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	Kindergarten GER	65% by 2015	100%	White Paper- Universal Basic Education by 2015
EDUCATION	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	Transition rate between P6 and JSS1	100% by 2015	100% by 2012	To achieve UBC by 2015
EDUCATION	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	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
CYCLE EDUCATION	Senior High (GER)	50% by 2015	40% by 2015	White Paper-all students to attend Senior Cycle by 2020
EDUCATION	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.

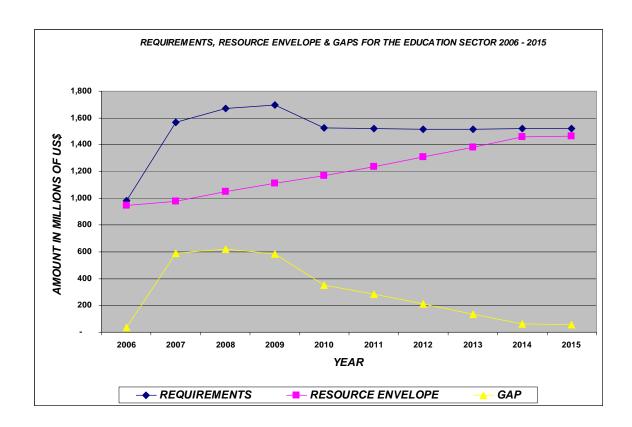
Specifically, the Ministry would request that resources are mobilised to support the following major interventions:

- 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	l gans for the	education secto	r 2006 – 2015	(US\$m)
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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.

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:

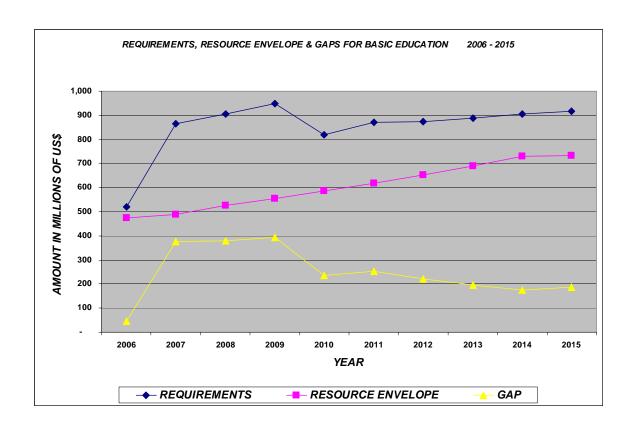
- Basic School Classroom Construction:
- Construction of Teacher Accommodation for Basic Schools;
- Provision of Drinking Water Supply to Existing Basic Schools;
- Provision of Textbooks to Basic Schools;
- Capitation Grants for Basic Schools;
- Provision of Vehicles;
- Construction/Rehabilitation of 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.

- 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:

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

- 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

Objective	Activity	PE	Administration	Service	Investment	Total
	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
Increase access to and participation in education	Construct model secondary schools				343,210	343,210
& training	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	72,000		4,172,589
	SSS Subsidy	4,039,372	113,017	140,000		140,000
	BECE Subsidy			32,000		32,000
	•					
	Locally grown & WFP School Feeding Programme			118,796	22.000	118,796
	Construction of Special Education Schools				32,000	32,000
Bridge gender gap in access to education	Scholarship programmes			34,000		34,000
	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
Improve quality of teaching and learning	Upgrading of teacher training colleges				160,000	160,000
	Teacher training (trained/untrained/INSET)	9,000		43,700		52,700
	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
Improve quality and efficiency in delivery of education services	District Programmes at techical level			100		100
	Investment activities at GES Central				210,000	210,000
	School testing at basic level (SEA/NEA)			24,400	210,000	24,400
	provison of vehicles to District education ofice			21,100	32,000	32,000
	Institutionalise and internalise policy formulation, Planning and		24.072	70 727		
	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						
Enhance the linkages between academic research	ICT for Schools				40,000	40,000
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	Teachers - Agents of Dissemination and Change (TAD)					
learning	Project Phase 1 (HIV/AIDS Secretariat)			68,309		68,309

	2007					
Objective	Activity	PE	Administration	Service	Investment	TOTAL
,	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	0	0	0	184,000	184,000.00
	Construction/Rehabilitation of SSS schools		0		500,000.0	500,000.00
	Construction of new TVET institutions		0		368,000.0	368,000.00
	Rehablitation of existing TVET institutions				40,000.0	40,000.00
Increase access to and participation in education & training	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			Í	120,000
	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
Improve quality and efficiency in delivery of	District Programmes for teacher education	-	-	1,650	-	1,650
education services	District Programmes at techical level Decentralisation of management of education service delivery	-	-	110	-	110
	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 Diretcors 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,	ICT for Distance Education				55,000.0	55,000.00
mathematics, technology and ICT education in training	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)			40.5		40 200
TOTAL REQUIREMENT		5,899,460	264,352	68,309 1,910,999	6,333,695	68,309.00 14,408,507
10 THE REQUIREMENT		3,073,400	40+,334	1,710,779	0,333,073	17,700,307

Objective	Activity	PE	Administration	Service	Investment	Total
	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
	Rehablitation of existing TVET institutions				60,000	60,000
Increase access to and participation in	Construct model secondary schools	_	_	_	900,000	900,000
education & training	Capitation grants at basic level		0	176,563	-	176,563
		40.045.00	4.077.70		-	
	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	4 60 400	-	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 (¢ 2 million)	121,200.00				121,200
	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
			-	22,299	-	
	District Programmes at second level	2,928	-	-	-	2,928
Improve quality and efficiency in delivery of	District Programmes for teacher education	1,100	-	-	-	1,100
education services	District Programmes at techical level Decentralisation of management and of education service	45	-	-	-	45
	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) Construction of District Education Office and Directors	-	-	13,420	-	13,420
	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 instiutions of higher learning	Teachers - Agents of Dissemination and Change (ΓΑD) Project Phase 1 (HIV/AIDS Secretariat)	, ,,	,,,_==	68,309	,.	68,309
TOTAL REQUIREMENT	i nase i (itiv/Aido secretariat)	6,501,387	300,077	2,058,538	6,519,157	15,379,160

EDUCATION SUB-SECTOR	2009					
Okia-aira	Austria	ne.	A dualint density is	e:	T	T-4-1
Objective	Activity	PE	Administration	Service	Investment	Total
	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
	Rehablitation of existing TVET institutions				60,000	60,000
Increase access to and participation in education & training	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
	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
Improve quality of teaching and learning	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
	Strengthen EMIS management system		_	3,304	5,094	8,398
	Establishment of SMCs				3,074	
		40.450	-	3,750	-	3,750
	District Programmes at basic level	19,653	-	22,299	-	41,952
	District Programmes at second level	2,928	-	-	-	2,928
Improve quality and efficiency in delivery of	District Programmes for teacher education	1,100	-	-	-	1,100
education services	District Programmes at techical level Decentralisation of management and of education service	45	-	-	-	45
	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) construction of District Education Office and Directors	-	-	13,420	-	13,420
	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,						
omote and extend the provision of science, athematics, technology and ICT education in aining	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 histographics.	Teachers - Agents of Dissemination and Change (I'AD) Project					
higher learning	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

Accessed and participation in editional content of the content based o	EDUCATION SUB-SECTOR	2010					
Consequence to the consequence 20,000 20,0		2010	1				
Commission and engine besis demonstration	Objective	Activity	PE	Administration	Service	Investment	Total
Commercian (Floridal Internal I		Construct basic classrooms	-	-	-	398,500	398,500
Commercian (Robalitation of TNET institutions 1906 1		Furnish and equip basic classrooms	-	-	-	142,646	142,646
Continuencian/Rehabilitation of PVET institutions		Construction and refurbishment of JSS workshops				61,640	61,640
Second content of the electron Second participation in education Second participation in education Second participation in education Second participation in education Second participation Seco		Construction/Rehabilitation of SSS schools	-	-	-	250,000	250,000
Service secrets to and participation in education framing Francisco Capitalism grant as basic level Capitalism grants as basic level Sistead Internative reference as all levels of observation Social Internative reference of Special Internation of Special Internation Internative Regional Phanticis Communication of Special Internation Internative Regional Phanticis Trades remaining Participal International Internation Internation International Inter		Construction/Rehabilitation of TVET institutions				92,000	92,000
Examining Copiestors greater at host server Copiestors greater		Rehablitation of existing TVET institutions				20,000	20,000
Capation of process of base level	Increase access to and participation in education & training	Construct model secondary schools	-	-	-	750,000	750,000
Decrease consistent at all levels of education \$3,943,679 165,448		Capitation grants at basic level	-	-	213,641	-	213,641
SS Subsity		National Functional Literacy Programme	19,795	1,273.50	101,176.43	-	122,245
### HICE Subsidy		Increase enrolment at all levels of education	5,943,619	165,468	-	-	6,109,088
Localig grown & WIP School Feeding Programme		SSS Subsidy	-	-	195,657	-	195,657
Construction of Special Education Schools		BECE Subsidy	-	-	46,851	-	46,851
Scholarship programmes		Locally grown & WFP School Feeding Programme			316,728		316,728
Communication of libraries (Regional/Districts) 56,000 56,000 56,000		Construction of Special Education Schools	-	-	-	199,650	199,650
Purchase textbools and learning Marcials or Special Schools Taching and Learning Marcials for Special Schools (Diprading of teacher training colleges (Teacher training (trained/untrained/INSET) (Diprading of teacher training colleges (Teacher training (trained/untrained/INSET) (Diprading of teacher training colleges (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to underserved to underserved deprived areas (Rural Incentive to underserved deprived areas (Rural Incentive to underserved deprived areas (Rural Incentive to u	Bridge gender gap in access to education	Scholarship programmes	-	-	49,779	-	49,779
Purchase textbools and learning Marcials or Special Schools Taching and Learning Marcials for Special Schools (Diprading of teacher training colleges (Teacher training (trained/untrained/INSET) (Diprading of teacher training colleges (Teacher training (trained/untrained/INSET) (Diprading of teacher training colleges (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to teachers posted to underserved deprived areas (Rural Incentive to underserved to underserved deprived areas (Rural Incentive to underserved deprived areas (Rural Incentive to underserved deprived areas (Rural Incentive to u	songe genuer gay in access to education	Construction of libraries (Regional/Districts)				36,000	36,000
Teaching and Learning Muterials for Special Schools			_	_	270,681		
Upgrading of teacher training colleges							
Teacher training (trained/untrained/INSET)	Improve quality of teaching and learning				110,000	221 122	
Provision of feacher accommodation in deprived areas 130,000			10.701	-	52.240	221,122	
Rural Incentive to teachers posted to underserved deprived 123,656.12			10,/81	-	52,348	-	
Strengthen EMIS management system -		Rural Incentive to teachers posted to underserved deprived				130,000	
Particle Programmes at basic level District Programmes at second level District Programmes at technical level District Programmes at technical level District Programmes at technical level Decentralisation of management and of education service delivery to district and school levels Investment activities at GES Central Construction of District Education Office and Directors Bungalows Institutionalise and internalise policy formulation, Planning and M&E systems at all levels CT for Distance Education Provision of ICT to all Teacher Training Colleges CT for School Anhance the linkages between academic research and academic programmes at the Tertiary level to enhance autional development in the unriculal of schools and institutions of higher arming Provision of Distenting and Change (TAD) Project Phase 1 (HIV/AIDS Secretariar)		areas (¢ 2 million)	123,636.12				123,636
District Programmes at basic level 19,653 - 22,299 - 41,95 District Programmes at second level 2,928 2,22 District Programmes at second level 2,928 2,22 District Programmes at second level 2,928 2,22 District Programmes at second level 4,5 1,10 District Programmes at techical level 45 4, 1,10 District Programmes at techical level 45 4, 1,10 District Programmes at techical level 45 1,10 District Programmes at techical level 5,100 District Programmes at techical level 45 1,10 District Programmes at techical level 5,100 District Programmes at techical level 45 1,10 District Programmes at techical level 5,100 District Programmes at techical level 45 1,100 District Programmes at techical level 45			-	-		5,094	8,398
District Programmes at second level 2,928			-	-		-	
District Programmes for teacher education 1,100 1,100 District Programmes for teacher education 1,100 1,100 District Programmes at technical level 1,100 District Programmes at technical level 2,100 Decentralisation of management and of education service delivery to district and school levels 1,75 - 75 - 15 Investment activities at GES Central - 9,350 - 210,087 - 219,435 School testing at basic level (SEA/NEA) 13,420 - 13,420 Construction of District Education Office and Directors Bungalows Institutionalise and internalise policy formulation, Planning and M&E systems at all levels 1,100 M&E systems at all levels 3,58,054.4 38,172.0 115,279.5 32,025.7 543,53 CT for Distance Education Provision of ICT to all Teacher Training Colleges 2,590 ICT for School 1,352,455 146,594 516,860 775,290 2,791,20 Lainstream issues of population, gender, health, Illy/AIDS, fire safety and environment in the urricula of schools and institutions of higher arming 1,400 District Programmes for teacher education 1,100			, i	-	22,299	-	
mprove quality and efficiency in delivery of ducation services District Programmes at techical level		District Programmes at second level	2,928	-	-	-	2,928
Decentralisation of management and of education service delivery to district and school levels Investment activities at GES Central School testing at basic level (SEA/NEA) Construction of District Education Office and Directors Bungalows Institutionalise and internalise policy formulation, Planning and M&E systems at all levels Institutionalise and internalise policy formulation, Planning and M&E systems at all levels ICT for Distance Education Provision of ICT to all Teacher Training Colleges ICT for School ICT for School Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages betwe	Improve quality and efficiency in delivery of	District Programmes for teacher education	1,100	-	-	-	1,100
delivery to district and school levels Investment activities at GES Central School testing at basic level (SEA/NEA) Construction of District Education Office and Directors Bungalows Institutionalise and internalise policy formulation, Planning and M&E systems at all levels Internalise, technology and ICT education in aining ICT for Distance Education ICT for School Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between academic research at all sectors of the economy Inhance the linkages between acad	education services		45	-	-	-	45
School testing at basic level (SEA/NEA) Construction of District Education Office and Directors Bungalows Institutionalise and internalise policy formulation, Planning and M&E systems at all levels Tomote and extend the provision of science, nathermatics, technology and ICT education in aining ICT for Distance Education Provision of ICT to all Teacher Training Colleges ICT for School CICT for School CIC					75	75	150
Construction of District Education Office and Directors Bungalows Institutionalise and internalise policy formulation, Planning and M&E systems at all levels Tromote and extend the provision of science, nathematics, technology and ICT education in raining ICT for Distance Education Provision of ICT to all Teacher Training Colleges ICT for School ICT for Distance Education ICT for Distance			-	9,350	-	210,087	219,437
Institutionalise and internalise policy formulation, Planning and M&E systems at all levels Tomote and extend the provision of science, nathematics, technology and ICT education in aining ICT for Distance Education Provision of ICT to all Teacher Training Colleges ICT for School ICT for School ICT for School Research and academic research at all sectors of the economy Institutionalise and internalise policy formulation, Planning and M&E systems at all levels ICT for Distance Education Provision of ICT to all Teacher Training Colleges ICT for School Research and academic programmes at the Tertiary level to enhance national development Institutionalise and internalise policy formulation, Planning and 358,054.4 38,172.0 115,279.5 32,025.7 543,53 ICT for Distance Education Provision of ICT to all Teacher Training Colleges ICT for School Research and academic programmes at the Tertiary level to enhance national development Institutional schools and institutions of higher reacher Training Colleges ICT for School Research and academic programmes at the Tertiary level to enhance national development Institution of ICT to all Teacher Training Colleges ICT for School Research and academic programmes at the Tertiary level to enhance national development Institution of ICT to all Teacher Training Colleges ICT for School Research and academic programmes at the Tertiary level to enhance national development Institution of ICT to all Teacher Training Colleges ICT for School Research and academic research at the Tertiary level to enhance national development Institution of ICT to all Teacher Training Colleges ICT for Distance Education ICT for Distance Teacher Training Colleges ICT for Distance Teacher Training Colleges ICT for Distance Teacher Training Colleges ICT for Di		-	-	-	13,420	-	13,420
M&E systems at all levels 358,054.4 38,172.0 115,279.5 32,025.7 543,53. ICT for Distance Education Provision of ICT to all Teacher Training Colleges ICT for School ICT for School ICT for School Research and academic research all sectors of the economy Inhance the linkages between academic research all sectors of the economy Inhance the linkages between academic research at levels or chance national development INV/AIDS, fire safety and environment in the urricula of schools and institutions of higher raming Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat)		<u> </u>				121,500	121,500
romote and extend the provision of science, nathematics, technology and ICT education in aining Provision of ICT to all Teacher Training Colleges ICT for School Research and academic programmes at the Tertiary level to 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 2,791,20 Alinistream issues of population, gender, health, HIV/AIDS, fire safety and environment in the urricula of schools and institutions of higher raming Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) 68,309 - 68,309		M&E systems at all levels	358,054.4	38,172.0	115,279.5	32,025.7	543,532
Provision of ICT to all Teacher Training Colleges 25,900 25,900 25,900	Promote and extend the provision of science,	ICT for Distance Education					-
Inhance the linkages between academic research and academic programmes at the Tertiary level to enhance national development Research and academic programmes at the Tertiary level to enhance national development 1,352,455 146,594 516,860 775,290 2,791,20 Initiatize an issues of population, gender, health, ITV/AIDS, fire safety and environment in the urricula of schools and institutions of higher raming Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) 68,309 - 68,30	mathematics, technology and ICT education in training	Provision of ICT to all Teacher Training Colleges			25,900		25,900
Research and academic programmes at the Tertiary level to enhance national development 1,352,455 146,594 516,860 775,290 2,791,20 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 2,791,20 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 2,791,20 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 2,791,20 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 2,791,20 In all sectors of population, gender, health, lateral than the principle of the programmes at the Tertiary level to enhance national development 1,352,455 146,594 516,860 775,290 2,791,20 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 2,791,20 In all sectors of population, gender, health, lateral than the principle of the programmes at the Tertiary level to enhance national development 1,352,455 146,594 516,860 775,290 2,791,20 In all sectors of population, gender, health, lateral than the principle of the programmes at the Tertiary level to enhance national development 1,352,455 146,594 516,860 775,290 2,791,20 In all sectors of population, gender, health, lateral than the principle of the prin					65885	197656	263,541
IIV/AIDS, fire safety and environment in the utricula of schools and institutions of higher raming Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) 68,309 - 68,309	Enhance the linkages between academic research in all sectors of the economy	Research and academic programmes at the Tertiary level to	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				Z0 200		ZO 200
	TOTAL REQUIREMENT	1 Hase 1 (FHV/AIDS Secretariat)	7,832,067	360,858		3,643,285	14,028,154

	2011					
Objective	Activity	PE	Administration	Service	Investment	Total
	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
	Rehablitation of existing TVET institutions				20,000	20,000
Increase access to and participation in education &		_	_	_		
training	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	90,117.00		
	SSS Subsidy	0,537,981	182,015	205,440	-	6,719,996 205,440
	BECE Subsidy	_	_	51,536	_	51,536
	Locally grown & WFP School Feeding Programme			316,728		316,728
					210.615	
	Construction of Special Education Schools	-	-		219,615	219,615
Bridge gender gap in access to education	Scholarship programmes	-	-	54,757	-	54,757
	Construction of libraries (Regional/Districts)				36,000	36,000
	Purchase textbooks and teaching & learning materials	-	-	257,147	-	257,147
Improve quality of teaching and learning	Teaching and Learning Materials for Special Schools			92,000		92,000
improve quanty or teaching and rearming	Upgrading of teacher training colleges	-	-	-	210,066	210,066
	Teacher training (trained/untrained/INSET)	9,703	-	47,113	- 210,066	56,816
	Provision of teacher accommodation in deprived areas Rural Incentive to teachers posted to underserved deprived areas				32,500	32,500
	(¢ 2 million)	124,872.48				124,872
	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	- 210,066	41,952
	District Programmes at second level	2,928	-	-	-	2,928
Improve quality and efficiency in delivery of	District Programmes for teacher education	1,100	-	-	-	1,100
education services	District Programmes at techical level Decentralisation of management and of education service delivery	45	-	-	-	45
	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 Institutionalise and internalise policy formulation, Planning and				110,400	110,400
	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,	ICT for Distance Education					-
mathematics, technology and ICT education in training	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)	Q E70 744	202 000	68,309 2,248,376	2 779 (27	68,309
TOTAL REQUIREMENT		8,578,746	393,909	2,248,5/6	2,778,627	13,999,658

Increase access to and participation in education & Con Reh Increase access to and participation in education & Con Reh Increase access to and participation in education & Con Reh Increase access to and participation in education & Con Reh Increase access to and participation in education & Con Reh Increase access to and participation in education & Con Reh Increase access to and participation in education & Con Reh Increase access to and participation in education & Con Reh Increase access to and participation in education & Con Reh Increase access to and participation in education & Con Reh Increase access to and participation in education & Con Reh Increase access to and participation in education & Con Reh Increase access to and participation in education & Con Reh Increase access to	ational Functional Literacy Programme crease enrolment at all levels of education S Subsidy GCE Subsidy	PE	Administration	Service -	115,543 61,640 60,000 92,000	508,667 115,543 61,640 60,000 92,000
Function and participation in education & Contraining Cap Nat Increase access to and participation in education & Contraining Cap Nat Increase Bridge gender gap in access to education Contraining Cap Nat Increase access to and participation in education & Contraining Eap Provided Teaching and learning Upp Teaching Teaching and learning Upp Teaching Teach	entruction and refurbishment of JSS workshops construction/Rehabilitation of SSS schools construction/Rehabilitation of TVET institutions chabilitation of existing TVET institutions construct model secondary schools entruction/Rehabilitation of the institutions construct model secondary schools entructional Functional Literacy Programme crease enrolment at all levels of education S Subsidy CCE Subsidy	17,865	-		61,640 60,000 92,000	115,543 61,640 60,000
Increase access to and participation in education & training Cap Nat Increase access to and participation in education & training Cap Nat Increase access to and participation in education & Com Nat Increase access to and participation in education & Com Participation in education & Com Nat Increase access to and participation in education & Com Nat Increase access to and participation in education & Com Nat Increase access to and participation in education & Com Nat Increase access to and participation in education & Com Nat Increase access to and participation in education & Com Nat Increase access to and participation in education & Com Nat Increase access to and participation in education & Com Nat Increase access to and participation in education & Com Nat Increase access to educat	onstruction and refurbishment of JSS workshops onstruction/Rehabilitation of SSS schools onstruction/Rehabilitation of TVET institutions chabilitation of existing TVET institutions onstruct model secondary schools upitation grants at basic level ational Functional Literacy Programme crease enrolment at all levels of education S Subsidy GCE Subsidy	17,865			61,640 60,000 92,000	61,640
Increase access to and participation in education & Contraining Cap Nat Increase access to and participation in education & Contraining Cap Nat Increase access to and participation in education & Contraining Eaplify Bridge gender gap in access to education Contraining End Pur Tea Pro Rur Rur Area	onstruction/Rehabilitation of SSS schools onstruction/Rehabilitation of TVET institutions chabilitation of existing TVET institutions onstruct model secondary schools upitation grants at basic level ational Functional Literacy Programme crease enrolment at all levels of education S Subsidy GCE Subsidy		-		60,000 92,000	60,000
Increase access to and participation in education & Contraining Cap Nat Increase access to and participation in education & Cap Nat Increase access to and participation in education & Cap Nat Increase access to education & Cap Bridge gender gap in access to education & Contraining Cap Pure Tea Prove quality of teaching and learning Upg Tea Prove Rur Rur area	chabilitation of TVET institutions chabilitation of existing TVET institutions chabilitation of existing TVET institutions construct model secondary schools application grants at basic level ational Functional Literacy Programme crease enrolment at all levels of education S Subsidy GCE Subsidy				92,000	
Increase access to and participation in education & Contraining Cap Nat Increase Increase access to and participation in education & Cap Nat Increase SSS BEG Loc Con Bridge gender gap in access to education Con Pur Tea Pro Rur area	chablitation of existing TVET institutions construct model secondary schools spitation grants at basic level ational Functional Literacy Programme crease enrolment at all levels of education S Subsidy		-			92,000
Increase access to and participation in education & Contraining Cap Nat Increase SSS BEG Loc Con Bridge gender gap in access to education Sch Con Pur Tea Improve quality of teaching and learning Upg Tea Pro Rur area	enstruct model secondary schools upitation grants at basic level ational Functional Literacy Programme crease enrolment at all levels of education S Subsidy GCE Subsidy		-		20,000	
Increase access to and participation in education & Contraining Cap Nat Increase SSS BEG Loc Con Bridge gender gap in access to education Sch Con Pur Tea Improve quality of teaching and learning Upg Tea Pro Rur area	enstruct model secondary schools upitation grants at basic level ational Functional Literacy Programme crease enrolment at all levels of education S Subsidy GCE Subsidy		-			20,000
Improve quality of teaching and learning Cap Nat Loc Cor Cor Pure Tea Prove	ational Functional Literacy Programme crease enrolment at all levels of education S Subsidy GCE Subsidy					-
National Incident Inc	ational Functional Literacy Programme crease enrolment at all levels of education S Subsidy 3CE Subsidy		-	258,505	-	258,505
Bridge gender gap in access to education Sch Con Pur Tea Improve quality of teaching and learning Ups Tea Pro Rur area	crease enrolment at all levels of education S Subsidy 3CE Subsidy		1,149	91,312	_	110,326
Bridge gender gap in access to education Con Pur Tea Improve quality of teaching and learning Upg Tea Pro Rur area	S Subsidy GCE Subsidy	6,701,431	200,217	71,712		6,901,647
Bridge gender gap in access to education Sch Cor Pur Tea Improve quality of teaching and learning Ups Tea Pro Rur area	CE Subsidy	0,701,431	200,217	215,712	_	215,712
Bridge gender gap in access to education Con Pur Tea Improve quality of teaching and learning Upp Tea Pro Rur area	,			56,690		56,690
Bridge gender gap in access to education Sch Con Pur Tea Upg Tea Pro Rur area		-	-		-	
Bridge gender gap in access to education Sch Con Pure Tea Ups Tea Pro Rur Rur area	ocally grown & WFP School Feeding Programme			316,728		316,728
Enprove quality of teaching and learning Upg Tea Pro Rur area	onstruction of Special Education Schools	-	-	-	241,577	241,577
Pure Tea Improve quality of teaching and learning Upg Tea Pro Rur area	holarship programmes	-	-	60,233	-	60,233
Improve quality of teaching and learning Upg Tea Prov Rur area	onstruction of libraries (Regional/Districts)				36,000	36,000
Improve quality of teaching and learning Upp Tea Pro Rur area	trchase textbooks and teaching & learning materials	-	-	244,289	-	244,289
Tea Pro Rur area	eaching and Learning Materials for Special Schools			92,000		92,000
Pro Rur area	ograding of teacher training colleges	-	-	-	199,563	199,563
Rur	eacher training (trained/untrained/INSET)	8,733	-	42,402	-	51,135
area	ovision of teacher accommodation in deprived areas				32,500	32,500
Stre	aral Incentive to teachers posted to underserved deprived eas (¢ 2 million)	126,121.21				126,121
	rengthen EMIS management system	-	-	3,304	5,094	8,398
Est	stablishment of SMCs	-	-	3,750	-	3,750
Dist	strict Programmes at basic level	19,653	-	22,299	-	41,952
Dis	strict Programmes at second level	2,928	-	-	-	2,928
Dis	strict Programmes for teacher education	1,100	-	-	-	1,100
Improve quality and efficiency in delivery of education services	strict Programmes at techical level	45	-	-	-	45
	ecentralisation of management and of education service livery to district and school levels			75	75	150
Inv	vestment activities at GES Central	-	9,350	-	210,087	219,437
	hool testing at basic level (SEA/NEA)	_		13,420	_	13,420
				-,		
	stitutionalise and internalise policy formulation, Planning and &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		374,733.0	36,070.0	114,771.3	31,743.7	317,107
	T for Distance Education			25.005		25.05-
	ovision of ICT to all Teacher Training Colleges			25,900		25,900
Enhance the linkages between academic research	T for School			65885	197656	263,541
in all sectors of the economy	esearch and academic programmes at the Tertiary level to hance national development	1,517,455	145,129	511,691	767,537	2,941,812
	eachers - Agents of Dissemination and Change (TAD) Project					
TOTAL REQUIREMENT	ase 1 (HIV/AIDS Secretariat)	8,790,086	393,921	2,200,665	2,579,883	61,478 13,964,555

	2013					
Objective	Activity	PE	Administration	Service	Investment	Total
Increase access to and participation in education &	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
	Rehablitation of existing TVET institutions				20,000	20,000
	Construct model secondary schools	-	-	-	-	-
training	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
	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
Improve quality of teaching and learning	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			0,000	127,382
	Strengthen EMIS management system	121,302.12		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
Improve quality and efficiency in delivery of education services	District Programmes at techical 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
Enhance the linkages between academic research	Research and academic programmes at the Tertiary level to					
Mainstream issues of population, conder, health	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

	2014					
Objective	Activity	PE	Administration	Service	Investment	Total
Increase access to and participation in education &	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
	Rehablitation of existing TVET institutions				20,000	20,000
		_	-	-	_	-
training	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	02,400.03	-	7,192,907
	SSS Subsidy	0,772,107	220,737	237,822	_	237,822
	BECE Subsidy	_	_	68,595	_	68,595
	Locally grown & WFP School Feeding Programme	-	-	316,728		316,728
				310,726	202 208	_
B.I. I.	Construction of Special Education Schools	-	-	72.002	292,308	292,308
Bridge gender gap in access to education	Scholarship programmes	-	-	72,882	-	72,882
	Construction of libraries (Regional/Districts)				36,000	36,000
	Purchase textbooks and teaching & learning materials	-	-	220,471	-	220,471
Improve quality of teaching and learning	Teaching and Learning Materials for Special Schools			74,000		74,000
mprove quarry or teaching and reasoning	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 Rural Incentive to teachers posted to underserved deprived areas				32,500	32,500
	(¢ 2 million)	128,656.24				128,656
	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
Improve quality and efficiency in delivery of	District Programmes for teacher education	1,100	-	-	-	1,100
education services	District Programmes at techical 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		- 4 1 900 0 4	,,,,,		-,,
-	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

	2015					
Objective	Activity	PE	Administration	Service	Investment	Total
Increase access to and participation in education &	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
	Rehablitation of existing TVET institutions				20,000	20,000
	Construct model secondary schools	1	-	-	-	1
training	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	1	-	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
	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
Improve quality of teaching and learning	Upgrading of teacher training colleges			71,000	171,100	171,100
		(20)	-	20.011		
	Teacher training (trained/untrained/INSET)	6,366	-	30,911	22.500	37,277
	Provision of teacher accommodation in deprived areas Rural Incentive to teachers posted to underserved deprived	420.042.00			32,500	32,500
	areas (¢ 2 million)	129,942.80				129,943
	Strengthen EMIS management system Establishment of SMCs	-	-	3,304 3,750	5,094	8,398 3,750
	District Programmes at basic level	19,653		22,299		41,952
			-	22,279		-
	District Programmes at second level	2,928	-	-	-	2,928
Improve quality and efficiency in delivery of education services	District Programmes for teacher education	1,100	-	-	-	1,100
education services	District Programmes at techical level Decentralisation of management and of education service	45	-	-	-	45
	delivery to district and school levels Investment activities at GES Central	_	9,350	75	75 210,087	150
	School testing at basic level (SEA/NEA)		9,330	13,420	210,087	219,437 13,420
	behoof testing it block test (blass, season			10,120		10,120
	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					
TOTAL REQUIREMENT	Phase 1 (HIV/AIDS Secretariat)	9,166,285	373,814	2,092,235	2,389,242	44,818 14,021,576

BASIC EDUCATION

Encrease access to and participation in education & training Capitation grants at basic level 13,000 13,000 13,000 13,000 14		2006 REQUIREMENT	CEDIS MIL	LIONS			
Increase access to and participation in education & training Increase access to and participation in education & training Increase access to and participation in education & training Increase access to and participation in education & training Increase access to and participation in education & training Increase accomment at all levels of education & \$0.044,079 & \$4.760 & \$3.2000 & \$3.300	Objective	Activity	PE	Administration	Service	Investment	Total
Increase access to and participation in education & training Capitation grants at basic level	Increase access to and participation in	Construct basic classrooms				279,500	279,500
Increase excess to and participation in deducation & training ECE subsidy 3,044,675 84,765 3,200 3,300 3,		Furnish and equip basic classrooms				80,048	80,048
Increase canoliment at all levels of education 3,044,679 \$4,765 \$3,000 \$32,000 \$32,000 \$32,000 \$33,000		Capitation grants at basic level			113,000		113,000
Locally grown & WFP School Feeding Programme Locally grown & WFP School Feeding Programme Construction of Special Education Schools 32,000 33 34,000 35 35 36 37 37 38 38 38 38 38 38 38 38	education & training	Increase enrolment at all levels of education	3,044,679	84,763			3,129,442
Programme 118,796 118 Construction of Special Education Schools 32,000 33 Scholarship programmes 34,000 34 Purchase textbooks and teaching & learning materials or Special Schools 10,000 16 Teaching and Learning Materials for Special Schools 10,000 16 Teaching and Learning Materials for Special Schools 10,000 16 Teacher training (trained/untrained/INSET) 9,000 43,700 55 Provision of teacher accommodation in deprived areas 18,400 11 Steengthen EMIS management system 4,056 7,641 12 Establishment of SMCs 7,500 7,641 12 Establishment of SMCs 7,500 1 School testing at basic level 38,138 34 District Programmes at basic level 38,138 34 District Programmes for teacher education 1,500 15 School testing at basic level (SEA/NEA) 24,400 22 Construction of District Education Office and Directors Bangalows Provision of Vehicles to District Education Office and Directors Bangalows Provision of Vehicles to District Education Office and Directors Bangalows 16 Provision of Vehicles to District Education Office and Directors Bangalows 17 Promote and extend the provision of science, nathernatics, technology and ICT education 16 ICT for School 16 Mainstream issues of population, gender, earth, HHY/AIDS (for safety and arcitomenent in the curricula of schools and micromanent sauces of pipulation, gender, teath, HHY/AIDS (for safety and arcitomenent in the curricula of schools and Process Agents of Dissermination and Change (TAD) Project Phase I (HIV/AIDS Scentariat) 68,100		BECE Subsidy			32,000		32,000
Bridge gender gap in access to education Scholarship programmes Purchase textbooks and teaching & learning materials Teaching and Learning Materials for Special Schools Teaching and Learning Materials for Special Schools Teaching and Learning (mained/untrained/INSET) Teacher training (mained/untrained/INSET) Provision of teacher accommodation in deprived areas Strengthen EMIS management system 4,956 Teacher training (mained/untrained/INSET) Strengthen EMIS management system 4,956 Teacher training (mained/untrained/INSET) Provision of teacher accommodation in deprived areas Strengthen EMIS management system 4,956 Teacher training (mained/untrained/INSET) Streng					118,796		118,796
Scholarship programmes Purchase textbooks and teaching & learning materials Traching and Learning Materials for Special Schools Traching and Learning Materials for Special Schools Traching and Learning Materials for Special Schools Tracher training (trained/untrained/INSET) Provision of teacher accommodation in deprived areas Strengthen EMIS management system 4,956 Tracher training (trained/untrained/INSET) Strengthen EMIS management system 4,956 Tracher training (trained/untrained		Construction of Special Education Schools				32,000	32,000
improve quality of teaching and learning Tacher training (trained/untrained/INSET) Provision of teacher accommodation in derived areas Strengthen EMIS management system Strengthen EMIS management system 4,986 7,641 12 Strengthen EMIS management system 4,986 7,641 District Programmes at basic level District Programmes at basic level Obstrict Programmes for teacher education 1,500 District Programmes for teacher education 1,500 School testing at basic level (SEA/NEA) 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 All levels 244,556 26,072 78,737 21,874 371 Teacher training (trained/untrained/INSET) 9,000 43,700 55 56 Strengthen EMIS management system 4,986 7,641 12 Strengthen EMIS management system 4,986 7,640 15 Strengthen EMIS management system 4,986 7,641 12 Strengthen EMIS management system 4,986 7,640 15 36,138 38 38 38 38 38 38 38 38 38	Bridge gender gap in access to education	Scholarship programmes			34,000		34,000
Improve quality of teaching and learning Teacher training (trained/untrained/INSET) 9,000 43,700 55 Provision of teacher accommodation in deprived areas 18,400 18 Strengthen EMIS management system 4,956 7,641 12 Establishment of SMCs 7,500 7 Establishment of SMCs 7,500 7 Establishment of SMCs 7,500 7 District Programmes at basic level 38,138 36 District Programmes for teacher education 1,500 15 School testing at basic level (SEA/NEA) 24,400 24 Construction of District Education Office and Directors Bangalows Provision of Vehicles to District Education Office and Directors Bangalows 32,000 33 Promote and extend the provision of science, formulation, Planning and M&E systems at all levels 124,556 26,072 78,737 21,874 371 Promote and extend the provision of science, matchematics, technology and ICT education of training ICT for School 10,000 16 Mainstream issues of population, gender, scalin, HIV/AIDS, fire safety and onvironment in the curricula of Schools and an advanced in terminal science of the curricula of Schools and Change (TAD) Project Phase I (HIV/AIDS Scereturial) 68,300 66					332,325		332,325
Teacher training (trained/untrained/INSET) 9,000 43,700 55 Provision of teacher accommodation in deprived areas 18,400 18 Strengthen EMIS management system 4,956 7,641 12 Establishment of SMCs 7,500 7 District Programmes at basic level 38,138 33 District Programmes at basic level 38,138 33 District Programmes for teacher education 1,500 15 Construction of District Education Office and Directors Bangalows Provision of District Education Office and Directors Bangalows Provision of Vehicles to District Education Office 32,000 32 Institutionalise and internalise policy formulation, Planning and M&E systems at all levels 16,000 16 Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and anxilton of thigher learning Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) 68,309 66					10,000		10,000
deprived areas 13,400 18 Strengthen EMIS management system 4,956 7,641 12 Establishment of SMCs 7,500 7 District Programmes at basic level 38,138 34 District Programmes for teacher education 1,500 1 Improve quality and efficiency in delivery of education services School testing at basic level (SEA/NEA) 24,400 24 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 244,556 26,072 78,737 21,874 371 Promote and extend the provision of science, nathernatics, technology and ICT education at raining ICT for School Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Sceetarfari) 68,300 66 TOTAL PEGUIDEMENT	Improve quality of teaching and learning	Teacher training (trained/untrained/INSET)	9,000		43,700		52,700
Establishment of SMCs District Programmes at basic level District Programmes at basic level District Programmes for teacher education 1,500 District Programmes for teacher education 1,500 Construction of District Education Office and Directors Bangalows Provision of Vehicles to 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 244,556 26,072 78,737 21,874 371 Promote and extend the provision of science, mathematics, technology and ICT education in training ICT for School Mainstream issues of population, gender, earth, HIV/AIDS, fire safety and convinonment in the curricula of schools and nstitutions of higher learning Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Sceretariat) FOUTAL REQUIREMENT						18,400	18,400
Establishment of SMCs District Programmes at basic level District Programmes at basic level District Programmes for teacher education 1,500 District Programmes for teacher education 1,500 Construction of District Education Office and Directors Bangalows Provision of Vehicles to 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 Promote and extend the provision of science, mathematics, technology and ICT education in training ICT for School Mainstream issues of population, gender, earth, HIV/AIDS, fire safety and mistitutions of higher learning Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Screetariat) FOTAL RECULIERMENT							-
District Programmes at basic level District Programmes for teacher education District Programmes for teacher education 1,500 1 District Programmes for teacher education 1,500 24,400 24 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 244,556 Promote and extend the provision of science, mathematics, technology and ICT education on training ICT for School Mainstream issues of population, gender, realth, HIV/AIDS, fire safety and mixtured in the curricula of schools and nstitutions of higher learning Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Scretariat) - 68,309 68		Strengthen EMIS management system			4,956	7,641	12,597
District Programmes for teacher education 1,500 1 Improve quality and efficiency in delivery of education services School testing at basic level (SEA/NEA) 24,400 24 Construction of District Education Office and Directors Bangalows Provision of Vehicles to District Education Office 32,000 32 Institutionalise and internalise policy formulation, Planning and M&E systems at all levels 244,556 26,072 78,737 21,874 371 Promote and extend the provision of science, nathematics, technology and ICT education in training ICT for School 10,000 10 Mainstream issues of population, gender, nealth, HIV/AIDS, fire safety and revironment in the curricula of schools and neituitons of higher learning 10,000 10 Teachers - Agents of Dissemination and Change (IAD) Project Phase 1 (HIV/AIDS Scereariat) - 68,309 68		Establishment of SMCs			7,500		7,500
Improve quality and efficiency in delivery of education services School testing at basic level (SEA/NEA) 24,400 24 Construction of District Education Office and Directors Bangalows Provision of Vehicles to District Education Office and Directors Bangalows Provision of Vehicles to District Education Office and Directors Bangalows Provision of Vehicles to District Education Office and Directors Bangalows Provision of Vehicles to District Education Office and Directors Bangalows Promote and extend the provision of science, mathematics, technology and ICT education in training ICT for School 10,000 10 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		District Programmes at basic level			38,138		38,138
School testing at basic level (SEA/NEA) Construction of District Education Office and Directors Bangalows Provision of Vehicles to District Education Office and Directors Bangalows Institutionalise and internalise policy formulation, Planning and M&E systems at all levels 244,556 26,072 78,737 21,874 371 Promote and extend the provision of science, mathematics, technology and ICT education in training ICT for School 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		District Programmes for teacher education			1,500		1,500
Construction of District Education Office and Directors Bangalows Provision of Vehicles to District Education Office 32,000 32 Institutionalise and internalise policy formulation, Planning and M&E systems at all levels 244,556 26,072 78,737 21,874 371 Promote and extend the provision of science, mathematics, technology and ICT education in training ICT for School Mainstream issues of population, gender, realth, HIV/AIDS, fire safety and environment in the curricula of schools and nstitutions of higher learning Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) - 68,309 68							-
Directors Bangalows Provision of Vehicles to District Education Office Institutionalise and internalise policy formulation, Planning and M&E systems at all levels 244,556 26,072 78,737 21,874 371 Promote and extend the provision of science, mathematics, technology and ICT education in training ICT for School 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		School testing at basic level (SEA/NEA)			24,400		24,400
Office Institutionalise and internalise policy formulation, Planning and M&E systems at all levels Promote and extend the provision of science, mathematics, technology and ICT education in training ICT for School 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 TOTAL REQUIREMENT							-
formulation, Planning and M&E systems at all levels 244,556 26,072 78,737 21,874 371 Promote and extend the provision of science, mathematics, technology and ICT education in training ICT for School 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 TOTAL REQUIREMENT						32,000	32,000
Promote and extend the provision of science, mathematics, technology and ICT education in training ICT for School Mainstream issues of population, gender, nealth, 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		formulation, Planning and M&E systems at	244,556	26,072	78,737	21.874	371,239
ICT for School ICT for School ICT for School ICT for School IO,000 II Mainstream issues of population, gender, nealth, 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 COTAL REQUIREMENT	mathematics, technology and ICT education		,250			,1	-
nealth, 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		ICT for School				10,000	10,000
TOTAL REQUIREMENT	nealth, HIV/AIDS, fire safety and environment in the curricula of schools and	Change (TAD) Project Phase 1 (HIV/AIDS			20 200		
3,298,235 110,835 907,361 481,463 4,797	TOTAL REQUIREMENT	occicianal)	3,298,235	110,835	907,361	481,463	4,797,894

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			0		
	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			181 720		181 720 00
	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 Teaching and Learning Materials for Special	-	-	315,709	-	315,708.75
	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				323,000	323,000.00
	underserved deprived areas (¢ 2 million)	120,000				120,000.00
	Strengthen EMIS management system	_	_	4,956	7,641	12,597.00
	ouengaien 22/10 management oyotem			1,500	7,012	12,057100
	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
Improve quality and efficiency in delivery of	Decentralisation of management of education					
education services	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		-	20,040.0		20,040.00
	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	388,000.00
	ICT for School			98,828.3	296,484.0	395,312.25
Mainstream issues of population, gender, nealth, 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)			·	·	·
mondations of inglief learning		-	-	34,155	-	34,154.50
TOTAL REQUIREMENT		3,546,840	111,019	1,165,063	3,128,818	7,951,739

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	_	144,086	144,086
	Construction and refurbishment of JSS	ľ	ď		144,000	144,000
	workshops				239,200	239,20
	Capitation grants at basic level	0	0	176,563	-	176,56
	Increase enrolment at all levels of education	3,536,699	98,460.41	-	-	3,635,16
	BECE Subsidy	-	-	38,720	-	38,72
	Locally grown & WFP School Feeding Programme			249,228		249,22
	Construction of Special Education Schools	_	_	_	165,000	165,00
					100,000	
Bridge gender gap in access to education	Scholarship programmes Purchase textbooks and teaching & learning	-	-	26,620	-	26,62
	materials	-	-	299,923	-	299,92
	Teaching and Learning Materials for Special Schools			138,000		138,00
	Teacher training (trained/untrained/INSET)	10,890.00	_	52,877		63,76
	Provision of teacher accommodation in deprived areas	10,890.00	-	32,677	455,000	455,00
	Rural Incentive to teachers posted to				433,000	
	underserved deprived areas (¢ 2 million)	121,200.00				121,20
	Strengthen EMIS management system	-	-	2,478	3,821	6,29
	Establishment of SMCs Improve quality and efficiency in delivery of	-	-	3,750	-	3,75
	education servicesDistrict Programmes at					
	basic level	19,653	-	22,299	-	41,95
	District Programmes for teacher education	1,100	_	_	_	1,10
	Decentralisation of management and of	1,100	_	_	_	1,10
mprove quality and efficiency in delivery of ducation services	education service delivery to district and school levels			75	75	15
	School testing at basic level (SEA/NEA)	_	_	13,420	_	13,42
	Construction of District Education Office and					
	Directors Bangalows				121,500.0	121,50
	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	515,55
<u>c</u>	Provision of ICT to all Teacher Training Colleges			25,900		25,90
	ICT for School			98,828.3	296,484.0	395,31
					,	
	Teachers - Agents of Dissemination and					
	Change (TAD) Project Phase 1 (HIV/AIDS Secretariat)	-	-	68,309	-	68,30
TOTAL REQUIREMENT		3,911,476	122,121	1,288,445	3,003,672	8,325,714

	2009					
Objective	Activity	PE	Administration	Service	Investment	Total
	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	220,80
ncrease access to and participation in	Capitation grants at basic level	-	-	194,219	-	194,21
education & training	Increase enrolment at all levels of education	4,052,468	112,819	-	-	4,165,28
	BECE Subsidy	-	_	42,592	-	42,59
	Locally grown & WFP School Feeding					
	Programme			316,728		316,72
	Construction of Special Education Schools	-	-	-	181,500	181,50
Bridge gender gap in access to education	Scholarship programmes	-	-	29,282	-	29,28
	Purchase textbooks and teaching & learning			294 027		204.02
	materials Teaching and Learning Materials for Special	-	-	284,927	-	284,92
	Schools			110,000		110,00
	Teacher training (trained/untrained/INSET)	11,979	-	58,165	-	70,14
	Provision of teacher accommodation in deprived areas				325,000	325,00
	Rural Incentive to teachers posted to underserved deprived areas (¢ 2 million)	122,412.00				122,41
	anderserved deprived needs (\$2 ministry)	122,112.00				122,11
	Strengthen EMIS management system	-	-	247,800	3,821	251,62
	Establishment of SMCs	-	-	3,750	-	3,75
	District Programmes at basic level	19,653	_	22,299	_	41,95
	· ·	·				
	District Programmes for teacher education Decentralisation of management and of	1,100	-	-	-	1,10
mprove quality and efficiency in delivery of	education service delivery to district and					
education services	school levels			75	75	15
	School testing at basic level (SEA/NEA)	-	-	13,420	-	13,42
	Construction of District Education Office and					
	Directors Bangalows				121,500.0	121,50
	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	370,59
	Provision of ICT to all Teacher Training		.,.	,	,	,
	Colleges			25,900		25,90
	ICT for School			98,828.3	296,484.0	395,31
Azinstream issues of population, gender,						
nealth, 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	-	34,15
TOTAL REQUIREMENT	_	4,451,739	138,846	1,560,739	2,571,510	8,722,834

Construction basic classrooms		2010					
Eminish and equip basic claserooms	Objective	Activity	PE	Administration	Service	Investment	Total
Construction and redurshishmener of JSS workshops		Construct basic classrooms	-	-	-	398,500	398,500
Accessed access to and participation in choracter of the production of the product		Furnish and equip basic classrooms	-	-	-	142,646	142,646
Increase access to and participation in reduceation & uniting BECE subsidy Locally grown & WEP School Feeding Programme Construction of Special Education Schools Construction of Special Education Schools Programme Construction of Special Education Schools Construction of Special Education Schools Parchase tecthooks and teaching & learning Activates Parchase tecthooks and teaching & learning Teaching and Learning Materials for Special Schools Teacher training (trained/untrained/INSET) Provision of teacher tecommodation in deprived areas Rural Incentive to teachers posted to underserved deprived areas (2 million) Steengthen EMIS management system Captured areas (2 million) District Programmes for teacher education Trackles to District Education Office and District Programmes for teacher Programmes at all levels School testing at hashies and internal programmes at all levels Colleges Total Programme						61,640	61,640
Increase emotiment at all levels of education 4,457,715 124,101 -	Increase access to and participation in	Capitation grants at basic level	_	_	213,641	_	213,641
Locally grown & WFP School Feeding 316,728 336,728	education & training	Increase enrolment at all levels of education	4,457,715	124,101	-	-	4,581,816
Programme		BECE Subsidy	-	-	46,851	-	46,851
Scholarship programmes					316,728		316,728
Purchase textbooks and teaching & learning materials 1		Construction of Special Education Schools	-	-	-	199,650	199,650
materials - 270,681 - 270,681 - 270,681 Teaching and Learning Materials for Special 110,000	Bridge gender gap in access to education	Scholarship programmes	-	-	32,210	-	32,210
Teaching and Learning Materials for Special 110,000 11		0 0			270.681		270.681
Teacher training (trained/untrained/INSET) 10,781 . 52,348 . 63,12 Provision of teacher accommodation in deprived areas 130,000 130,000 Rural Incentive to teachers posted to underserved deprived areas (e 2 million) 123,636,12 . 2478 3,821 6,29 Strengthen EMIS management system . 2,478 3,821 6,29 Establishment of SMCs . 3,750 . 3,750 Establishment of SMCs . 3,750 . 3,750 District Programmes at basic level 19,653 . 22,299 . 41,98 District Programmes for teacher education 1,100 1,10 Decentralisation of management and of education service delivery to district and school levels 75 75 15 School testing at basic level (SEA/NEA) . 13,420 . 13,420 . 13,420 Construction of District Education Office and Directors Bangalows 121,500,0 121,50 Provision of Vehicles to District Education Office and Directors Bangalows 28,629,0 86,459,6 24,019,3 407,64 Provision of ICT to all Teacher Training Colleges 25,900 25,900 25,900 ICT for School Teacher Training College 25,900 25,900 25,900 25,900 25,900 25,900 26,9		Teaching and Learning Materials for Special	-	-		-	110,000
Provision of teacher accommodation in 130,000 130,			10,781	-		-	63,129
Inderserved deprived areas (c 2 million) 123,636.12 123,63		Provision of teacher accommodation in				130,000	130,000
Establishment of SMCs District Programmes at basic level 19,653 District Programmes at basic level 19,653 District Programmes for teacher education 1,100 Centralisation of management and of education services District Programmes for teacher education 1,100 Centralisation of management and of education of management and of education service delivery to district and school levels School testing at basic level (SEA/NEA) 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 Provision of ICT to all Teacher Training Colleges ICT for School 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 Sceretariat) TOTAL RECOUREMENT			123,636.12				123,636
District Programmes at basic level 19,653 - 22,299 - 41,95 District Programmes for teacher education 1,100 1,100 Decentralisation of management and of education services 1,000 education service delivery to district and school levels 7,5 7,5 15 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 24,019.3 407,64 Provision of ICT to all Teacher Training Colleges 25,900 ICT for School Teacher Schools and institutions of higher learning Schools and institutions of higher learning CIAD) Project Phase 1 (HIV/AIDS Secretariat) 34,155 - 34,155 TOTAL REQUIREMENT		Strengthen EMIS management system	-	-	2,478	3,821	6,299
District Programmes for teacher education Decentralisation of management and of education services District Programmes for teacher education 1,100 - - - 1,10		Establishment of SMCs	-	-	3,750	-	3,750
Improve quality and efficiency in delivery of education services Decentralisation of management and of education service delivery to district and school levels School testing at basic level (SEA/NEA) Construction of District Education Office and Directors Bangalows Provision of Vehicles to District Education Office and Directors Bangalows Provision of Vehicles to District Education Office and Directors Bangalows Provision of ICT to all Teacher Training Colleges ICT for School 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) TOTAL PEOLIREMENT		District Programmes at basic level	19,653	-	22,299	-	41,952
ducation services education service delivery to district and school levels School testing at basic level (SEA/NEA) 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 Provision of ICT to all Teacher Training Colleges Colleges LICT for School Mainstream issues of population, gender, health, HIV/AIDS, fire safety and environment in the curricula of schools and institutions of higher learning CITOTAL PEOULDEMENT: Chool Institutionalise and internal service delivery to district and school sand institutions of higher learning cloud testing at basic level (SEA/NEA) - 13,420 - 13,420 - 13,420 - 13,420 - 13,420 - 13,420 - 13,420 - 24,010.0 121,500 121,		District Programmes for teacher education	1,100	_	-	-	1,100
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 Provision of ICT to all Teacher Training Colleges ICT for School Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS Secretariat) TOTAL REQUIREMENT	Improve quality and efficiency in delivery of education services	education service delivery to district and			75	75	150
Directors Bangalows Provision of Vehicles to District Education Office Institutionalise and internalise policy formulation, Planning and M&E systems at all levels Provision of ICT to all Teacher Training Colleges ICT for School Adminstream 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 - 34,155 - 34,155 - 34,155		School testing at basic level (SEA/NEA)	-	-	13,420	-	13,420
Provision of Vehicles to District Education Office Institutionalise and internalise policy formulation, Planning and M&E systems at all levels Provision of ICT to all Teacher Training Colleges 25,900 1CT for School 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 - 34,155 - 34,155						121,500.0	121,500
Institutionalise and internalise policy formulation, Planning and M&E systems at all levels 268,540.8 28,629.0 86,459.6 24,019.3 407,64 Provision of ICT to all Teacher Training Colleges 25,900 25,900 ICT for School ICT for School 49413.75 148242 197,65 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		Provision of Vehicles to District Education					
Colleges 25,900 25,900 ICT for School 49413.75 148242 197,655 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		Institutionalise and internalise policy formulation, Planning and M&E systems at	268,540.8	28,629.0	86,459.6	24,019.3	407,649
ICT for School ICT for School 49413.75 148242 197,65 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) - 34,15 TOTAL REQUIREMENT		S .			25.900		25,900
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) TOTAL REQUIREMENT						148242	
TOTAL REQUIREMENT	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	-	-		-	34,155
	TOTAL REQUIREMENT		4,881,425	152,730		1,230,092	7,544,657

	2011					
Objective	Activity	PE	Administration	Service	Investment	Total
	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
Increase access to and participation in	Capitation grants at basic level	_	-	235,005	-	235,005
education & training	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	_	_	310,720	219,615	219,615
Daides conden con in cocces to education		_	_	35,431		
Bridge gender gap in access to education	Scholarship programmes Purchase textbooks and teaching & learning		-	33,431	-	35,431
	materials Teaching and Learning Materials for Special	-	-	257,147	-	257,147
	Schools 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
	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
improve quality and efficiency in delivery of education services	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	204.047.0	20.040.5	00 700 (27.200.0	400.004
	all levels Provision of ICT to all Teacher Training Colleges	281,967.9	30,060.5	90,782.6	25,220.3	428,031 25,900
	ICT for School			49413.75	148242	
Mainstream issues of population, gender, lealth, HIV/AIDS, fire safety and nvironment 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

	2012					
Objective	Activity	PE	Administration	Service	Investment	Total
	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
Increase access to and participation in	Capitation grants at basic level	-	-	258,505	-	258,505
education & training	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
	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
Improve quality and efficiency in delivery of education services	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	201,007.3	20,337.4	25,900	23,737.2	25,900
	ICT for School			49413.75	148242	
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					
TOTAL REQUIREMENT	Secretariat)	-	-	30,739	-	30,739

	2013					
Objective	Activity	PE	Administration	Service	Investment	Total
	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
Increase access to and participation in	Capitation grants at basic level	-	_	284,356	_	284,356
education & training	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
	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
Improve quality and efficiency in delivery of education services	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			67-117		
TOTAL REQUIREMENT	Secretariat)	5,563,852	187,656	1,260,208	1,149,824	8,161,540

	2014					
Objective	Activity	PE	Administration	Service	Investment	Total
	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
Y	Capitation grants at basic level	-	-	312,791	-	312,791
Increase access to and participation in education & training	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	_	_	220 471	_	220 471
	materials Teaching and Learning Materials for Special Schools	-	-	220,471 74,000	-	220,471 74,000
	Teacher training (trained/untrained/INSET)	7,073	_	34,346	_	41,419
	Provision of teacher accommodation in deprived areas	7,670		3 1,0 10	32,500	32,500
	Rural Incentive to teachers posted to underserved deprived areas (¢ 2 million)	128,656.24			32,300	128,656
	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
Improve quality and efficiency in delivery of education services	District Programmes for teacher education Decentralisation of management and of education service delivery to district and school levels	1,100	-	- 75	- 75	1,100
culturion oct viceo	SCHOOL EVERS			7.5	13	130
	School testing at basic level (SEA/NEA) Construction of District Education Office and	-	-	13,420	-	13,420
	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
		200,22710	30,70 113	72,017.0	20,703.1	-
	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

	2015					
Objective	Activity	PE	Administration	Service	Investment	Total
	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
Increase access to and participation in	Capitation grants at basic level	-	-	344,070	-	344,070
education & training	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
	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
Improve quality and efficiency in delivery of education services	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 instiutions of higher learning	Teachers - Agents of Dissemination and Change (TAD) Project Phase 1 (HIV/AIDS					
TOTAL REQUIREMENT	Secretariat)	-	-	33,613	-	33,613
,	-	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

10-year work plan for Education in Ghana

STANDARD CLASSROOMS



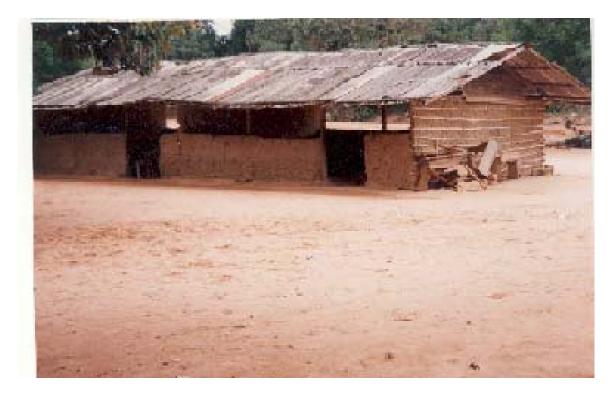
A Standard Juniour Secondary School Block



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



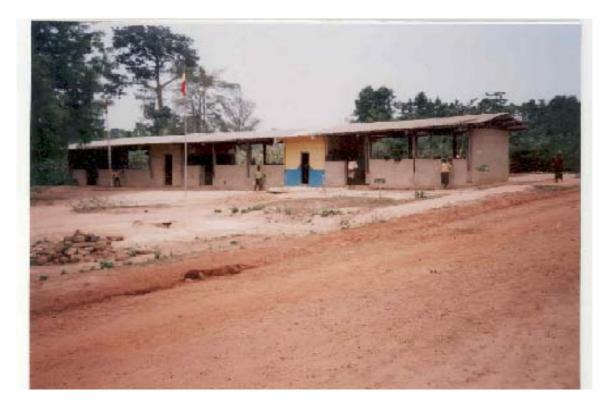
A Basic School in a rural community.



A Primary School structure



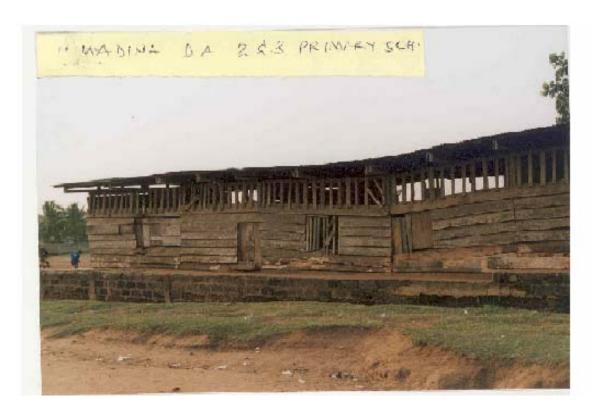
A Junior Secondary School in a rural community



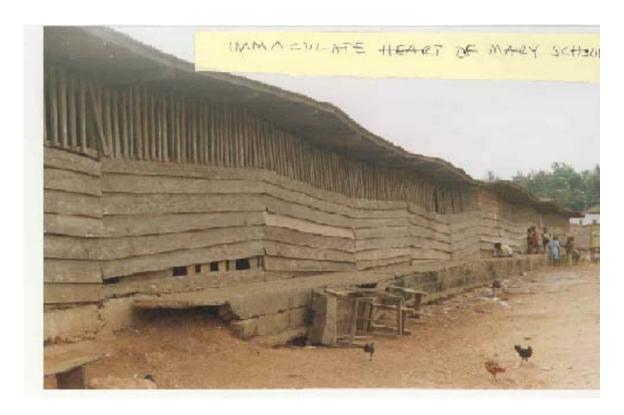
Above : A Basic School structure



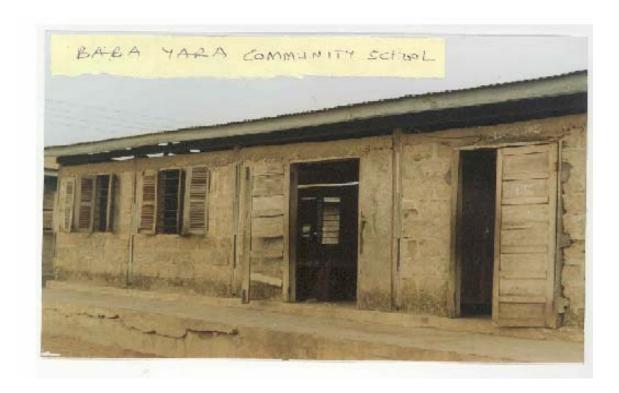
Above: A Basic School structure



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



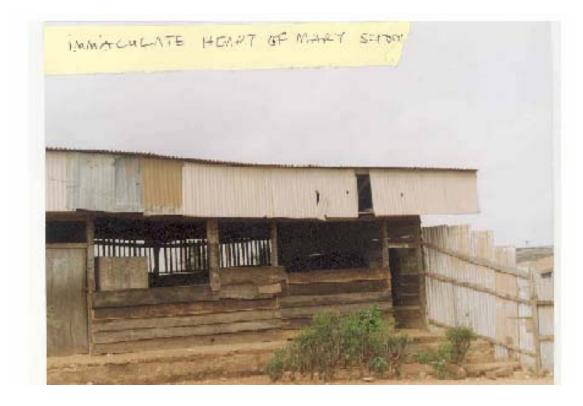
Above: Immaculate Heart of Mary School, Christian Village, Accra



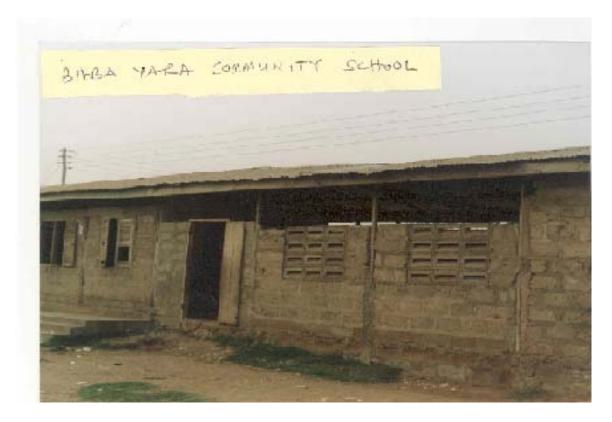
Above: Baba Yara Community Basic School, Madina, Accra



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



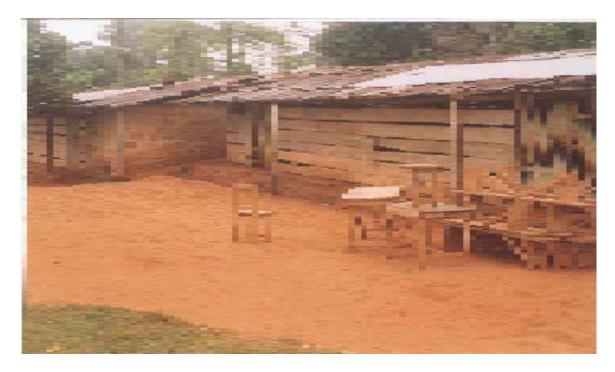
Above: Immaculate Heart of Mary School, Christian Village, Accra



Above: Baba Yara Community Basic School, Madina, Accra



Atibie Methodist Pre-School, Kwahu South, Eastern Region



Atibie Methodist Pre-School, Kwahu South, Eastern Region



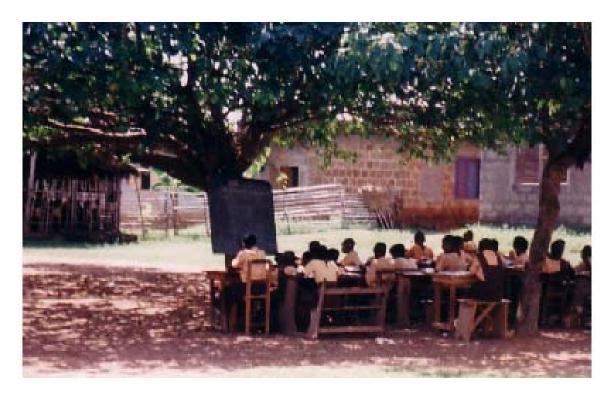
A Junior Secondary School structure



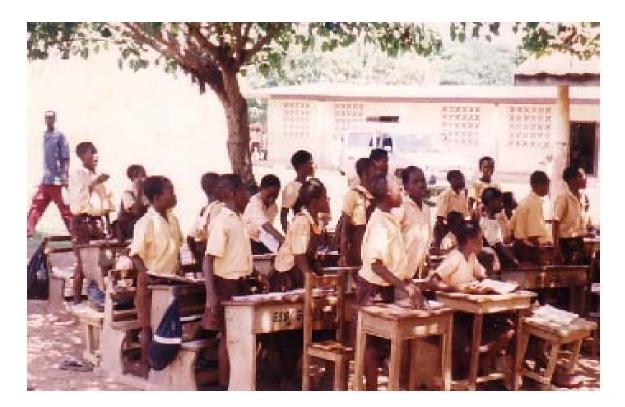
Nana Ampadu Early Childhood Classroom, Mpraeso. Eastern region



Nana Ampadu Early Childhood Classroom, Mpraeso. Eastern Region



Above: Class under trees



Above: Class under trees

10-year work plan for Education in Ghana