | 0 | - | 1,380,000 | 1,380,000 |
| | Furnish and equip basic classrooms | 0 | 0 | - | 144,086 | 144,086 |
| | Construction and refurbishment of JSS workshops | | | | 239,200 | 239,200.00 |
| | Construction/Rehabilitation of SSS schools | 0 | 0 | - | 700,000 | 700,000 |
| | Construction/Rehabilitation of TVET institutions | | | | 368,000 | 368,000 |
| | Rehabilitation of existing TVET institutions | | | | 60,000 | 60,000 |
| | Construct model secondary schools | - | - | - | 900,000 | 900,000 |
| | Capitation grants at basic level | 0 | 0 | 176,563 | - | 176,563 |
| | National Functional Literacy Programme | 19,845.00 | 1,276.70 | 101,430.00 | - | 122,552 |
| | Increase enrolment at all levels of education | 4,912,082 | 136,750.57 | - | - | 5,048,833 |
| | SSS Subsidy | - | - | 169,400 | - | 169,400 |
| | BECE Subsidy | - | - | 38,720 | - | 38,720 |
| | Locally grown & WFP School Feeding Programme | | | 249,228 | | 249,228 |
| | Construction of Special Education Schools | - | - | - | 165,000 | 165,000 |
| Bridge gender gap in access to education | Scholarship programmes | - | - | 41,140 | - | 41,140 |
| Improve quality of teaching and learning | Construction of libraries (Regional/Districts) | | | | 62,000 | 62,000 |
| | Purchase textbooks and teaching & learning materials | - | - | 299,923 | - | 299,923 |
| | Teaching and Learning Materials for Special Schools | | | 138,000 | | 138,000 |
| | Upgrading of teacher training colleges | - | - | - | 211,600 | 211,600 |
| | Teacher training (trained/untrained/INSET) | 10,890.00 | - | 52,877 | - | 63,767 |
| | Provision of teacher accommodation in deprived areas | | | | 890,000 | 890,000 |
| | Rural Incentive to teachers posted to underserved deprived areas (c 2 million) | 121,200.00 | | | | 121,200 |
| Improve quality and efficiency in delivery of education services | Strengthen EMIS management system | - | - | 3,304 | 5,094 | 8,398 |
| | Establishment of SMCs | - | - | 3,750 | - | 3,750 |
| | District Programmes at basic level | 19,653 | - | 22,299 | - | 41,952 |
| | District Programmes at second level | 2,928 | - | - | - | 2,928 |
| | District Programmes for teacher education | 1,100 | - | - | - | 1,100 |
| | District Programmes at technical level | 45 | - | - | - | 45 |
| | Decentralisation of management and of education service delivery to district and school levels | | | 75 | 75 | 150 |
| | Investment activities at GES Central | - | 9,350 | - | 210,087 | 219,437 |
| | School testing at basic level (SEA/NEA) | - | - | 13,420 | - | 13,420 |
| | Construction of District Education Office and Directors Bungalows | | | | 121,500 | 121,500 |
| | Institutionalise and internalise policy formulation, Planning and M&E systems at all levels | 295,912.8 | 31,547.1 | 95,272.3 | 26,467.5 | 449,200 |
| Promote and extend the provision of science, mathematics, technology and ICT education in training | | | | | | - |
| | Provision of ICT to all Teacher Training Colleges | | | 25,900 | | 25,900 |
| | ICT for School | | | 131,771.0 | 395,312.0 | 527,083.00 |
| Enhance the linkages between academic research in all sectors of the economy | Research and academic programmes at the Tertiary level to enhance national development | 1,117,731.5 | 121,152.5 | 427,157 | 640,736 | 2,306,777 |
| Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and institutions of higher learning | Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) | - | - | 68,309 | - | 68,309 |
| | | | | | | |
| TOTAL REQUIREMENT | | 6,501,387 | 300,077 | 2,058,538 | 6,519,157 | 15,379,160 |

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EDUCATION SUB-SECTOR

| 2009 | | | | | | |
|--|--|------------------|----------------|------------------|------------------|-------------------|
| Objective | Activity | PE | Administration | Service | Investment | Total |
| Increase access to and participation in education & training | Construct basic classrooms | - | - | - | 1,242,000 | 1,242,000 |
| | Furnish and equip basic classrooms | - | - | - | 158,495 | 158,495 |
| | Construction and refurbishment of JSS workshops | | | | 220,800 | 220,800.00 |
| | Construction/Rehabilitation of SSS schools | - | - | - | 600,000 | 600,000 |
| | Construction/Rehabilitation of TVET institutions | | | | 184,000 | 184,000 |
| | Rehabilitation of existing TVET institutions | | | | 60,000 | 60,000 |
| | Construct model secondary schools | - | - | - | 900,000 | 900,000 |
| | Capitation grants at basic level | - | - | 194,219 | - | 194,219 |
| | National Functional Literacy Programme | 20,837.25 | 1,340.53 | 106,501.50 | - | 128,679 |
| | Increase enrolment at all levels of education | 5,403,290 | 150,426 | - | - | 5,553,716 |
| | SSS Subsidy | - | - | 186,340 | - | 186,340 |
| | BECE Subsidy | - | - | 42,592 | - | 42,592 |
| | Locally grown & WFP School Feeding Programme | | | 316,728 | | 316,728 |
| | Construction of Special Education Schools | - | - | - | 181,500 | 181,500 |
| Bridge gender gap in access to education | Scholarship programmes | - | - | 45,254 | - | 45,254 |
| Improve quality of teaching and learning | Construction of libraries (Regional/Districts) | | | | 62,000 | 62,000 |
| | Purchase textbooks and teaching & learning materials | - | - | 284,927 | - | 284,927 |
| | Teaching and Learning Materials for Special Schools | | | 110,000 | | 110,000 |
| | Upgrading of teacher training colleges | - | - | - | 232,760 | 232,760 |
| | Teacher training (trained/untrained/INSET) | 11,979 | - | 58,165 | - | 70,144 |
| | Provision of teacher accommodation in deprived areas | | | | 650,000 | 650,000 |
| | Rural Incentive to teachers posted to underserved deprived areas (€ 2 million) | 122,412.00 | | | | 122,412 |
| Improve quality and efficiency in delivery of education services | Strengthen EMIS management system | - | - | 3,304 | 5,094 | 8,398 |
| | Establishment of SMCs | - | - | 3,750 | - | 3,750 |
| | District Programmes at basic level | 19,653 | - | 22,299 | - | 41,952 |
| | District Programmes at second level | 2,928 | - | - | - | 2,928 |
| | District Programmes for teacher education | 1,100 | - | - | - | 1,100 |
| | District Programmes at technical level | 45 | - | - | - | 45 |
| | Decentralisation of management and of education service delivery to district and school levels | | | 75 | 75 | 150 |
| | Investment activities at GES Central | - | 9,350 | - | 210,087 | 219,437 |
| | School testing at basic level (SEA/NEA) | - | - | 13,420 | - | 13,420 |
| | construction of District Education Office and Directors Bungalow | | | | 121,500 | 121,500 |
| | Institutionalise and internalise policy formulation, Planning and M&E systems at all levels | 325,504.0 | 34,701.8 | 104,799.6 | 29,114.3 | 494,120 |
| Promote and extend the provision of science, mathematics, technology and ICT education in training | | | | | | |
| | Provision of ICT to all Teacher Training Colleges | | | 25,900 | | 25,900 |
| | ICT for School | | | 131,771.0 | 395,312.0 | 527,083.00 |
| Enhance the linkages between academic research in all sectors of the economy | Research and academic programmes at the Tertiary level to enhance national development | 1,229,505 | 133,268 | 469,873 | 704,809 | 2,537,454 |
| Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and institutions of higher learning | Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) | - | - | 68,309 | - | 68,309 |
| TOTAL REQUIREMENT | | 7,137,253 | 329,086 | 2,188,227 | 5,957,546 | 15,612,112 |

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EDUCATION SUB-SECTOR

| 2010 | | | | | | |
|--|--|------------------|----------------|------------------|------------------|-------------------|
| Objective | Activity | PE | Administration | Service | Investment | Total |
| Increase access to and participation in education & training | Construct basic classrooms | - | - | - | 398,500 | 398,500 |
| | Furnish and equip basic classrooms | - | - | - | 142,646 | 142,646 |
| | Construction and refurbishment of JSS workshops | | | | 61,640 | 61,640 |
| | Construction/Rehabilitation of SSS schools | - | - | - | 250,000 | 250,000 |
| | Construction/Rehabilitation of TVET institutions | | | | 92,000 | 92,000 |
| | Rehabilitation of existing TVET institutions | | | | 20,000 | 20,000 |
| | Construct model secondary schools | - | - | - | 750,000 | 750,000 |
| | Capitation grants at basic level | - | - | 213,641 | - | 213,641 |
| | National Functional Literacy Programme | 19,795 | 1,273.50 | 101,176.43 | - | 122,245 |
| | Increase enrolment at all levels of education | 5,943,619 | 165,468 | - | - | 6,109,088 |
| | SSS Subsidy | - | - | 195,657 | - | 195,657 |
| | BECE Subsidy | - | - | 46,851 | - | 46,851 |
| | Locally grown & WFP School Feeding Programme | | | 316,728 | | 316,728 |
| | Construction of Special Education Schools | - | - | - | 199,650 | 199,650 |
| Bridge gender gap in access to education | Scholarship programmes | - | - | 49,779 | - | 49,779 |
| Improve quality of teaching and learning | Construction of libraries (Regional/Districts) | | | | 36,000 | 36,000 |
| | Purchase textbooks and teaching & learning materials | - | - | 270,681 | - | 270,681 |
| | Teaching and Learning Materials for Special Schools | | | 110,000 | | 110,000 |
| | Upgrading of teacher training colleges | - | - | - | 221,122 | 221,122 |
| | Teacher training (trained/untrained/INSET) | 10,781 | - | 52,348 | - | 63,129 |
| | Provision of teacher accommodation in deprived areas | | | | 130,000 | 130,000 |
| | Rural Incentive to teachers posted to underserved deprived areas (€ 2 million) | 123,636.12 | | | | 123,636 |
| Improve quality and efficiency in delivery of education services | Strengthen EMIS management system | - | - | 3,304 | 5,094 | 8,398 |
| | Establishment of SMCs | - | - | 3,750 | - | 3,750 |
| | District Programmes at basic level | 19,653 | - | 22,299 | - | 41,952 |
| | District Programmes at second level | 2,928 | - | - | - | 2,928 |
| | District Programmes for teacher education | 1,100 | - | - | - | 1,100 |
| | District Programmes at technical level | 45 | - | - | - | 45 |
| | Decentralisation of management and of education service delivery to district and school levels | | | 75 | 75 | 150 |
| | Investment activities at GES Central | - | 9,350 | - | 210,087 | 219,437 |
| | School testing at basic level (SEA/NEA) | - | - | 13,420 | - | 13,420 |
| | Construction of District Education Office and Directors Bungalows | | | | 121,500 | 121,500 |
| Institutionalise and internalise policy formulation, Planning and M&E systems at all levels | 358,054.4 | 38,172.0 | 115,279.5 | 32,025.7 | 543,532 | |
| Promote and extend the provision of science, mathematics, technology and ICT education in training | ICT for Distance Education | | | | | - |
| | Provision of ICT to all Teacher Training Colleges | | | 25,900 | | 25,900 |
| | ICT for School | | | 65885 | 197656 | 263,541 |
| Enhance the linkages between academic research in all sectors of the economy | Research and academic programmes at the Tertiary level to enhance national development | 1,352,455 | 146,594 | 516,860 | 775,290 | 2,791,200 |
| Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and institutions of higher learning | Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) | - | - | 68,309 | - | 68,309 |
| TOTAL REQUIREMENT | | 7,832,067 | 360,858 | 2,191,943 | 3,643,285 | 14,028,154 |

10-year work plan for Education in Ghana

EDUCATION SUB-SECTOR

| 2011 | | | | | | |
|--|--|------------------|----------------|------------------|------------------|-------------------|
| Objective | Activity | PE | Administration | Service | Investment | Total |
| Increase access to and participation in education & training | Construct basic classrooms | - | - | - | 508,667 | 508,667 |
| | Furnish and equip basic classrooms | - | - | - | 128,381 | 128,381 |
| | Construction and refurbishment of JSS workshops | - | - | - | 61,640 | 61,640 |
| | Construction/Rehabilitation of SSS schools | - | - | - | 60,000 | 60,000 |
| | Construction/Rehabilitation of TVET institutions | - | - | - | 92,000 | 92,000 |
| | Rehabilitation of existing TVET institutions | - | - | - | 20,000 | 20,000 |
| | Construct model secondary schools | - | - | - | - | - |
| | Capitation grants at basic level | - | - | 235,005 | - | 235,005 |
| | National Functional Literacy Programme | 18,806 | 1,209.83 | 96,117.60 | - | 116,133 |
| | Increase enrolment at all levels of education | 6,537,981 | 182,015 | - | - | 6,719,996 |
| | SSS Subsidy | - | - | 205,440 | - | 205,440 |
| | BECE Subsidy | - | - | 51,536 | - | 51,536 |
| | Locally grown & WFP School Feeding Programme | - | - | 316,728 | - | 316,728 |
| | Construction of Special Education Schools | - | - | - | 219,615 | 219,615 |
| Bridge gender gap in access to education | Scholarship programmes | - | - | 54,757 | - | 54,757 |
| Improve quality of teaching and learning | Construction of libraries (Regional/Districts) | - | - | - | 36,000 | 36,000 |
| | Purchase textbooks and teaching & learning materials | - | - | 257,147 | - | 257,147 |
| | Teaching and Learning Materials for Special Schools | - | - | 92,000 | - | 92,000 |
| | Upgrading of teacher training colleges | - | - | - | 210,066 | 210,066 |
| | Teacher training (trained/untrained/INSET) | 9,703 | - | 47,113 | - | 56,816 |
| | Provision of teacher accommodation in deprived areas | - | - | - | 32,500 | 32,500 |
| | Rural Incentive to teachers posted to underserved deprived areas (€ 2 million) | 124,872.48 | - | - | - | 124,872 |
| Improve quality and efficiency in delivery of education services | Strengthen EMIS management system | - | - | 3,304 | 5,094 | 8,398 |
| | Establishment of SMCs | - | - | 3,750 | - | 3,750 |
| | District Programmes at basic level | 19,653 | - | 22,299 | - | 41,952 |
| | District Programmes at second level | 2,928 | - | - | - | 2,928 |
| | District Programmes for teacher education | 1,100 | - | - | - | 1,100 |
| | District Programmes at technical level | 45 | - | - | - | 45 |
| | Decentralisation of management and of education service delivery to district and school levels | - | - | 75 | 75 | 150 |
| | Investment activities at GES Central | - | 9,350 | - | 210,087 | 219,437 |
| | School testing at basic level (SEA/NEA) | - | - | 13,420 | - | 13,420 |
| | provision of vehicles to District education office | - | - | - | 110,400 | 110,400 |
| | Institutionalise and internalise policy formulation, Planning and M&E systems at all levels | 375,957.2 | 40,080.6 | 121,043.5 | 33,627.0 | 570,708 |
| Promote and extend the provision of science, mathematics, technology and ICT education in training | ICT for Distance Education | - | - | - | - | - |
| | Provision of ICT to all Teacher Training Colleges | - | - | 25,900 | - | 25,900 |
| | ICT for School | - | - | 65885 | 197656 | 263,541 |
| Enhance the linkages between academic research in all sectors of the economy | Research and academic programmes at the Tertiary level to enhance national development | 1,487,701 | 161,254 | 568,546 | 852,819 | 3,070,319 |
| Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and institutions of higher learning | Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) | - | - | 68,309 | - | 68,309 |
| | TOTAL REQUIREMENT | 8,578,746 | 393,909 | 2,248,376 | 2,778,627 | 13,999,658 |

10-year work plan for Education in Ghana

| 2012 | | | | | | |
|--|--|------------------------|----------------|------------------|------------------|-------------------|
| Objective | Activity | PE | Administration | Service | Investment | Total |
| Increase access to and participation in education & training | Construct basic classrooms | - | - | - | 508,667 | 508,667 |
| | Furnish and equip basic classrooms | - | - | - | 115,543 | 115,543 |
| | Construction and refurbishment of JSS workshops | - | - | - | 61,640 | 61,640 |
| | Construction/Rehabilitation of SSS schools | - | - | - | 60,000 | 60,000 |
| | Construction/Rehabilitation of TVET institutions | - | - | - | 92,000 | 92,000 |
| | Rehabilitation of existing TVET institutions | - | - | - | 20,000 | 20,000 |
| | Construct model secondary schools | - | - | - | - | - |
| | Capitation grants at basic level | - | - | 258,505 | - | 258,505 |
| | National Functional Literacy Programme | 17,865 | 1,149 | 91,312 | - | 110,326 |
| | Increase enrolment at all levels of education | 6,701,431 | 200,217 | - | - | 6,901,647 |
| | SSS Subsidy | - | - | 215,712 | - | 215,712 |
| | BECCE Subsidy | - | - | 56,690 | - | 56,690 |
| | Locally grown & WFP School Feeding Programme | - | - | 316,728 | - | 316,728 |
| | Construction of Special Education Schools | - | - | - | 241,577 | 241,577 |
| | Bridge gender gap in access to education | Scholarship programmes | - | - | 60,233 | - |
| Improve quality of teaching and learning | Construction of libraries (Regional/Districts) | - | - | - | 36,000 | 36,000 |
| | Purchase textbooks and teaching & learning materials | - | - | 244,289 | - | 244,289 |
| | Teaching and Learning Materials for Special Schools | - | - | 92,000 | - | 92,000 |
| | Upgrading of teacher training colleges | - | - | - | 199,563 | 199,563 |
| | Teacher training (trained/untrained/INSET) | 8,733 | - | 42,402 | - | 51,135 |
| | Provision of teacher accommodation in deprived areas | - | - | - | 32,500 | 32,500 |
| | Rural Incentive to teachers posted to underserved deprived areas (€ 2 million) | 126,121.21 | - | - | - | 126,121 |
| Improve quality and efficiency in delivery of education services | Strengthen EMIS management system | - | - | 3,304 | 5,094 | 8,398 |
| | Establishment of SMCs | - | - | 3,750 | - | 3,750 |
| | District Programmes at basic level | 19,653 | - | 22,299 | - | 41,952 |
| | District Programmes at second level | 2,928 | - | - | - | 2,928 |
| | District Programmes for teacher education | 1,100 | - | - | - | 1,100 |
| | District Programmes at technical level | 45 | - | - | - | 45 |
| | Decentralisation of management and of education service delivery to district and school levels | - | - | 75 | 75 | 150 |
| | Investment activities at GES Central | - | 9,350 | - | 210,087 | 219,437 |
| | School testing at basic level (SEA/NEA) | - | - | 13,420 | - | 13,420 |
| | Institutionalise and internalise policy formulation, Planning and M&E systems at all levels | 394,755.0 | 38,076.6 | 114,991.3 | 31,945.7 | 579,769 |
| Promote and extend the provision of science, mathematics, technology and ICT education in training | ICT for Distance Education | - | - | - | - | - |
| | Provision of ICT to all Teacher Training Colleges | - | - | 25,900 | - | 25,900 |
| | ICT for School | - | - | 65885 | 197656 | 263,541 |
| Enhance the linkages between academic research in all sectors of the economy | Research and academic programmes at the Tertiary level to enhance national development | 1,517,455 | 145,129 | 511,691 | 767,537 | 2,941,812 |
| Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and institutions of higher learning | Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) | - | - | 61,478 | - | 61,478 |
| TOTAL REQUIREMENT | | 8,790,086 | 393,921 | 2,200,665 | 2,579,883 | 13,964,555 |

10-year work plan for Education in Ghana

EDUCATION SUB-SECTOR

| 2013 | | | | | | |
|--|--|------------------|----------------|------------------|------------------|-------------------|
| Objective | Activity | PE | Administration | Service | Investment | Total |
| Increase access to and participation in education & training | Construct basic classrooms | - | - | - | 508,667 | 508,667 |
| | Furnish and equip basic classrooms | - | - | - | 103,989 | 103,989 |
| | Construction and refurbishment of JSS workshops | - | - | - | 61,640 | 61,640 |
| | Construction/Rehabilitation of SSS schools | - | - | - | 60,000 | 60,000 |
| | Construction/Rehabilitation of TVET institutions | - | - | - | 92,000 | 92,000 |
| | Rehabilitation of existing TVET institutions | - | - | - | 20,000 | 20,000 |
| | Construct model secondary schools | - | - | - | - | - |
| | Capitation grants at basic level | - | - | 284,356 | - | 284,356 |
| | National Functional Literacy Programme | 16,972 | 1,091.87 | 86,746.14 | - | 104,810 |
| | Increase enrolment at all levels of education | 6,835,459 | 210,227 | - | - | 7,045,687 |
| | SSS Subsidy | - | - | 226,497 | - | 226,497 |
| | BECE Subsidy | - | - | 62,359 | - | 62,359 |
| | Locally grown & WFP School Feeding Programme | - | - | 316,728 | - | 316,728 |
| | Construction of Special Education Schools | - | - | - | 265,734 | 265,734 |
| Bridge gender gap in access to education | Scholarship programmes | - | - | 66,256 | - | 66,256 |
| Improve quality of teaching and learning | Construction of libraries (Regional/Districts) | - | - | - | 36,000 | 36,000 |
| | Purchase textbooks and teaching & learning materials | - | - | 232,075 | - | 232,075 |
| | Teaching and Learning Materials for Special Schools | - | - | 74,000 | - | 74,000 |
| | Upgrading of teacher training colleges | - | - | - | 189,584 | 189,584 |
| | Teacher training (trained/untrained/INSET) | 7,859 | - | 38,162 | - | 46,021 |
| | Provision of teacher accommodation in deprived areas | - | - | - | 32,500 | 32,500 |
| | Rural Incentive to teachers posted to underserved deprived areas (€ 2 million) | 127,382.42 | - | - | - | 127,382 |
| Improve quality and efficiency in delivery of education services | Strengthen EMIS management system | - | - | 3,304 | 5,094 | 8,398 |
| | Establishment of SMCs | - | - | 3,750 | - | 3,750 |
| | District Programmes at basic level | 19,653 | - | 22,299 | - | 41,952 |
| | District Programmes at second level | 2,928 | - | - | - | 2,928 |
| | District Programmes for teacher education | 1,100 | - | - | - | 1,100 |
| | District Programmes at technical level | 45 | - | - | - | 45 |
| | Decentralisation of management and of education service delivery to district and school levels | - | - | 75 | 75 | 150 |
| | Investment activities at GES Central | - | 9,350 | - | 210,087 | 219,437 |
| | School testing at basic level (SEA/NEA) | - | - | 13,420 | - | 13,420 |
| | Institutionalise and internalise policy formulation, Planning and M&E systems at all levels | 375,017.3 | 36,172.8 | 109,241.8 | 30,348.4 | 550,780 |
| Promote and extend the provision of science, mathematics, technology and ICT education in training | ICT for Distance Education | - | - | - | - | - |
| | ICT for School | - | - | 65885 | 197656 | 263,541 |
| | Research and academic programmes at the Tertiary level to enhance national development | 1,555,391 | 130,616 | 460,522 | 690,783 | 2,837,312 |
| Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and institutions of higher learning | Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) | - | - | 55,330 | - | 55,330 |
| TOTAL REQUIREMENT | | 8,941,807 | 387,458 | 2,121,007 | 2,504,158 | 13,954,430 |

10-year work plan for Education in Ghana

EDUCATION SUB-SECTOR

| 2014 | | | | | | |
|--|--|------------------|----------------|------------------|------------------|-------------------|
| Objective | Activity | PE | Administration | Service | Investment | Total |
| Increase access to and participation in education & training | Construct basic classrooms | - | - | - | 508,667 | 508,667 |
| | Furnish and equip basic classrooms | - | - | - | 93,590 | 93,590 |
| | Construction and refurbishment of JSS workshops | - | - | - | 61,640 | 61,640 |
| | Construction/Rehabilitation of SSS schools | - | - | - | 60,000 | 60,000 |
| | Construction/Rehabilitation of TVET institutions | - | - | - | 92,000 | 92,000 |
| | Rehabilitation of existing TVET institutions | - | - | - | 20,000 | 20,000 |
| | Construct model secondary schools | - | - | - | - | - |
| | Capitation grants at basic level | - | - | 312,791 | - | 312,791 |
| | National Functional Literacy Programme | 16,123.47 | 1,037.28 | 82,408.83 | - | 99,570 |
| | Increase enrolment at all levels of education | 6,972,169 | 220,739 | - | - | 7,192,907 |
| | SSS Subsidy | - | - | 237,822 | - | 237,822 |
| | BECE Subsidy | - | - | 68,595 | - | 68,595 |
| | Locally grown & WFP School Feeding Programme | - | - | 316,728 | - | 316,728 |
| Construction of Special Education Schools | - | - | - | 292,308 | 292,308 | |
| Bridge gender gap in access to education | Scholarship programmes | - | - | 72,882 | - | 72,882 |
| Improve quality of teaching and learning | Construction of libraries (Regional/Districts) | - | - | - | 36,000 | 36,000 |
| | Purchase textbooks and teaching & learning materials | - | - | 220,471 | - | 220,471 |
| | Teaching and Learning Materials for Special Schools | - | - | 74,000 | - | 74,000 |
| | Upgrading of teacher training colleges | - | - | - | 180,105 | 180,105 |
| | Teacher training (trained/untrained/INSET) | 7,073 | - | 34,346 | - | 41,419 |
| | Provision of teacher accommodation in deprived areas | - | - | - | 32,500 | 32,500 |
| | Rural Incentive to teachers posted to underserved deprived areas (€ 2 million) | 128,656.24 | - | - | - | 128,656 |
| Improve quality and efficiency in delivery of education services | Strengthen EMIS management system | - | - | 3,304 | 5,094 | 8,398 |
| | Establishment of SMCs | - | - | 3,750 | - | 3,750 |
| | District Programmes at basic level | 19,653 | - | 22,299 | - | 41,952 |
| | District Programmes at second level | 2,928 | - | - | - | 2,928 |
| | District Programmes for teacher education | 1,100 | - | - | - | 1,100 |
| | District Programmes at technical level | 45 | - | - | - | 45 |
| | Decentralisation of management and of education service delivery to district and school levels | - | - | 75 | 75 | 150 |
| | Investment activities at GES Central | - | 9,350 | - | 210,087 | 219,437 |
| | School testing at basic level (SEA/NEA) | - | - | 13,420 | - | 13,420 |
| | Institutionalise and internalise policy formulation, Planning and M&E systems at all levels | 365,641.8 | 34,364.1 | 103,779.7 | 28,831.0 | 532,617 |
| Promote and extend the provision of science, mathematics, technology and ICT education in training | ICT for Distance Education | - | - | - | - | - |
| | ICT for School | - | - | 65885 | 197656 | 263,541 |
| Enhance the linkages between academic research in all sectors of the economy | Research and academic programmes at the Tertiary level to enhance national development | 1,570,945 | 117,554 | 414,470 | 621,705 | 2,724,674 |
| Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and institutions of higher learning | Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) | - | - | 49,797 | - | 49,797 |
| TOTAL REQUIREMENT | | 9,084,334 | 383,044 | 2,096,824 | 2,440,257 | 14,004,460 |

10-year work plan for Education in Ghana

EDUCATION SUB-SECTOR

| 2015 | | | | | | |
|--|--|------------------|----------------|------------------|------------------|-------------------|
| Objective | Activity | PE | Administration | Service | Investment | Total |
| Increase access to and participation in education & training | Construct basic classrooms | - | - | - | 508,667 | 508,667 |
| | Furnish and equip basic classrooms | - | - | - | 84,231 | 84,231 |
| | Construction and refurbishment of JSS workshops | - | - | - | 61,640 | 61,640 |
| | Construction/Rehabilitation of SSS schools | - | - | - | 60,000 | 60,000 |
| | Construction/Rehabilitation of TVET institutions | - | - | - | 92,000 | 92,000 |
| | Rehabilitation of existing TVET institutions | - | - | - | 20,000 | 20,000 |
| | Construct model secondary schools | - | - | - | - | - |
| | Capitation grants at basic level | - | - | 344,070 | - | 344,070 |
| | National Functional Literacy Programme | 15,720 | 1,011.34 | 80,348.61 | - | 97,080 |
| | Increase enrolment at all levels of education | 7,041,890 | 222,946 | - | - | 7,264,836 |
| | SSS Subsidy | - | - | 249,713 | - | 249,713 |
| | BECE Subsidy | - | - | 75,454 | - | 75,454 |
| | Locally grown & WFP School Feeding Programme | - | - | 316,728 | - | 316,728 |
| | Construction of Special Education Schools | - | - | - | 321,538 | 321,538 |
| Bridge gender gap in access to education | Scholarship programmes | - | - | 80,170 | - | 80,170 |
| Improve quality of teaching and learning | Construction of libraries (Regional/Districts) | - | - | - | 36,000 | 36,000 |
| | Purchase textbooks and teaching & learning materials | - | - | 209,448 | - | 209,448 |
| | Teaching and Learning Materials for Special Schools | - | - | 74,000 | - | 74,000 |
| | Upgrading of teacher training colleges | - | - | - | 171,100 | 171,100 |
| | Teacher training (trained/untrained/INSET) | 6,366 | - | 30,911 | - | 37,277 |
| | Provision of teacher accommodation in deprived areas | - | - | - | 32,500 | 32,500 |
| | Rural Incentive to teachers posted to underserved deprived areas (€ 2 million) | 129,942.80 | - | - | - | 129,943 |
| Improve quality and efficiency in delivery of education services | Strengthen EMIS management system | - | - | 3,304 | 5,094 | 8,398 |
| | Establishment of SMCs | - | - | 3,750 | - | 3,750 |
| | District Programmes at basic level | 19,653 | - | 22,299 | - | 41,952 |
| | District Programmes at second level | 2,928 | - | - | - | 2,928 |
| | District Programmes for teacher education | 1,100 | - | - | - | 1,100 |
| | District Programmes at technical level | 45 | - | - | - | 45 |
| | Decentralisation of management and of education service delivery to district and school levels | - | - | 75 | 75 | 150 |
| | Investment activities at GES Central | - | 9,350 | - | 210,087 | 219,437 |
| | School testing at basic level (SEA/NEA) | - | - | 13,420 | - | 13,420 |
| | Institutionalise and internalise policy formulation, Planning and M&E systems at all levels | 361,985.4 | 34,707.8 | 104,817.5 | 29,119.3 | 530,630 |
| Promote and extend the provision of science, mathematics, technology and ICT education in training | ICT for Distance Education | - | - | - | - | - |
| | ICT for School | - | - | 65885 | 197656 | 263,541 |
| Enhance the linkages between academic research in all sectors of the economy | Research and academic programmes at the Tertiary level to enhance national development | 1,586,654 | 105,799 | 373,023 | 559,534 | 2,625,011 |
| Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and institutions of higher learning | Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) | - | - | 44,818 | - | 44,818 |
| | TOTAL REQUIREMENT | 9,166,285 | 373,814 | 2,092,235 | 2,389,242 | 14,021,576 |

BASIC EDUCATION

| 2006 REQUIREMENT CEDIS MILLIONS | | | | | | |
|--|---|------------------|----------------|----------------|----------------|------------------|
| Objective | Activity | PE | Administration | Service | Investment | Total |
| Increase access to and participation in education & training | Construct basic classrooms | | | | 279,500 | 279,500 |
| | Furnish and equip basic classrooms | | | | 80,048 | 80,048 |
| | | | | | | - |
| | Capitation grants at basic level | | | 113,000 | | 113,000 |
| | Increase enrolment at all levels of education | 3,044,679 | 84,763 | | | 3,129,442 |
| | BECE Subsidy | | | 32,000 | | 32,000 |
| | Locally grown & WFP School Feeding Programme | | | 118,796 | | 118,796 |
| | Construction of Special Education Schools | | | | 32,000 | 32,000 |
| Bridge gender gap in access to education | Scholarship programmes | | | 34,000 | | 34,000 |
| | | | | | | |
| Improve quality of teaching and learning | Purchase textbooks and teaching & learning materials | | | 332,325 | | 332,325 |
| | Teaching and Learning Materials for Special Schools | | | 10,000 | | 10,000 |
| | Teacher training (trained/untrained/INSET) | 9,000 | | 43,700 | | 52,700 |
| | Provision of teacher accommodation in deprived areas | | | | 18,400 | 18,400 |
| | | | | | | - |
| Improve quality and efficiency in delivery of education services | Strengthen EMIS management system | | | 4,956 | 7,641 | 12,597 |
| | Establishment of SMCs | | | 7,500 | | 7,500 |
| | District Programmes at basic level | | | 38,138 | | 38,138 |
| | District Programmes for teacher education | | | 1,500 | | 1,500 |
| | | | | | | - |
| | School testing at basic level (SEA/NEA) | | | 24,400 | | 24,400 |
| | Construction of District Education Office and Directors Bangalows | | | | | - |
| | Provision of Vehicles to District Education Office | | | | 32,000 | 32,000 |
| | Institutionalise and internalise policy formulation, Planning and M&E systems at all levels | 244,556 | 26,072 | 78,737 | 21,874 | 371,239 |
| Promote and extend the provision of science, mathematics, technology and ICT education in training | | | | | | - |
| | ICT for School | | | | 10,000 | 10,000 |
| Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and institutions of higher learning | Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) | - | | 68,309 | | 68,309 |
| TOTAL REQUIREMENT | | 3,298,235 | 110,835 | 907,361 | 481,463 | 4,797,894 |

10-year work plan for Education in Ghana

BASIC COMPONENT

| 2007 | | | | | | |
|--|---|---|----------------|------------------|------------------|------------------|
| Objective | Activity | PE | Administration | Service | Investment | TOTAL |
| Increase access to and participation in education & training | Construct basic classrooms | 0 | 0 | 0 | 1,518,000 | 1,518,000.00 |
| | Furnish and equip basic classrooms | 0 | 0 | 0 | 120,072.0 | 120,072.00 |
| | Construction and refurbishment of JSS workshops | | | | 184,000 | 184,000.00 |
| | Capitation grants at basic level | 0 | 0 | 141,250.00 | 0 | 141,250.00 |
| | Increase enrolment at all levels of education | 3,215,181 | 89,509.46 | - | - | 3,304,690.49 |
| | BECE Subsidy | - | - | 35,200 | - | 35,200.00 |
| | Locally grown & WFP School Feeding Programme | | | 181,720 | | 181,720.00 |
| | Construction of Special Education Schools | - | - | - | 150,000 | 150,000.00 |
| Bridge gender gap in access to education | Scholarship programmes | - | - | 24,200 | - | 24,200.00 |
| | Purchase textbooks and teaching & learning materials | - | - | 315,709 | - | 315,708.75 |
| | Teaching and Learning Materials for Special Schools | | | 138,000 | | 138,000.00 |
| | Teacher training (trained/untrained/INSET) | 9,900 | - | 48,070 | - | 57,970.00 |
| | Provision of teacher accommodation in deprived areas | | | | 325,000 | 325,000.00 |
| | Rural Incentive to teachers posted to underserved deprived areas (€ 2 million) | 120,000 | | | | 120,000.00 |
| Improve quality and efficiency in delivery of education services | Strengthen EMIS management system | - | - | 4,956 | 7,641 | 12,597.00 |
| | Establishment of SMCs | - | - | 7,500 | - | 7,500.00 |
| | District Programmes at basic level | - | - | 41,952 | - | 41,951.80 |
| | District Programmes for teacher education | - | - | 1,650 | - | 1,650.00 |
| | Decentralisation of management of education service delivery to district and school levels | | | 75 | 75 | 150.00 |
| | School testing at basic level (SEA/NEA) | - | - | 26,840.0 | - | 26,840.00 |
| | Construction of District Education Office and Directors Bangalows | | | | 121,500.0 | 121,500.00 |
| | Provision of Vehicles to District Education Office | | | | | - |
| | Institutionalise and internalise policy formulation, Planning and M&E systems at all levels | 201,758.7 | 21,509.4 | 64,958.4 | 18,046.0 | 306,272.56 |
| | | Provision of ICT to all Teacher Training Colleges | | | | 388,000.0 |
| ICT for School | | | | 98,828.3 | 296,484.0 | 395,312.25 |
| Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and institutions of higher learning | Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) | - | - | 34,155 | - | 34,154.50 |
| TOTAL REQUIREMENT | | 3,546,840 | 111,019 | 1,165,063 | 3,128,818 | 7,951,739 |

10-year work plan for Education in Ghana

BASIC COMPONENT

| 2008 | | | | | | |
|--|---|------------|------------------|----------------|------------------|------------------|
| Objective | Activity | PE | Administration | Service | Investment | Total |
| Increase access to and participation in education & training | Construct basic classrooms | 0 | 0 | - | 1,380,000 | 1,380,000 |
| | Furnish and equip basic classrooms | 0 | 0 | - | 144,086 | 144,086 |
| | Construction and refurbishment of JSS workshops | | | | 239,200 | 239,200 |
| | Capitation grants at basic level | 0 | 0 | 176,563 | - | 176,563 |
| | Increase enrolment at all levels of education | 3,536,699 | 98,460.41 | - | - | 3,635,160 |
| | BECE Subsidy | - | - | 38,720 | - | 38,720 |
| | Locally grown & WFP School Feeding Programme | | | 249,228 | | 249,228 |
| | Construction of Special Education Schools | - | - | - | 165,000 | 165,000 |
| Bridge gender gap in access to education | Scholarship programmes | - | - | 26,620 | - | 26,620 |
| | Purchase textbooks and teaching & learning materials | - | - | 299,923 | - | 299,923 |
| | Teaching and Learning Materials for Special Schools | | | 138,000 | | 138,000 |
| | Teacher training (trained/untrained/INSET) | 10,890.00 | - | 52,877 | - | 63,767 |
| | Provision of teacher accommodation in deprived areas | | | | 455,000 | 455,000 |
| | Rural Incentive to teachers posted to underserved deprived areas (€ 2 million) | 121,200.00 | | | | 121,200 |
| Improve quality and efficiency in delivery of education services | Strengthen EMIS management system | - | - | 2,478 | 3,821 | 6,299 |
| | Establishment of SMCs | - | - | 3,750 | - | 3,750 |
| | Improve quality and efficiency in delivery of education services District Programmes at basic level | 19,653 | - | 22,299 | - | 41,952 |
| | District Programmes for teacher education | 1,100 | - | - | - | 1,100 |
| | Decentralisation of management and of education service delivery to district and school levels | | | 75 | 75 | 150 |
| | School testing at basic level (SEA/NEA) | - | - | 13,420 | - | 13,420 |
| | Construction of District Education Office and Directors Bangalows | | | | 121,500.0 | 121,500 |
| | Provision of Vehicles to District Education Office | | | | | - |
| | Institutionalise and internalise policy formulation, Planning and M&E systems at all levels | 221,934.6 | 23,660.3 | 71,454.2 | 198,506.5 | 515,556 |
| | Provision of ICT to all Teacher Training Colleges | | | 25,900 | | 25,900 |
| | ICT for School | | | 98,828.3 | 296,484.0 | 395,312 |
| | Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) | - | - | 68,309 | - | 68,309 |
| TOTAL REQUIREMENT | | - | 3,911,476 | 122,121 | 1,288,445 | 3,003,672 |
| | | | | | | 8,325,714 |

10-year work plan for Education in Ghana

BASIC COMPONENT

| 2009 | | | | | | | |
|--|--|---|----------------|----------|------------|-----------|-----------|
| Objective | Activity | PE | Administration | Service | Investment | Total | |
| Increase access to and participation in education & training | Construct basic classrooms | - | - | - | 1,242,000 | 1,242,000 | |
| | Furnish and equip basic classrooms | - | - | - | 158,495 | 158,495 | |
| | Construction and refurbishment of JSS workshops | | | | 220,800 | 220,800 | |
| | Capitation grants at basic level | - | - | 194,219 | - | 194,219 | |
| | Increase enrolment at all levels of education | 4,052,468 | 112,819 | - | - | 4,165,287 | |
| | BECE Subsidy | - | - | 42,592 | - | 42,592 | |
| | Locally grown & WFP School Feeding Programme | | | 316,728 | | 316,728 | |
| | Construction of Special Education Schools | - | - | - | 181,500 | 181,500 | |
| Bridge gender gap in access to education | Scholarship programmes | - | - | 29,282 | - | 29,282 | |
| | Purchase textbooks and teaching & learning materials | - | - | 284,927 | - | 284,927 | |
| | Teaching and Learning Materials for Special Schools | | | 110,000 | | 110,000 | |
| | Teacher training (trained/untrained/INSET) | 11,979 | - | 58,165 | - | 70,144 | |
| | Provision of teacher accommodation in deprived areas | | | | 325,000 | 325,000 | |
| | Rural Incentive to teachers posted to underserved deprived areas (€ 2 million) | 122,412.00 | | | | 122,412 | |
| Improve quality and efficiency in delivery of education services | Strengthen EMIS management system | - | - | 247,800 | 3,821 | 251,621 | |
| | Establishment of SMCs | - | - | 3,750 | - | 3,750 | |
| | District Programmes at basic level | 19,653 | - | 22,299 | - | 41,952 | |
| | District Programmes for teacher education | 1,100 | - | - | - | 1,100 | |
| | Decentralisation of management and of education service delivery to district and school levels | | | 75 | 75 | 150 | |
| | School testing at basic level (SEA/NEA) | - | - | 13,420 | - | 13,420 | |
| | Construction of District Education Office and Directors Bangalows | | | | 121,500.0 | 121,500 | |
| | Provision of Vehicles to District Education Office | | | | | - | |
| | Institutionalise and internalise policy formulation, Planning and M&E systems at all levels | 244,128.0 | 26,026.4 | 78,599.7 | 21,835.7 | 370,590 | |
| | | Provision of ICT to all Teacher Training Colleges | | | 25,900 | | 25,900 |
| ICT for School | | | | 98,828.3 | 296,484.0 | 395,312 | |
| Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and institutions of higher learning | Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) | - | - | 34,155 | - | 34,155 | |
| TOTAL REQUIREMENT | | - | 4,451,739 | 138,846 | 1,560,739 | 2,571,510 | 8,722,834 |

10-year work plan for Education in Ghana

BASIC COMPONENT

| 2010 | | | | | | | |
|--|--|------------|----------------|----------|------------|-----------|-----------|
| Objective | Activity | PE | Administration | Service | Investment | Total | |
| Increase access to and participation in education & training | Construct basic classrooms | - | - | - | 398,500 | 398,500 | |
| | Furnish and equip basic classrooms | - | - | - | 142,646 | 142,646 | |
| | Construction and refurbishment of JSS workshops | | | | 61,640 | 61,640 | |
| | Capitation grants at basic level | - | - | 213,641 | - | 213,641 | |
| | Increase enrolment at all levels of education | 4,457,715 | 124,101 | - | - | 4,581,816 | |
| | BECE Subsidy | - | - | 46,851 | - | 46,851 | |
| | Locally grown & WFP School Feeding Programme | | | 316,728 | | 316,728 | |
| | Construction of Special Education Schools | - | - | - | 199,650 | 199,650 | |
| Bridge gender gap in access to education | Scholarship programmes | - | - | 32,210 | - | 32,210 | |
| | Purchase textbooks and teaching & learning materials | - | - | 270,681 | - | 270,681 | |
| | Teaching and Learning Materials for Special Schools | | | 110,000 | | 110,000 | |
| | Teacher training (trained/untrained/INSET) | 10,781 | - | 52,348 | - | 63,129 | |
| | Provision of teacher accommodation in deprived areas | | | | 130,000 | 130,000 | |
| | Rural Incentive to teachers posted to underserved deprived areas (€ 2 million) | 123,636.12 | | | | 123,636 | |
| Improve quality and efficiency in delivery of education services | Strengthen EMIS management system | - | - | 2,478 | 3,821 | 6,299 | |
| | Establishment of SMCs | - | - | 3,750 | - | 3,750 | |
| | District Programmes at basic level | 19,653 | - | 22,299 | - | 41,952 | |
| | District Programmes for teacher education | 1,100 | - | - | - | 1,100 | |
| | Decentralisation of management and of education service delivery to district and school levels | | | 75 | 75 | 150 | |
| | School testing at basic level (SEA/NEA) | - | - | 13,420 | - | 13,420 | |
| | Construction of District Education Office and Directors Bangalows | | | | 121,500.0 | 121,500 | |
| | Provision of Vehicles to District Education Office | | | | | - | |
| | Institutionalise and internalise policy formulation, Planning and M&E systems at all levels | 268,540.8 | 28,629.0 | 86,459.6 | 24,019.3 | 407,649 | |
| | Provision of ICT to all Teacher Training Colleges | | | 25,900 | | 25,900 | |
| | ICT for School | | | 49413.75 | 148242 | 197,656 | |
| Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and institutions of higher learning | Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) | - | - | 34,155 | - | 34,155 | |
| TOTAL REQUIREMENT | | - | 4,881,425 | 152,730 | 1,280,409 | 1,230,092 | 7,544,657 |

10-year work plan for Education in Ghana

BASIC COMPONENT

| 2011 | | | | | | | |
|--|--|------------|----------------|----------|------------|-----------|-----------|
| Objective | Activity | PE | Administration | Service | Investment | Total | |
| Increase access to and participation in education & training | Construct basic classrooms | - | - | - | 508,667 | 508,667 | |
| | Furnish and equip basic classrooms | - | - | - | 128,381 | 128,381 | |
| | Construction and refurbishment of JSS workshops | | | | 61,640 | 61,640 | |
| | Capitation grants at basic level | - | - | 235,005 | - | 235,005 | |
| | Increase enrolment at all levels of education | 4,903,486 | 136,511 | - | - | 5,039,997 | |
| | BECE Subsidy | - | - | 51,536 | - | 51,536 | |
| | Locally grown & WFP School Feeding Programme | | | 316,728 | | 316,728 | |
| | Construction of Special Education Schools | - | - | - | 219,615 | 219,615 | |
| Bridge gender gap in access to education | Scholarship programmes | - | - | 35,431 | - | 35,431 | |
| | Purchase textbooks and teaching & learning materials | - | - | 257,147 | - | 257,147 | |
| | Teaching and Learning Materials for Special Schools | | | 92,000 | | 92,000 | |
| | Teacher training (trained/untrained/INSET) | 9,703 | - | 47,113 | - | 56,816 | |
| | Provision of teacher accommodation in deprived areas | | | | 32,500 | 32,500 | |
| | Rural Incentive to teachers posted to underserved deprived areas (€ 2 million) | 124,872.48 | | | | 124,872 | |
| Improve quality and efficiency in delivery of education services | Strengthen EMIS management system | - | - | 2,478 | 3,821 | 6,299 | |
| | Establishment of SMCs | - | - | 3,750 | - | 3,750 | |
| | District Programmes at basic level | 19,653 | - | 22,299 | - | 41,952 | |
| | District Programmes for teacher education | 1,100 | - | - | - | 1,100 | |
| | Decentralisation of management and of education service delivery to district and school levels | | | 75 | 75 | 150 | |
| | School testing at basic level (SEA/NEA) | - | - | 13,420 | - | 13,420 | |
| | Construction of District Education Office and Directors Bangalows | | | | | - | |
| | Provision of Vehicles to District Education Office | | | | 110,400 | 110,400 | |
| | Institutionalise and internalise policy formulation, Planning and M&E systems at all levels | 281,967.9 | 30,060.5 | 90,782.6 | 25,220.3 | 428,031 | |
| | Provision of ICT to all Teacher Training Colleges | | | 25,900 | | 25,900 | |
| | ICT for School | | | 49413.75 | 148242 | 197,656 | |
| Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and institutions of higher learning | Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) | - | - | 34,155 | - | 34,155 | |
| TOTAL REQUIREMENT | | - | 5,340,782 | 166,572 | 1,277,233 | 1,238,561 | 8,023,148 |

10-year work plan for Education in Ghana

BASIC COMPONENT

| 2012 | | | | | | | |
|--|--|------------|----------------|----------|------------|-----------|-----------|
| Objective | Activity | PE | Administration | Service | Investment | Total | |
| Increase access to and participation in education & training | Construct basic classrooms | - | - | - | 508,667 | 508,667 | |
| | Furnish and equip basic classrooms | - | - | - | 115,543 | 115,543 | |
| | Construction and refurbishment of JSS workshops | | | | 61,640 | 61,640 | |
| | Capitation grants at basic level | - | - | 258,505 | - | 258,505 | |
| | Increase enrolment at all levels of education | 5,026,073 | 150,162 | - | - | 5,176,236 | |
| | BECE Subsidy | - | - | 56,690 | - | 56,690 | |
| | Locally grown & WFP School Feeding Programme | | | 316,728 | | 316,728 | |
| | Construction of Special Education Schools | - | - | - | 241,577 | 241,577 | |
| Bridge gender gap in access to education | Scholarship programmes | - | - | 38,974 | - | 38,974 | |
| | Purchase textbooks and teaching & learning materials | - | - | 244,289 | - | 244,289 | |
| | Teaching and Learning Materials for Special Schools | | | 92,000 | | 92,000 | |
| | Teacher training (trained/untrained/INSET) | 8,733 | - | 42,402 | - | 51,135 | |
| | Provision of teacher accommodation in deprived areas | | | | 32,500 | 32,500 | |
| | Rural Incentive to teachers posted to underserved deprived areas (€ 2 million) | 126,121.21 | | | | 126,121 | |
| Improve quality and efficiency in delivery of education services | Strengthen EMIS management system | - | - | 2,478 | 3,821 | 6,299 | |
| | Establishment of SMCs | - | - | 3,750 | - | 3,750 | |
| | District Programmes at basic level | 19,653 | - | 22,299 | - | 41,952 | |
| | District Programmes for teacher education | 1,100 | - | - | - | 1,100 | |
| | Decentralisation of management and of education service delivery to district and school levels | | | 75 | 75 | 150 | |
| | School testing at basic level (SEA/NEA) | - | - | 13,420 | - | 13,420 | |
| | Construction of District Education Office and Directors Bangalows | | | | | - | |
| | Provision of Vehicles to District Education Office | | | | | - | |
| | Institutionalise and internalise policy formulation, Planning and M&E systems at all levels | 267,869.5 | 28,557.4 | 86,243.5 | 23,959.2 | 406,630 | |
| | Provision of ICT to all Teacher Training Colleges | | | 25,900 | | 25,900 | |
| | ICT for School | | | 49413.75 | 148242 | 197,656 | |
| Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and institutions of higher learning | Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) | - | - | 30,739 | - | 30,739 | |
| TOTAL REQUIREMENT | | - | 5,449,549 | 178,720 | 1,283,907 | 1,136,023 | 8,048,199 |

10-year work plan for Education in Ghana

BASIC COMPONENT

| 2013 | | | | | | | |
|--|--|------------|----------------|----------|------------|-----------|-----------|
| Objective | Activity | PE | Administration | Service | Investment | Total | |
| Increase access to and participation in education & training | Construct basic classrooms | - | - | - | 508,667 | 508,667 | |
| | Furnish and equip basic classrooms | - | - | - | 103,989 | 103,989 | |
| | Construction and refurbishment of JSS workshops | | | | 61,640 | 61,640 | |
| | Capitation grants at basic level | - | - | 284,356 | - | 284,356 | |
| | Increase enrolment at all levels of education | 5,126,595 | 157,671 | - | - | 5,284,265 | |
| | BECE Subsidy | - | - | 62,359 | - | 62,359 | |
| | Locally grown & WFP School Feeding Programme | | | 316,728 | | 316,728 | |
| | Construction of Special Education Schools | - | - | - | 265,734 | 265,734 | |
| Bridge gender gap in access to education | Scholarship programmes | - | - | 42,872 | - | 42,872 | |
| | Purchase textbooks and teaching & learning materials | - | - | 232,075 | - | 232,075 | |
| | Teaching and Learning Materials for Special Schools | | | 74,000 | | 74,000 | |
| | Teacher training (trained/untrained/INSET) | 7,859 | - | 38,162 | - | 46,021 | |
| | Provision of teacher accommodation in deprived areas | | | | 32,500 | 32,500 | |
| | Rural Incentive to teachers posted to underserved deprived areas (€ 2 million) | 127,382.42 | | | | 127,382 | |
| Improve quality and efficiency in delivery of education services | Strengthen EMIS management system | - | - | 2,478 | 3,821 | 6,299 | |
| | Establishment of SMCs | - | - | 3,750 | - | 3,750 | |
| | District Programmes at basic level | 19,653 | - | 22,299 | - | 41,952 | |
| | District Programmes for teacher education | 1,100 | - | - | - | 1,100 | |
| | Decentralisation of management and of education service delivery to district and school levels | | | 75 | 75 | 150 | |
| | School testing at basic level (SEA/NEA) | - | - | 13,420 | - | 13,420 | |
| | Construction of District Education Office and Directors Bangalows | | | | | - | |
| | Provision of Vehicles to District Education Office | | | | | - | |
| | Institutionalise and internalise policy formulation, Planning and M&E systems at all levels | 281,263.0 | 29,985.3 | 90,555.7 | 25,157.2 | 426,961 | |
| | | | | | - | | |
| | ICT for School | | | 49413.75 | 148242 | 197,656 | |
| Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and institutions of higher learning | Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) | - | - | 27,665 | - | 27,665 | |
| TOTAL REQUIREMENT | | - | 5,563,852 | 187,656 | 1,260,208 | 1,149,824 | 8,161,540 |

10-year work plan for Education in Ghana

BASIC COMPONENT

| 2014 | | | | | | | |
|--|--|------------|------------------|----------------|------------------|------------------|------------------|
| Objective | Activity | PE | Administration | Service | Investment | Total | |
| Increase access to and participation in education & training | Construct basic classrooms | - | - | - | 508,667 | 508,667 | |
| | Furnish and equip basic classrooms | - | - | - | 93,590 | 93,590 | |
| | Construction and refurbishment of JSS workshops | | | | 61,640 | 61,640 | |
| | Capitation grants at basic level | - | - | 312,791 | - | 312,791 | |
| | Increase enrolment at all levels of education | 5,229,126 | 165,554 | - | - | 5,394,681 | |
| | BECE Subsidy | - | - | 68,595 | - | 68,595 | |
| | Locally grown & WFP School Feeding Programme | | | 316,728 | | 316,728 | |
| | Construction of Special Education Schools | - | - | - | 292,308 | 292,308 | |
| Bridge gender gap in access to education | Scholarship programmes | - | - | 47,159 | - | 47,159 | |
| | Purchase textbooks and teaching & learning materials | - | - | 220,471 | - | 220,471 | |
| | Teaching and Learning Materials for Special Schools | | | 74,000 | | 74,000 | |
| | Teacher training (trained/untrained/INSET) | 7,073 | - | 34,346 | - | 41,419 | |
| | Provision of teacher accommodation in deprived areas | | | | 32,500 | 32,500 | |
| | Rural Incentive to teachers posted to underserved deprived areas (€ 2 million) | 128,656.24 | | | | 128,656 | |
| Improve quality and efficiency in delivery of education services | Strengthen EMIS management system | - | - | 2,478 | 3,821 | 6,299 | |
| | Establishment of SMCs | - | - | 3,750 | - | 3,750 | |
| | District Programmes at basic level | 19,653 | - | 22,299 | - | 41,952 | |
| | District Programmes for teacher education | 1,100 | - | - | - | 1,100 | |
| | Decentralisation of management and of education service delivery to district and school levels | | | 75 | 75 | 150 | |
| | School testing at basic level (SEA/NEA) | - | - | 13,420 | - | 13,420 | |
| | Construction of District Education Office and Directors Bangalows | | | | | | |
| | Provision of Vehicles to District Education Office | | | | | | |
| | Institutionalise and internalise policy formulation, Planning and M&E systems at all levels | 288,294.5 | 30,734.9 | 92,819.6 | 25,786.1 | 437,635 | |
| | | | | | - | | |
| | ICT for School | | | 49413.75 | 148242 | 197,656 | |
| Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and institutions of higher learning | Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) | - | - | 24,899 | - | 24,899 | |
| TOTAL REQUIREMENT | | - | 5,673,903 | 196,289 | 1,283,244 | 1,166,628 | 8,320,064 |

10-year work plan for Education in Ghana

BASIC COMPONENT

| 2015 | | | | | | | |
|--|--|------------|----------------|----------|------------|-----------|-----------|
| Objective | Activity | PE | Administration | Service | Investment | Total | |
| Increase access to and participation in education & training | Construct basic classrooms | - | - | - | 508,667 | 508,667 | |
| | Furnish and equip basic classrooms | - | - | - | 84,231 | 84,231 | |
| | Construction and refurbishment of JSS workshops | | | | 61,640 | 61,640 | |
| | Capitation grants at basic level | - | - | 344,070 | - | 344,070 | |
| | Increase enrolment at all levels of education | 5,281,418 | 167,210 | - | - | 5,448,627 | |
| | BECE Subsidy | - | - | 75,454 | - | 75,454 | |
| | Locally grown & WFP School Feeding Programme | | | 316,728 | | 316,728 | |
| | Construction of Special Education Schools | - | - | - | 321,538 | 321,538 | |
| Bridge gender gap in access to education | Scholarship programmes | - | - | 51,875 | - | 51,875 | |
| | Purchase textbooks and teaching & learning materials | - | - | 209,448 | - | 209,448 | |
| | Teaching and Learning Materials for Special Schools | | | 74,000 | | 74,000 | |
| | Teacher training (trained/untrained/INSET) | 6,366 | - | 30,911 | - | 37,277 | |
| | Provision of teacher accommodation in deprived areas | | | | 32,500 | 32,500 | |
| | Rural Incentive to teachers posted to underserved deprived areas (€ 2 million) | 129,942.80 | | | | 129,943 | |
| Improve quality and efficiency in delivery of education services | Strengthen EMIS management system | - | - | 2,478 | 5,095 | 7,573 | |
| | Establishment of SMCs | - | - | 3,750 | - | 3,750 | |
| | District Programmes at basic level | 19,653 | - | 22,299 | - | 41,952 | |
| | District Programmes for teacher education | 1,100 | - | - | - | 1,100 | |
| | Decentralisation of management and of education service delivery to district and school levels | | | 75 | 75 | 150 | |
| | School testing at basic level (SEA/NEA) | - | - | 13,420 | - | 13,420 | |
| | Construction of District Education Office and Directors Bangalows | | | | | | |
| | Provision of Vehicles to District Education Office | | | | | | |
| | Institutionalise and internalise policy formulation, Planning and M&E systems at all levels | 291,177.5 | 31,042.3 | 93,747.8 | 26,044.0 | 442,012 | |
| | | | | | | - | |
| | ICT for School | | | 49413.75 | 148242 | 197,656 | |
| Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and institutions of higher learning | Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) | - | - | 33,613 | - | 33,613 | |
| TOTAL REQUIREMENT | | - | 5,729,657 | 198,252 | 1,321,283 | 1,188,032 | 8,437,224 |

KEY CHALLENGES IN ACHIEVING EDUCATION FOR ALL

- School Buildings (See the attachments)
- Teacher Supply
- Textbooks
- Teaching/Learning Materials

STANDARD CLASSROOMS



A Standard Junior Secondary School Block



A Standard Basic School Block

SUB-STANDARD CLASSROOMS:

**PUPILS LEARN UNDER TREES, WEAK SHEDS, IN
VERY DILAPIDATED, RAMSHACKLE AND POOR
STRUCTURES MAINLY AS A RESULT OF
DEPRIVATION AND INCREASED ENROLMENTS**



A Basic School in a rural community.



A Primary School structure



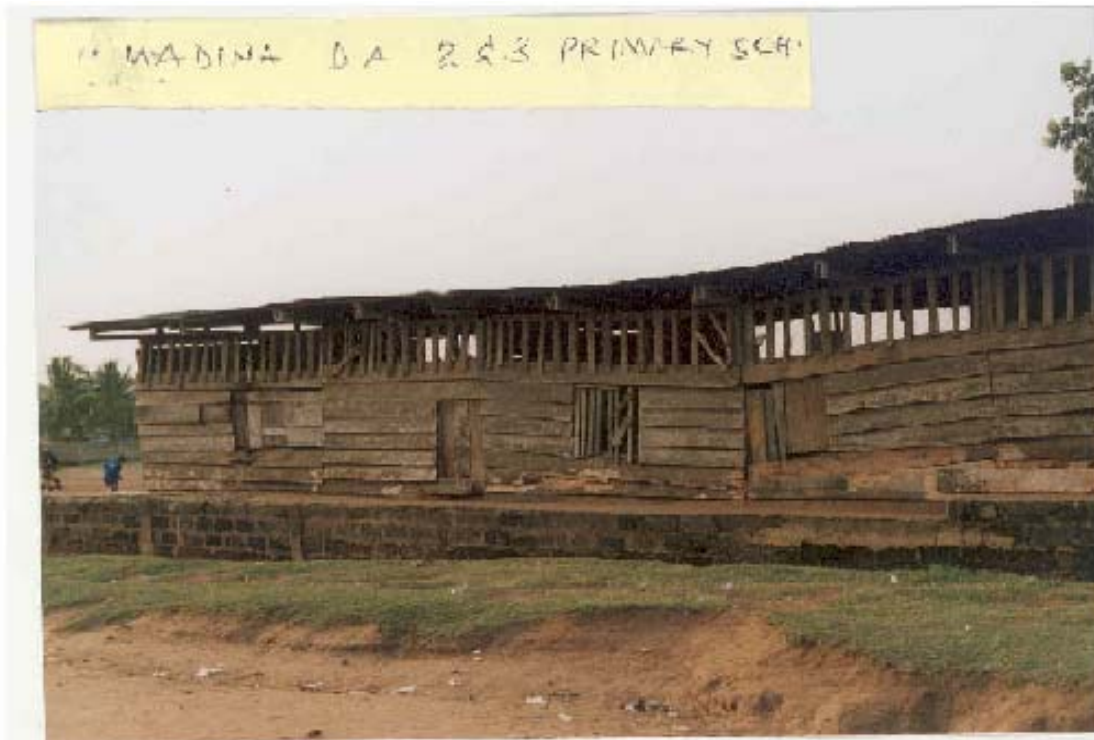
A Junior Secondary School in a rural community



Above : A Basic School structure

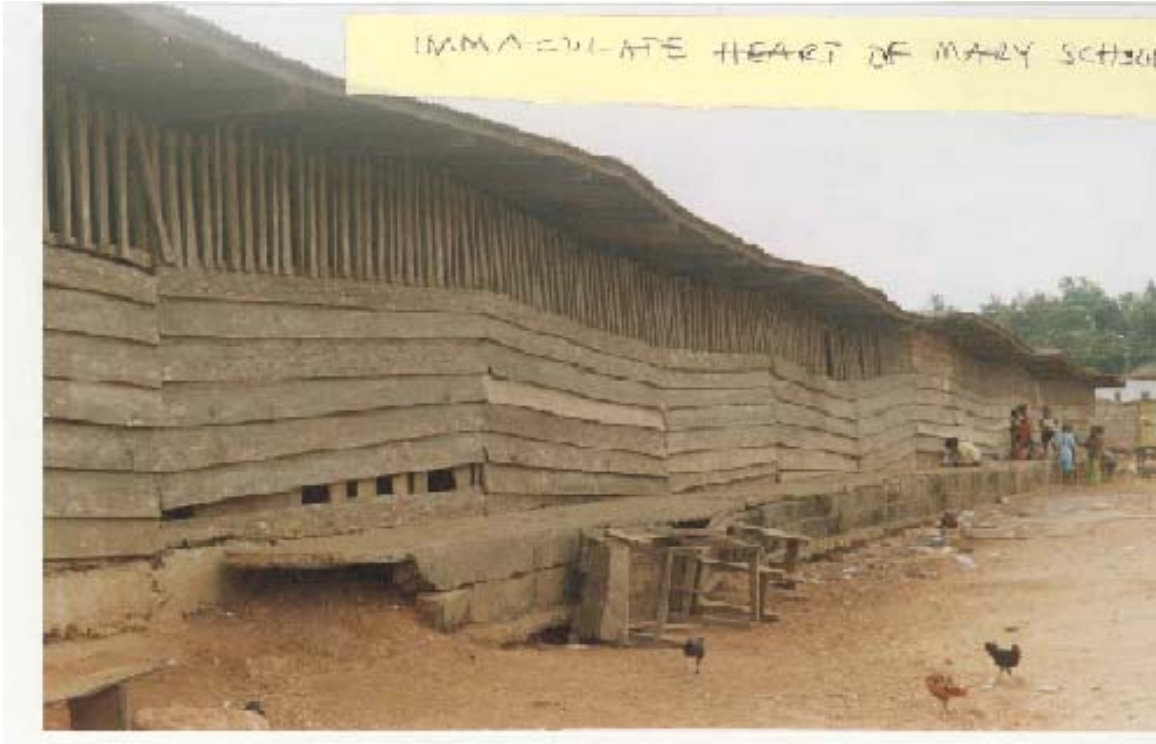


Above : A Basic School structure

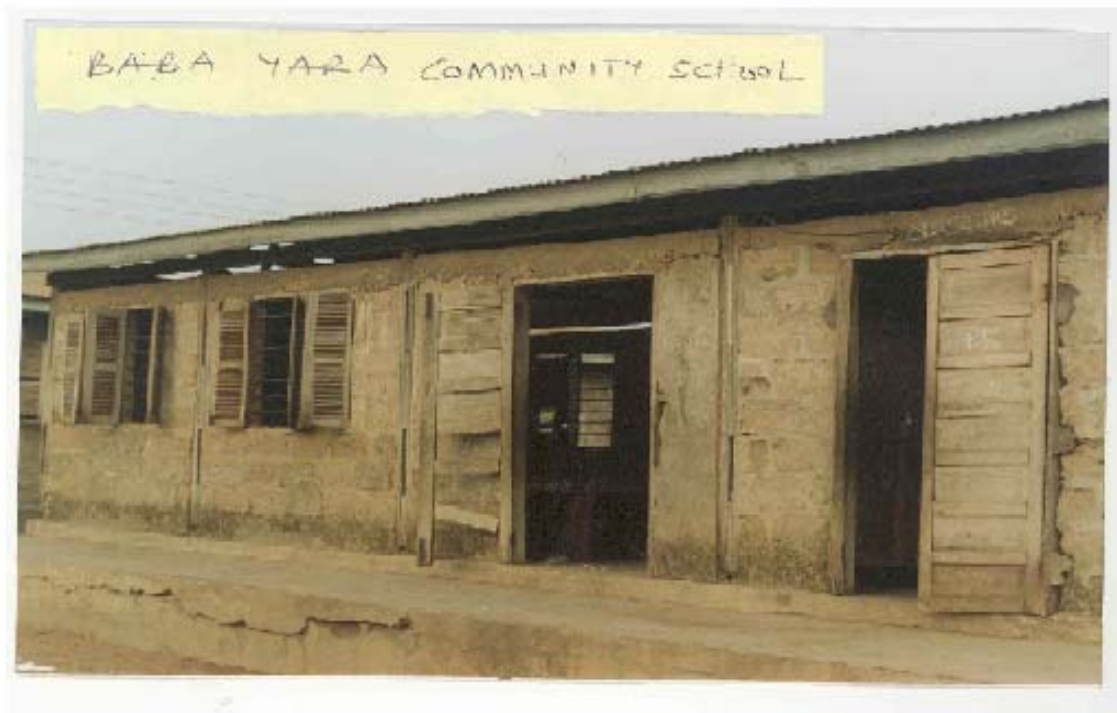


Above: Madina District Assembly 2 & 3 Primary School, Madina, Accra

10-year work plan for Education in Ghana



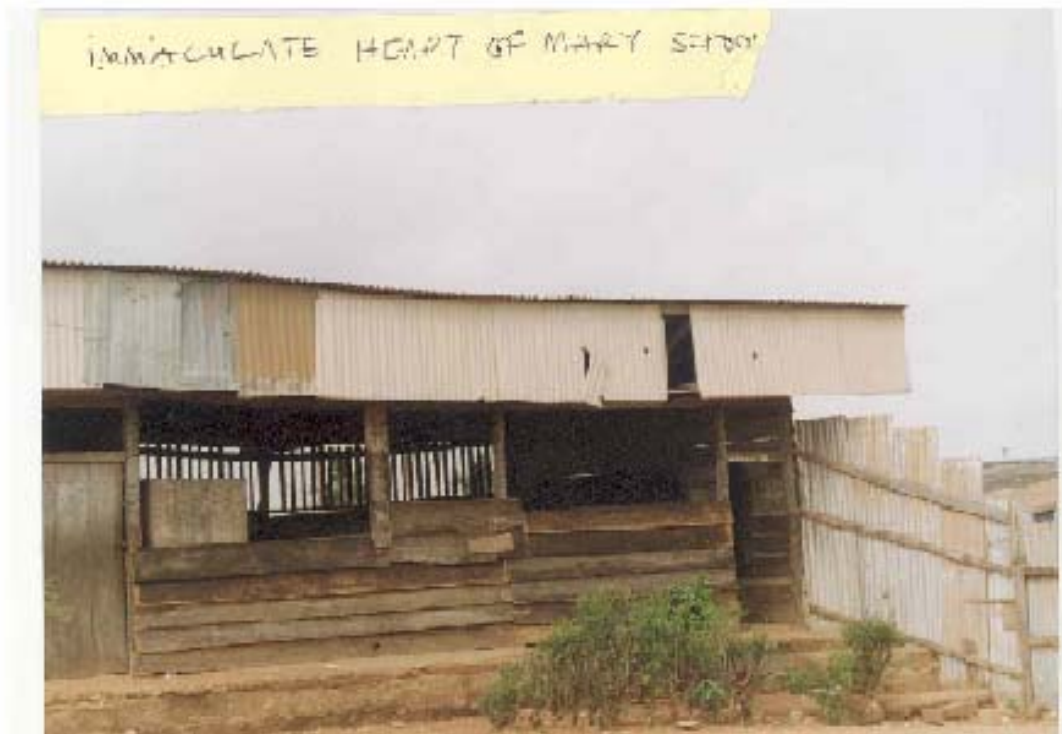
Above : Immaculate Heart of Mary School, Christian Village , Accra



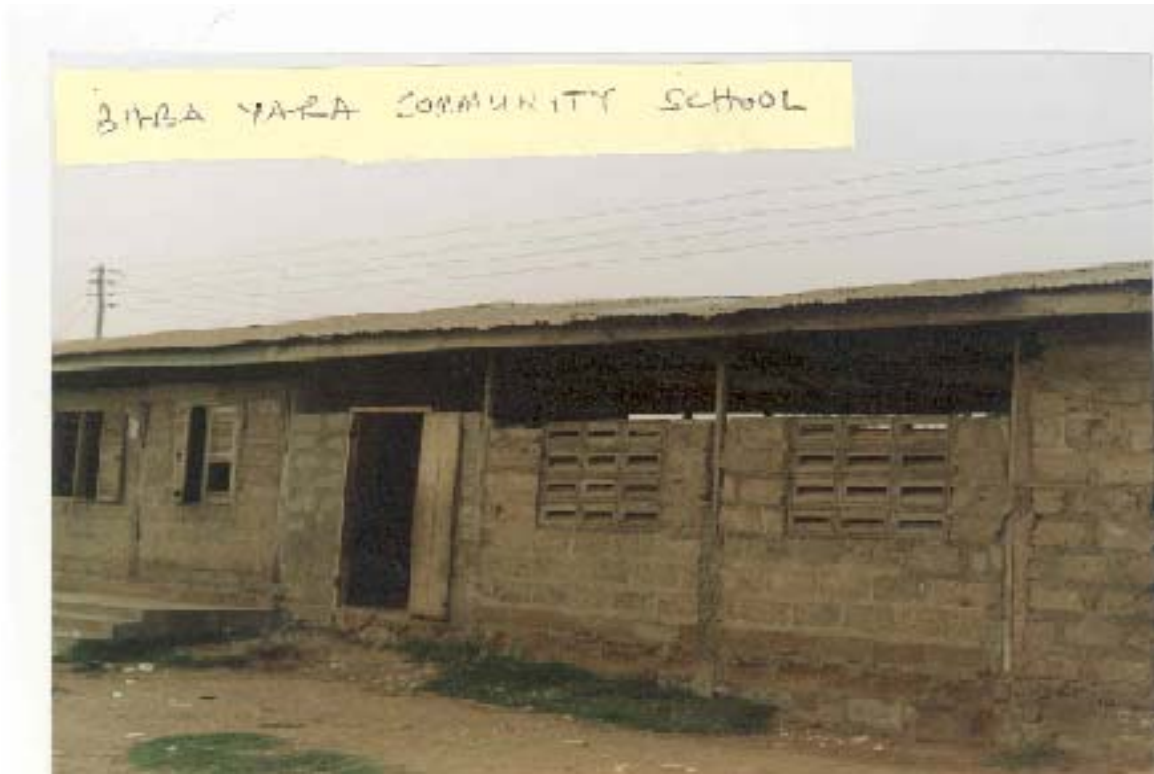
Above: Baba Yara Community Basic School, Madina, Accra



Above: Madina District Assembly 2 & 3 Primary School, Madina, Accra



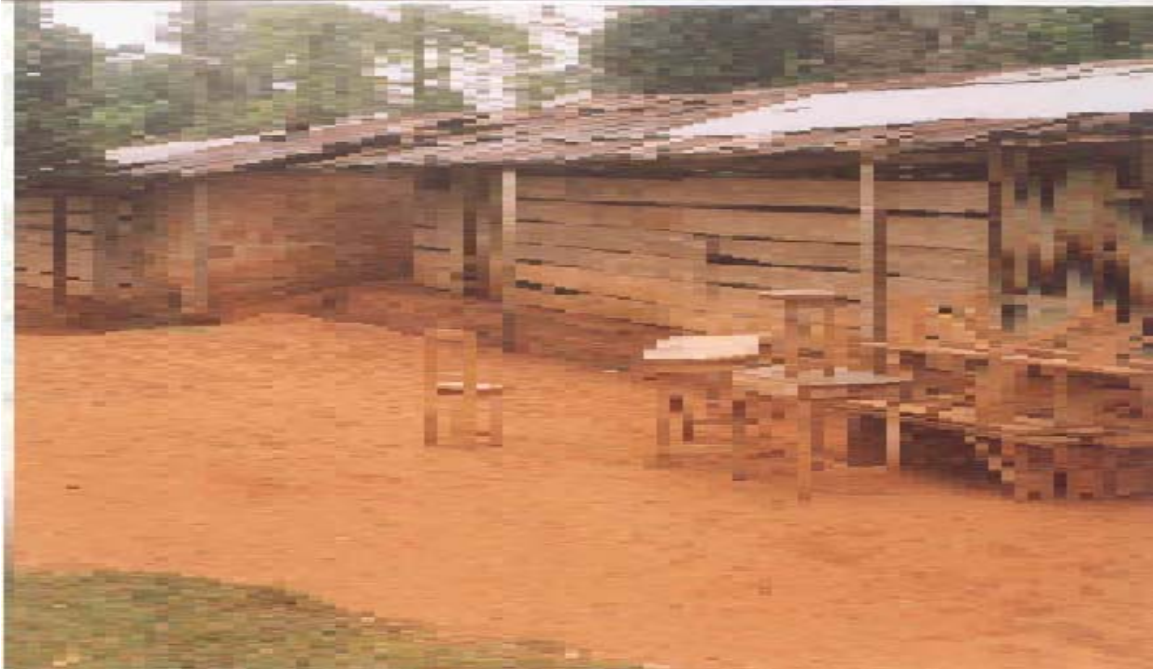
Above : Immaculate Heart of Mary School, Christian Village , Accra



Above: Baba Yara Community Basic School, Madina, Accra



Atibie Methodist Pre-School, Kwahu South, Eastern Region



Atibie Methodist Pre-School, Kwahu South, Eastern Region



A Junior Secondary School structure

10-year work plan for Education in Ghana



Nana Ampadu Early Childhood Classroom, Mpraeso. Eastern region



Nana Ampadu Early Childhood Classroom, Mpraeso. Eastern Region



Above: Class under trees



Above: Class under trees

