

**ANNUAL EDUCATION SECTOR
OPERATIONAL PLAN 2003 – 2005
(AESOP)**

TO ACCOMPANY THE EDUCATION STRATEGIC PLAN 2003-2015

**MINISTRY OF EDUCATION
MAY 2003**

Annual Education Sector Operational Plan 2003 - 2005 (AESOP)

The Annual Education Sector Operational Plan (AESOP) is a three-year rolling work plan in which activities and costs within the Strategic Framework and Work Programme of the Education Strategic plan (ESP) have been set against medium term sector targets for the period 2003 to 2005. The AESOP is in two parts:

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The eleven sections of the AESOP reflect the sub-sectors, divisions and levels of the education sector that are presented within the financial frame work of the ESP (see Volume 1, Chapter 5, p 39):

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Education for All (EFA) components are contained within Sections 1, 2, 5, 6, 7, 10 and 11 above. Together with the ESP, the work plans in these particular sections are designed to lead to EFA by 2015. Section 2 (Primary) contains activities that will provide a foundation for the achievement of Universal Primary Completion (UPC) by 2015, thereby meeting the conditions that will enable Ghana to benefit from funding, when available, under the EFA Fast Track Initiative (EFA FTI).

Personal responsibilities for discharging the operational plan are indicated in brackets following each action in the activities columns of the AESOP. It should be noted that at this level of action-planning these are *broad responsibilities* that will subsequently need to be delegated by the designated line managers to appropriate officers within the ministry, its agencies, the regions and the districts. This will lead to *more detailed planning*. I.e. when officers in line positions in the

ministry and the districts create their own operational plans, it will be possible to include details that appear to be missing from the ESP and the AESOP.

The targets in AESOP are linked to the ESP indicators (see Annex D of ESP, Volume 1). These will form the basis for an annual accountability process by providing criteria for a formal review of sector performance that will take place each April/May before rolling the plan forward, first to 2004-2006, then to 2005 - 2007 and so on.

Prioritisation: the AESOP distinguishes between priorities¹ *within* each section and priorities *across* sections:

Priorities within each section or sub-sector have been highlighted in the AESOP. Completion of these priorities within will depend on availability of human and materials resources (staff capability, staff capacity, funding and time).

Priorities across sections are determined by the 'pro-poor' aims of the Ghana Poverty Reduction Strategy and by ongoing obligations. It follows that EFA is the foremost development priority of the ministry and therefore, in absolute and relative terms, most resources and energy will be dedicated to its achievement. Similarly, the timely payment of personal emoluments is an inescapable recurrent responsibility. This will inevitably mean that at all levels, especially within the 'non EFA' sections, some development activities may be incomplete at the end of a year. In such cases, these will be rolled forward into subsequent years, with some targets receding in time. So, while the ministry will unreservedly channel resources to Universal Primary Completion as an EFA priority, it is possible, for example, that the provision of model secondary schools in every district, while shown as a sub-sectoral priority within Section 4 (Senior Secondary), may take place more gradually over time. Ultimately decisions of this type will depend on the available financial and human resource envelope.

¹ **NOTES ON PRIORITIES**

1. **Priority actions for each section are shaded** and have been shown for 2003 only.
2. When the AESOP is rolled forward into 2004, new priorities will be set for that year. And so on.
3. Actions which are shaded should whenever possible be completed within the timeframe
4. Actions which are *not shaded* are still important and should be completed if possible

Acronyms used in the AESOP

AF	Administration and Finance Division of GES	HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome	PMT	Performance Monitoring Tests
AF(M)	Administration and Finance Division of MoE	HQ	Head Quarters	PRU	Public Relations Unit of GES
AGI	Association of Ghana industries	HRD(M)	Human Resource Development Division of MoE	PS	Private Sector
AS	HIV/AIDS Secretariat MoE	HRMD	Human Resource Management & Development Div of GES	PTA	Parent Teacher Association
BECE	Basic Education Certificate Examination	HT	Head Teacher	PTR	Pupil Teacher Ratio
BED	Basic Education Division	ICT	Information and Communication Technology	QE	Quality of Education
BGL	Bureau of Ghana Languages	ICU	Implementation Co-ordinating Unit	REO	Regional Education Office
CAL	Computer Assisted Learning	ID	Inspectorate Division GES	SA	Subject Associations
CBO	Community Based Organisations	IEC	Information, Education, Communication	SED	Secondary Education Division
CD	Chief Director MoE	IGO	Inter-Governmental Organisation	SEN	Special Education Needs
CPM	Consultative Panel Meeting	INSET	In-Service Education of Teachers	SHEP	School Health Education Programme
CRDD	Curriculum Research and Development Division GES	JSS	Junior Secondary School	SL	Supply and Logistics Division of GES
CRT	Criterion Referenced Tests	KG	Kindergarten	SMC	School Management Committee
CSIR	Council for Scientific and Industrial Research	M&E	Monitoring and Evaluation	SpED	Special Education Division of GES
CWS	Community Water and Sanitation	MDA	Ministry Departments and Agencies	SPIP	School Performance Improvement Programme
DA	District Assemblies	MNS	Minimum National Standards	SRIMPR	Statistics Research Information Management and Public Relations Division of MoE
DEO	District Education Office	MoCT	Ministry of Communications and Technology	SS	Scholarship Secretariat
DG	Director General GES	MoEST	Ministry of Environment, Science and Technology	SSS	Senior Secondary School
DP	Development Partners	MoF	Ministry of Finance	SSSCE	Senior Secondary School Certificate Examination
EA	Equitable Access	MoFA	Ministry of Food and Agriculture	ST	Science, Technology and TVET
EFA	Education For All	MoH	Ministry of Health	STEU	Science and Technology Education Unit of GES
EM	Educational Management	MoI	Ministry of Information	SWAp	Sector Wide Approach
EMIS	Education Management Information System	MoMDE	Ministry of Manpower Development and Employment	TED	Teacher Education Division of GES
ESTAC	Education Sector Technical Advisory Committee	MoWAC	Ministry of Women's and Children's Affairs	TEU	Technical Exams Unit
FBO	Faith Based Organisations	MSP	Minimum Standards of Performance	TOT	Trainers of Trainers/Tutors
FCUBE	Free Compulsory Universal Basic Education	NACVET	National Committee for Vocational Education and Training	TTC	Teacher Training College
FI	Financial Institutions	NBSSI	National Board of Small Scale Industries	TVET	Technical Vocational Education & Training Division of GES
FP	Focal Persons	NCTE	National Council for Tertiary Education	UBE	Universal Basic Education
GAC	Ghana Aids Commission	NGO	Non-Governmental Organisations	UPC	Universal Primary Completion
GBDC	Ghana Book Development Council	NSS	National Service Secretariat		
GBT	Ghana Book Trust	PBME	Planning Budgeting Monitoring & Evaluation Div of MoE		
GCOC	Ghana Chamber of Commerce	PEF	Private Enterprise Foundation		
GER	Gross Enrolment Ratio				
GETfund	Ghana Education Trust Fund				
GLB	Ghana Library Board				
GNAPS	Ghana National Association of Private Schools				
GNAT	Ghana National Association of Teachers				

Part I: Operations and Targets

2003 - 2005

1 PRE-SCHOOL EDUCATION	<i>EFA</i>		<i>2003</i>	<i>2004</i>	<i>2005</i>	Funding Sources GoG, Private Sector, UNICEF
		Projected Recurrent Cost (Billion Cedis)	167.6	173.2	179.0	
		Projected Capital Cost (Billion Cedis)	26.4	26.4	26.4	
		Total (Billion Cedis)	194.0	199.6	205.4	
		Estimated Resource Envelope (Bn Cedis)	179.9	172.5	178.6	
	Estimated Funding Gap (Billion Cedis)	14.1	27.1	26.8		

Activities			Target by end of 2005
2003	2004	2005	
EA1 Provide pre-school education in collaboration with District Assemblies, the Private Sector, CBOs, NGOs and FBOs			
<ol style="list-style-type: none"> 1. Conduct school mapping to determine extent of KG classes [Dir BED] 2. Prepare guidelines on the establishment of Kindergarten classes - including infrastructure and staffing requirements (and fees where appropriate i.e. private sector) [Dir BED] 	<ol style="list-style-type: none"> 1. Distribute guidelines to public primary schools and District Assemblies with advice, to include at an appropriate point within the SPIP (School Performance Improvement Plan) [Dir BED] 2. Distribute guidelines to private sector, appropriate CBOs, NGOs, FBOs [Dir BED] 3. Conduct 'Readiness-To-Build' survey [Dir BED] 4. Conduct costs survey - assessing the cost of both public and private provision of pre-school [Dir BED] 5. Begin KG classes construction on 'readiness' and necessity basis at the rate of at least three (3) pre-schools per year per district [Dir BED] 	<ol style="list-style-type: none"> 1. Continue KG classroom construction on a needs and readiness basis. [Dir BED] 	<ul style="list-style-type: none"> • 55% of public primary schools with 2 KG classrooms attached • GER at pre-school level of 65% by 2005 (of which 50% female)
EA2 Provide fee-free tuition in pre-schools			
<ol style="list-style-type: none"> 1. Publish national policy on pre-school education [Dir PBME] 2. Draft Guidelines on fee-free tuition in public pre-schools [Dir PBME] 3. Circulate guidelines on fee free tuition to schools, communities and District Assemblies [Dir PBME] 			<ul style="list-style-type: none"> • Fee free tuition defined and circulated by December 2003 • National Policy on pre-school formulated and published
EA3 Train-upgrade pre-school teachers and caregivers			
<ol style="list-style-type: none"> 1. Prepare and publish IEC materials to promote teaching as a career [Dir BED] 2. Recruit and deploy teachers [Dir HRMD] 	<ol style="list-style-type: none"> 1. Determine curriculum for pre-service training of teachers/caregivers [Dir CRDD] 2. <i>Continue to:</i> Recruit and deploy teachers [Dir HRMD] 	<ol style="list-style-type: none"> 1. Publish and circulate curriculum [Dir CRDD] 2. Train TOTs to use the new curriculum [Dir CRDD] 3. Develop INSET course [Dir TED] 4. Train INSET instructors [Dir TED] 5. <i>Continue to:</i> Recruit and deploy teachers [Dir HRMD] 	<ul style="list-style-type: none"> • Curriculum for pre-service teacher training in pre-school education developed • Teacher training to include training in pre-school education • INSET courses to train existing teachers in pre-school instruction begin

Activities			Target by end of 2005
2003	2004	2005	
QE5 Improve the relevance of the curriculum			
1. Review national curricula at pre-school level in collaboration with key stakeholders[Dir CRDD] 2. Print new syllabi and distribute to schools[Dir CRDD]			• National curriculum at basic level published and circulated to all schools by end of 2003
QE8 Review guidelines on (medium of instruction)			
1. Develop, publish and circulate to all schools, guidelines on language policy [Ch Dir]			• Guidelines on language policy published and circulated to all schools by December 2003

2 PRIMARY EDUCATION	EFA		2003	2004	2005	Funding Sources GoG, Private Sector, UNICEF, UNESCO, DFID, GTZ, JICA, WB, USAID, EU (via MDDBS)
		Projected Recurrent Cost (Billion Cedis)	1 063.1	1 162.7	1 223.2	
		Projected Capital Cost (Billion Cedis)	315.4	366.6	367.5	
		Total (Billion Cedis)	1 378.5	1 529.3	1 590.7	
		Estimated Resource Envelope (Bn Cedis)	1 284.1	1 289.1	1 359.9	
		Estimated Funding Gap (Billion Cedis)	94.4	240.2	230.8	

Activities			Target by end of 2005
2003	2004	2005	
EA4 Provide and ensure access to free basic education			
<ol style="list-style-type: none"> 1. Write guidelines as to what constitutes 'fee-free' and 'cost-sharing' (i.e. enforcing the abolition of fees and levies and the introduction of capitation grants for basic education, and ways to implement cost sharing at the post-basic level) [Dir BED] 2. Circulate guidelines to all deliverers within the education system [Dir BED] 3. Circulate guidelines to the districts, regions and other stakeholders [Dir BED] 4. Monitor schools to ensure adherence to guidelines on fees/costs [Dir ID] 5. Conduct school mapping of Primary and JSS schools [Dir BED] 6. Determine physical infrastructure needs for basic schools [Dir BED] 7. Determine teacher needs for basic schools according to establishment norms [Dir HRMD] 8. Prepare and implement a 3-year rolling plan to develop physical infrastructure in basic schools [Dir BED] 9. Prepare and implement a 3-year rolling plan to develop teacher deployment according to needs in basic schools [Dir HRMD] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Monitor schools to ensure adherence to guidelines on fees/costs. [Dir ID] 2. Prepare and implement a 3-year rolling plan to develop physical infrastructure in basic schools[Dir BED] 3. Prepare and implement a 3-year rolling plan to develop teacher deployment according to needs in basic schools[Dir HRMD] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Monitor schools to ensure adherence to guidelines on fees/costs. [Dir ID] 2. Prepare and implement a 3-year rolling plan to develop physical infrastructure in basic schools[Dir BED] 3. Prepare and implement a 3-year rolling plan to develop teacher deployment according to needs in basic schools[Dir HRMD] 	<ul style="list-style-type: none"> • GER in primary schools to rise from 80% in 2002 to reach 89% by 2005 • 74 % completion rate by 2005 at Primary level • Average national PTR in primary schools to increase from 32:1 currently, to 33.1:1 by 2005
EA5 Provide free compulsory universal basic education (FCUBE)			
<ol style="list-style-type: none"> 1. Design, publish and circulate IEC materials to sensitise communities as to the importance of compulsory basic education for all [Dir BED] 			<ul style="list-style-type: none"> • 89% GER at Primary level

Activities			Target by end of 2005
2003	2004	2005	
EA6 Provide infrastructure and encourage the Private Sector, CBOs, NGOs, FBOs, IGOs and Development Partners to participate			
<ol style="list-style-type: none"> 1. Conduct school mapping of Primary schools [Dir BED] 2. Determine physical infrastructure needs for basic schools[Dir BED] 3. Determine rehabilitation needs[Dir BED] 4. Prepare and implement a 3-year rolling plan to develop physical infrastructure in basic schools[Dir BED] 5. Develop and circulate IEC plan to encourage community involvement[Dir BED] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Determine rehabilitation needs [Dir BED] 2. <i>Continue to:</i> Prepare and implement a 3-year rolling plan to develop physical infrastructure in basic schools[Dir BED] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Determine rehabilitation needs [Dir BED] 2. <i>Continue to:</i> Prepare and implement a 3-year rolling plan to develop physical infrastructure in basic schools[Dir BED] 	<ul style="list-style-type: none"> • 14% increase in primary infrastructure by 2005 • Commensurate increase in CBO/NGO/FBO/IGO provision over same period • 20% of those schools identified as deprived rehabilitated each year
EA7 Provide equitable educational opportunities			
<ol style="list-style-type: none"> 1. Conduct IEC programmes to raise awareness of the importance of girls education[Dir BED] 2. Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances [Dir ID] 3. Support hard-to-reach children and complementary/alternative education programmes [Dir BED] 4. Design programmes for the integration of complementary schools with formal schools [Dir BED] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances.[Dir ID] 2. <i>Continue to:</i> Support hard-to-reach children and complementary/alternative education programmes[Dir BED] 3. Implement programmes for the integration of complementary schools with formal schools[Dir BED] 4. Provide specialised training in multi-grade teaching for rural areas and reward teachers accordingly[Dir TED] 5. Provide training for all teachers in SENs[Dir TED/Dir SpED] 6. Redesign school infrastructure to facilitate the accommodation of pupils/students with special needs[Dir BED] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances.[Dir ID] 2. <i>Continue to:</i> Support hard-to-reach children and complementary/alternative education programmes[Dir BED] 3. Implement programmes for the integration of complementary schools with formal schools 	<ul style="list-style-type: none"> • Gender Parity in enrolment in Primary Schools • Integration of those with non-severe SENs • Increased enrolment of hard-to-reach and out-of-school children • Increased enrolment of hard-to-reach and out-of-school children • Improvement in gender parity in retention rates • Improvement in enrolments of those with special needs
EA9 Prioritise the disadvantaged in society			
<ol style="list-style-type: none"> 1. Reach and integrate excluded children (out-of-school, hard-to-reach, truants) intra-cycle dropouts and adolescent mothers within the formal system where possible [Dir BED] 2. Institute scholarship schemes for needy pupils, including district sponsorship of girl pupils/students [Dir BED] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Reach and integrate excluded children (out-of-school, hard-to-reach, truants) intra-cycle dropouts and adolescent mothers within the formal system where possible[Dir BED] 2. Evaluate, and build upon, programmes for the disadvantaged that are already in operation, including complementary and alternative education programmes[Dir PBME] 3. Establish special education assessment centres in all districts[Dir SpED] 4. Incorporate training in SENS into all TTC courses [Dir TED/Dir SpED] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Reach and integrate excluded children (out-of-school, hard-to-reach, truants) intra-cycle dropouts and adolescent mothers within the formal system where possible[Dir BED] 2. Organise screening and identification of children with special needs[Dir SpED] 3. Organise sensitisation workshop for parents and children with special needs[Dir SpED] 	<ul style="list-style-type: none"> • Increased attendance of those with special needs in schools to 30% by 2005 • IEC programme for the disadvantaged in place by 2005

Activities			Target by end of 2005
2003	2004	2005	
EA12 Promote gender equity in enrolment and retention			
<ol style="list-style-type: none"> 1. Conduct IEC programmes to raise awareness of the importance of girls education[Dir GEU] 2. Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances[Dir ID] 3. Institute and ensure proper functioning of scholarship/district sponsorship programmes for girls[Dir GEU] 4. Encourage the establishment of girls' clubs and promote the use of role models, both within schools and communities[Dir GEU] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances[Dir GEU] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances[Dir ID] 	<ul style="list-style-type: none"> • 50% female enrolment in Primary schools by 2005 • Retention rates of females and males on a par by 2010
EA13 Prioritise female education at all levels, including technical and vocational education			
<ol style="list-style-type: none"> 1. Eliminate gender stereotyping in teacher preparation and in teaching materials [Dir CRDD, Dir TED] 2. Design and implement IEC and sensitisation programmes to raise communities' awareness of the value of formal education for girls, particularly at the basic level [Dir GEU] 3. Support access programmes for females at all levels, particularly at the basic level and entry into TTCs [Dir PBME] 	<ol style="list-style-type: none"> 1. Provide suitable school facilities for females (students and teachers) at all levels[Dir BED] 2. <i>Continue to:</i> Support access programmes for females at all levels, particularly at the basic level and entry into TTCs[Dir PBME] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Support access programmes for females at all levels, particularly at the basic level and entry into TTCs[Dir PBME] 	<ul style="list-style-type: none"> • Gender parity in primary schools by 2005
EA15 Strengthen the Girls Education Unit including Regional / District Girls Education Teams			
<ol style="list-style-type: none"> 1. Maintain and update statistical database of relevant indicators and establish an ongoing monitoring and reporting system [Dir GEU] 2. Provide ongoing training to all GEU staff on community mobilisation, guidance and counselling, planning and implementation and other relevant activities to enhance performance of the GEU [Dir GEU] 	<ol style="list-style-type: none"> 1. Co-ordinate GEU and Guidance and Counselling (G&C) to establish procedures and systems related to girls education - e.g. to sanction sexual harassment or bullying of female pupils/students by male peers [Dir GEU] 		<ul style="list-style-type: none"> • Girl friendly guidance and counselling system in place and procedures implemented • Annual National Girls Education reports including relevant indicators completed/published
QE1 Increase provision of and accessibility to textbooks and other teaching/ learning materials			
<ol style="list-style-type: none"> 1. Conduct textbook needs and readiness assessment surveys [Dir SL] 2. Ensure access to textbooks in core subjects for all students at all pre-tertiary levels [Dir SL] 3. Procure and distribute textbooks [Dir SL] 4. Review and publish list of essential teaching support materials for pre-tertiary levels [Dir SL] 5. Review guidelines on the use and maintenance of textbooks, equipment and teaching materials in schools at pre-tertiary levels [Dir SL] 6. Provide teaching and learning aids to schools/teachers [Dir SL] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Ensure access to textbooks in core subjects for all students at all pre-tertiary levels [Dir SL] 2. <i>Continue to:</i> Procure and distribute textbooks [Dir SL] 3. <i>Continue to:</i> Provide teaching and learning aids to all schools/teachers [Dir SL] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Ensure access to textbooks in core subjects for all students at all pre-tertiary levels [Dir SL] 2. <i>Continue to:</i> Procure and distribute textbooks [Dir SL] 3. <i>Continue to:</i> Provide teaching and learning aids to all schools/ teachers [Dir SL] 	<ul style="list-style-type: none"> • Primary pupil textbook ratio to be 1:1 for all subjects by 2005

Activities			Target by end of 2005
2003	2004	2005	
QE2 Provide school and public library facilities and encourage community/ private libraries			
<ol style="list-style-type: none"> 1. Conduct library needs and readiness assessment surveys [Dir PBME] 2. Design and publish IEC materials for libraries [Dir SRIMPR] 	<ol style="list-style-type: none"> 1. Provide library/resource room to schools as part of construction/rehabilitation process[Dir AF] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Provide library/resource room to schools as part of construction/rehabilitation process[Dir AF] 	<ul style="list-style-type: none"> • 20% of schools with libraries/resource rooms by 2005
QE3 Improve the effectiveness of teacher preparation, upgrading and deployment			
<ol style="list-style-type: none"> 1. Implement district sponsorship programme for teacher trainees in all districts [Dir TED] 2. Support teacher deployment in deprived areas, particularly females [Dir AF] 3. Support volunteer teacher programmes in rural areas, with an emphasis on local recruitment (especially of females [Dir BED]) 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Support volunteer teacher programmes in rural areas, with an emphasis on local recruitment (especially of females [Dir BED]) 2. Provide 'deprived area incentive package' (e.g. teacher accommodation, transport and services) [[Dir AF] 3. Strengthen supervision and inspection systems[Dir ID] 4. Introduce a teacher rotation/redeployment system to supply remote rural areas with qualified teachers[Dir HRMD] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Provide 'deprived area incentive package' (e.g. teacher accommodation, transport and services)[Dir AF] 2. <i>Continue to:</i> Support volunteer teacher programmes in rural areas, with an emphasis on local recruitment (especially of females[Dir AF] 	<ul style="list-style-type: none"> • Reduce % of untrained teachers from 21.2% to not more than 18.7% in 2005 at the Primary level. • IEC in place for teacher recruitment, especially females by 2004 • Provide motivational package to teachers in hardship areas by 2004
QE4 Develop a motivated teaching cadre for all levels with support from the Private sector, CBOs, NGOs, FBOs and DPs			
<ol style="list-style-type: none"> 1. Define and institutionalise a multi-level career path with a clearly defined promotion policy based on equity and merit with appropriate incentives and rewards to those who remain in service [Dir HRD(M)] 2. Review policies and procedures for promotion, discipline and staff development [Dir HRD(M)] 			<ul style="list-style-type: none"> • Career path, criteria for promotion, annual review of performance, conditions of service for teachers at all levels drafted/ revised and published by early 2004, implemented by 2005
QE5 Improve the relevance of the curriculum			
<ol style="list-style-type: none"> 1. Review national curricula in collaboration with key stakeholders, to ensure relevance to national needs and conditions, and to remove any bias (for example, against gender or special needs) [Dir CRDD] 2. Print and distribute new syllabi to schools [Dir CRDD] 	<ol style="list-style-type: none"> 1. Develop/up-grade teacher training programmes (INSET and PRESET) to train teachers in the new curricula[Dir TED] 2. Conduct examinations based upon new curricula[DG] 3. Institutionalise remedial programmes as a core part of the basic education sub-sector[Dir BED] 4. Ensure textbooks are revised and developed in line with new curricula[Dir CRDD] 	<ol style="list-style-type: none"> 1. Redesign academic training at all levels to integrate entrepreneurial training and career counselling into the academic programme at all levels. [Dir CRDD] 	<ul style="list-style-type: none"> • National curriculum at basic level published and circulated to all schools by end of 2003 • Basic level teachers trained in the new curriculum by 2004 • New curriculum examined from 2004 onwards for BECE

Activities			Target by end of 2005
2003	2004	2005	
QE6 Develop a reliable pupil/ student/ learners testing and assessment system			
1. Provide feedback to inspectors and community on the outcomes of all tests[Dir CRDD]	<ol style="list-style-type: none"> 1. Review current approaches/tests to evaluate learning outcomes at primary and JSS levels by developing learning standards and learning targets with particular emphasis on P1-P3 [Dir CRDD] 2. Adopt and agree a single <i>Competency-Based Approach</i> to evaluate learning outcomes at primary and JSS levels by defining and adopting minimum national standards (MNS) for students at agreed stages (P3, P6, JSS2) [CD] 		<ul style="list-style-type: none"> • MNS test agreed, standardised and validated by December 2004 • First cohort/sample of students (25%) tested for competency on single agreed MNS test by December 2005
QE7 Develop effective accountability systems			
<ol style="list-style-type: none"> 1. Review monitoring and inspection systems for management at ministry, agency, regional, district levels and at all school/institutional levels [Dir PBME] 2. Improve the teacher supervision system to provide support for professional development and enhanced teacher performance[Dir ID] 3. Develop and implement a system to effectively monitor and sanction teacher absenteeism and tardiness[Dir ID] 	1. Monitor and sanction teacher absenteeism and tardiness[Dir ID]	<ol style="list-style-type: none"> 1. Provide material support for supervisors and inspectors[Dir AF] 2. <i>Continue to:</i> Monitor and sanction teacher absenteeism and tardiness[Dir ID] 	<ul style="list-style-type: none"> • Criteria and roles of supervision and inspection revised and published by end 2003 • Supervisors and inspectors trained and in place by 2004
QE8 Review guidelines on language policy (medium of instruction and languages taught) at all pre-tertiary levels of education			
1. Develop, publish and circulate to all schools, guidelines on language policy[CD]	<ol style="list-style-type: none"> 1. Support the development and production of textbooks in English, Ghanaian Languages and French and other teaching /learning materials[Dir CRDD] 2. Develop and introduce a comprehensive Foreign/Second Language (French) programme at JSS and SSS levels[Dir CRDD] 3. Expand and promote the study of French in teacher training colleges[Dir TED] 	1. Promote and expand the utilisation of the comprehensive Foreign/Second Language programme at JSS and SSS levels[Dir CRDD]	<ul style="list-style-type: none"> • Guidelines on language policy published and circulated to all schools by December 2003 • Foreign language (French) programme developed and in introductory phase by 2005

Activities			Target by end of 2005
2003	2004	2005	
QE9 Ensure literacy and numeracy in English and a Ghanaian Language			
<ol style="list-style-type: none"> 1. Provide INSET courses for language teachers in P1 to P6 on a regular basis [Dir TED] 2. Support the development and production of textbooks and other teaching /learning materials in English and Ghanaian Languages[Dir CRDD] 3. Distribute the recommended textbooks and teaching guides for the Ghanaian Languages [Dir SL] 4. Revise Ghanaian languages syllabus at TTC to focus on the teaching of literacy and numeracy [Dir CRDD, Dir TED] 5. Develop and implement a more effective methodology for the use of the English Language as a medium for teaching and learning [Dir TED] 6. Revise timetable to increase time allocation for the teaching of literacy and numeracy in English and Ghanaian Languages [Dir BED] 	<ol style="list-style-type: none"> 1. Provide at least one specialist language teacher to serve a cluster of primary schools[Dir TED] 2. Develop minimum national standards to monitor learning achievements in English and Ghanaian languages for all levels of pre-tertiary education[Dir CRDD] 	<ol style="list-style-type: none"> 1. Organise tests to measure literacy and numeracy standards in P3 and P6 according to MNS set in 2004[Dir CRDD] 	<ul style="list-style-type: none"> • Minimum National Standards in literacy and numeracy in English and Ghanaian Languages set for Primary, JSS and SSS by 2005
QE12 Expand and improve School Health, Sanitation and Safety systems			
<ol style="list-style-type: none"> 1. Establish effective guidance and counselling systems for pupil/student welfare in primary schools [Dir GCU] 2. Ensure that there is potable water within 500m of school sites and that there are adequate sanitation facilities on site (especially for girls and women) at all primary schools [Dir AF] 	<ol style="list-style-type: none"> 1. Provide adequate safety, sanitation and basic health care facilities and access for children with disabilities, in accordance with guidelines [Dir SHEP] 2. Ensure each primary school has a designated school health officer and that this person is trained in basic first aid[Dir SHEP] 3. Continue programme to ensure that there is potable water within 500m of all school sites and that there are adequate sanitation facilities on site (especially for girls and women) at all primary schools[Dir AF] 	<ol style="list-style-type: none"> 1. Continue programme to ensure that there is potable water within 500m of all school sites and that there are adequate sanitation facilities on site (especially for girls and women) at all primary schools[Dir AF] 	<ul style="list-style-type: none"> • Expanded and improved School Health and School Hygiene systems at all levels to 35% coverage by 2005 • Guidelines for School Health, Sanitation and Safety published and distributed by end 2003
QE13 Encourage the participation of the Private Sector, CBOs, NGOs, FBOs and Development Partners in the Integrated School Health system			
	<ol style="list-style-type: none"> 1. Collect and publish data on the health and nutritional status of children in basic schools[Dir SHEP] 2. Design and implement IEC Health Programmes to educate and disseminate information in the area of school health. [Dir SHEP] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Collect and publish data on the health and nutritional status of children in basic schools[Dir SHEP] 	<ul style="list-style-type: none"> • IEC Health programmes in place by 2005

Activities			Target by end of 2005
2003	2004	2005	
QE14 Identify and promote STD/ HIV/AIDS prevention, care and support at all levels of education			
<ol style="list-style-type: none"> 1. Establish HIV/AIDS clubs in primary schools [Dir SHEP] 2. Establish and develop district based HIV/AIDS committees [Dir AS] 3. Design and implement IEC programmes to educate, and disseminate information, in the area of HIV/AIDS prevention and management [Dir SHEP] 4. Appoint focal person to implement HIV/AIDS programmes within the workplace [Dir AS] 5. Review manuals for workplace on HIV/AIDS [Dir AS] 6. Develop manual and guidelines for the operation of NGOs working on HIV/AIDS programmes in schools and institutions [Dir AS] 7. Provide guidance and counselling systems in schools which provide support and assistance to pupils experiencing problems such as sexual harassment or bullying, including that of girl pupils by male peers and/or teachers [Dir GEU] 	<ol style="list-style-type: none"> 1. Introduce HIV/AIDS programmes in teacher training syllabuses and conduct INSET courses for currently serving teachers[Dir TED] 2. Develop system to monitor the prevalence of HIV/AIDS amongst staff and pupils[Dir PBME] 3. Train staff in HIV/AIDS secretariat[Dir HRMD] 4. Train pupil/student peer educators[Dir SHEP] 5. Train workplace peer educators and focal persons[Dir AS] 6. Organise advocacy workshops to high level management (political leaders and education executives) to increase commitment[Dir AS] 7. Provide material support to those children orphaned as a result of HIV/AIDS, in order that they can complete their education[Dir AF] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Monitor the prevalence of HIV/AIDS amongst staff and pupils[Dir PBME] 	<p>By 2004:</p> <ul style="list-style-type: none"> • HIV/AIDS programmes operational in schools/institutions • IEC programmes for HIV/AIDS in Programme for pupil/student peer educators in place • HIV/AIDS workplace programmes in place <p>By 2005:</p> <ul style="list-style-type: none"> • All new teachers trained in STI/ HIV/AIDS basic counselling, prevention, care and support • 80% of currently serving teachers trained in STI/HIV/AIDS basic counselling, prevention, care and support
QE15 Integrate HIV/AIDS in the curriculum			
<ol style="list-style-type: none"> 1. Develop special HIV/AIDS modules for insertion into all syllabuses where appropriate[Dir CRDD] 2. Develop special sexual and reproductive health modules, to be inserted into the curriculum[Dir CRDD] 	<ol style="list-style-type: none"> 1. Introduce HIV/AIDS programmes in teacher training syllabuses[Dir TED] 		<ul style="list-style-type: none"> • HIV/AIDS programmes operational in schools/institutions by 2004 • All new teachers trained in STI/ HIV/AIDS basic counselling, prevention, care and support • 80% of currently serving teachers trained in STI/HIV/AIDS basic counselling, prevention, care and support

Activities			Target by end of 2005
2003	2004	2005	
EM1 Identify, clarify and strengthen management roles at all levels of the system			
<ol style="list-style-type: none"> 1. Prepare guidelines for drawing up School Improvement plans and distribute to districts and schools[Dir ID/AF] 2. Systematic management training of head teachers[Dir HRMD] 3. Enforcement of all rules and regulations pertaining to the delivery of education[Dir ID] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Enforcement of all rules and regulations pertaining to the delivery of education[Dir ID] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Enforcement of all rules and regulations pertaining to the delivery of education[Dir ID] 	<ul style="list-style-type: none"> • All schools have a School Performance Improvement Plan (SPIP)(agreed with either SMC/BOG) in place by December 2004 and operational by 2005
EM2 Strengthen monitoring and evaluation, and accountability systems across the whole sector			
<ol style="list-style-type: none"> 1. Conduct annual headcounts to ensure accuracy in the Ministry of Education payroll (with an emphasis on removing ghost names[Dir PBME] 	<ol style="list-style-type: none"> 1. Conduct annual headcounts to ensure accuracy in the Ministry of Education payroll (with an emphasis on removing ghost names[Dir PBME] 2. Develop and implement a system/process through which harassment of pupils by teachers can be formally reported and sanctioned[Dir HRMD] 	<ol style="list-style-type: none"> 1. Conduct annual headcounts to ensure accuracy in the Ministry of Education payroll (with an emphasis on removing ghost names[Dir PBME] 	<ul style="list-style-type: none"> • Head counts for payroll conducted on an annual basis
EM5 Ensure effective decentralisation and community participation			
<ol style="list-style-type: none"> 1. Establish SMCs in all basic schools [Dir BED] 	<ol style="list-style-type: none"> 1. Establish SMCs to cover all basic schools[Dir BED] 2. Enforce the abolition of school fees/levies at basic level [Dir BED] 3. Provide capitation grants to basic schools[Dir AF] 	<ol style="list-style-type: none"> 1. Enforce the abolition of school fees/levies at basic level [Dir BED] 2. Provide capitation grants to basic schools[Dir AF] 	<ul style="list-style-type: none"> • Every Primary School has SMC properly constituted by December 2004 • Basic school fees/levies abolished by 2004 • Every Primary School receives a per capita allocation (directly from the centre) to be accounted for and spent in accordance with its SPIP
EM8 Provide guidelines on cost sharing and cost recovery			
	<ol style="list-style-type: none"> 1. Write guidelines on cost sharing and cost recovery and circulate to all deliverers at all levels within the education system[Dir PBME] 2. Make guidelines available to all stakeholders - including the public, districts and regions[Dir PBME] 	<ol style="list-style-type: none"> 1. Monitor schools to ensure adherence to guidelines on costs/fees[Dir PBME/Dir ID] 	<ul style="list-style-type: none"> • National guidelines on Cost Sharing and Cost Recovery available before December 2004

		<i>EFA</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	Funding Sources GoG, Private Sector, UNICEF, UNESCO, ADB, WB, DFID, GTZ, JICA, EU (via MDBS)
3 JUNIOR SECONDARY EDUCATION	Projected Recurrent Cost (Billion Cedis)		717.3	752.6	782.8	
	Projected Capital Cost (Billion Cedis)		75.5	102.7	102.8	
	Total (Billion Cedis)		792.8	855.4	885.7	
	Estimated Resource Envelope (Bn Cedis)		734.0	741.3	771.8	
	Estimated Funding Gap (Billion Cedis)		58.8	114.1	113.9	

Activities			Target by end of 2005
2003	2004	2005	
EA4 Provide and ensure access to free basic education			
<ol style="list-style-type: none"> Write guidelines as to what constitutes 'fee-free' and 'cost-sharing' (i.e. enforcing the abolition of fees and levies and the introduction of capitation grants for basic education, and ways to implement cost sharing at the post-basic level) [Dir BED] Circulate to all deliverers within the education system. [Dir BED] Circulate guidelines to the districts, regions and other stakeholders [Dir BED] Monitor schools to ensure adherence to guidelines on fees/costs.[Dir ID] Conduct school mapping of Primary and JSS schools [Dir BED] Determine physical infrastructure needs for basic schools [Dir BED] Determine teacher needs for basic schools according to establishment norms [Dir HRMD] Prepare and implement a 3-year rolling plan to develop physical infrastructure in basic schools [Dir BED] Prepare and implement a 3-year rolling plan to develop teacher deployment according to needs in basic schools [Dir HRMD] 	<ol style="list-style-type: none"> <i>Continue to:</i> Monitor schools to ensure adherence to guidelines on fees/costs. .[Dir ID] Prepare and implement a 3-year rolling plan to develop physical infrastructure in basic schools[Dir BED] Prepare and implement a 3-year rolling plan to develop teacher deployment according to needs in basic schools[Dir HRMD] 	<ol style="list-style-type: none"> <i>Continue to:</i> Monitor schools to ensure adherence to guidelines on fees/costs. .[Dir ID] Prepare and implement a 3-year rolling plan to develop physical infrastructure in basic schools[Dir BED] Prepare and implement a 3-year rolling plan to develop teacher deployment according to needs in basic schools[Dir HRMD] 	<ul style="list-style-type: none"> GER in JSS schools to rise from 62% in 2002 to 71.1% by 2005 Average national PTR in junior secondary schools to increase from 18:1 to 20.4 in 2005
EA5 Provide free compulsory universal basic education (FCUBE)			
<ol style="list-style-type: none"> Design, publish and circulate IEC materials to sensitise communities as to the importance of compulsory basic education for all [Dir BED] 			<ul style="list-style-type: none"> GER of 71% at JSS level

Activities			Target by end of 2005
2003	2004	2005	
EA6 Provide infrastructure and encourage the Private Sector, CBOs, NGOs, FBOs IGOs and Development Partners to participate			
<ol style="list-style-type: none"> 1. Conduct school mapping of JSS schools [Dir BED] 2. Determine physical infrastructure needs for basic schools [Dir BED] 3. Determine rehabilitation needs [Dir BED] 4. Prepare and implement a 3-year rolling plan to develop physical infrastructure in basic schools [Dir BED] 5. Develop and circulate IEC plan to encourage community involvement [Dir BED] 	<ol style="list-style-type: none"> 1. Determine rehabilitation needs [Dir BED] 2. Prepare and implement a 3-year rolling plan to develop physical infrastructure in basic schools [Dir BED] 	<ol style="list-style-type: none"> 1. Determine rehabilitation needs annually [Dir BED] 2. Prepare and implement a 3-year rolling plan to develop physical infrastructure in basic schools [Dir BED] 	<ul style="list-style-type: none"> • 5% increase in JSS infrastructure by 2005 • Commensurate increase in CBO/NGO/FBO/IGO provision over same period • 20% of those schools identified as deprived rehabilitated each year
EA7 Provide equitable educational opportunities			
<ol style="list-style-type: none"> 1. Conduct IEC programmes to raise awareness of the importance of girls education [Dir BED] 2. Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances [Dir ID] 3. Support hard-to-reach children and complementary/alternative education programmes [Dir BED] 4. Design programmes for the integration of complementary schools with formal schools [Dir BED] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances.[Dir ID] 2. <i>Continue to:</i> Support hard-to-reach children and complementary/alternative education programmes[Dir BED] 3. Implement programmes for the integration of complementary schools with formal schools[Dir BED] 4. Provide specialised training in multi-grade teaching for rural areas and reward teachers accordingly[Dir TED] 5. Provide training for all teachers in SENS[Dir TED/Dir SpED] 6. Redesign school infrastructure to facilitate the accommodation of pupils/students with special needs[Dir BED] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances.[Dir ID] 2. <i>Continue to:</i> Support hard-to-reach children and complementary/alternative education programmes[Dir BED] 3. Implement programmes for the integration of complementary schools with formal schools 	<ul style="list-style-type: none"> • Increased enrolment of hard-to-reach and out-of-school children • Improvement in gender parity in retention rates • Improvement in enrolments of those with special needs
EA9 Prioritise the disadvantaged in society			
<ol style="list-style-type: none"> 1. Reach and integrate excluded children (out-of-school, hard-to-reach, truants) intra-cycle dropouts and adolescent mothers within the formal system where possible[Dir BED] 2. Institute scholarship schemes for needy pupils, including district sponsorship of girl pupils/students[Dir BED] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Reach and integrate excluded children (out-of-school, hard-to-reach, truants) intra-cycle dropouts and adolescent mothers within the formal system where possible[Dir BED] 2. Evaluate, and build upon, programmes for the disadvantaged that are already in operation, including complementary and alternative education programmes[Dir PBME] 3. Establish special education assessment centres in all districts[Dir SpED] 4. Incorporate training in SENS into all TTC courses [Dir TED/Dir SpED] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Reach and integrate excluded children (out-of-school, hard-to-reach, truants) intra-cycle dropouts and adolescent mothers within the formal system where possible[Dir BED] 2. Organise screening and identification of children with special needs[Dir SpED] 3. Organise sensitisation workshop for parents and children with special needs[Dir SpED] 	<ul style="list-style-type: none"> • Increased attendance of those with special needs in schools to 30% by 2005 • IEC programme for the disadvantaged in place by 2005

Activities			Target by end of 2005
2003	2004	2005	
EA12 Promote gender equity in enrolment and retention			
<ol style="list-style-type: none"> 1. Conduct IEC programmes to raise awareness of the importance of girls education[Dir GEU] 2. Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances[Dir ID] 3. Institute and ensure proper functioning of scholarship/district sponsorship programmes for girls[Dir GEU] 4. Encourage the establishment of girls' clubs and promote the use of role models, both within schools and communities[Dir GEU] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances[Dir GEU] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances[Dir ID] 	<ul style="list-style-type: none"> • Retention rates of females and males on a par by 2010
EA13 Prioritise female education at all levels, including technical and vocational education			
<ol style="list-style-type: none"> 1. Eliminate gender stereotyping in teacher preparation and in teaching materials [Dir CRDD, Dir TED] 2. Design and implement IEC and sensitisation programmes to raise communities' awareness of the value of formal education for girls, particularly at the basic level[Dir GEU] 3. Support access programmes for females at all levels, particularly at the basic level and entry into TTCs [Dir PBME] 	<ol style="list-style-type: none"> 1. Provide suitable school facilities for females (students and teachers) at all levels[Dir BED] 2. <i>Continue to:</i> Support access programmes for females at all levels, particularly at the basic level and entry into TTCs[Dir PBME] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Support access programmes for females at all levels, particularly at the basic level and entry into TTCs[Dir PBME] 	<ul style="list-style-type: none"> • Improvement in the gender parity index
EA15 Strengthen the Girls Education Unit including Regional / District Girls Education Teams			
<ol style="list-style-type: none"> 1. Maintain and update statistical database of relevant indicators and establish an ongoing monitoring and reporting system [Dir GEU] 2. Provide ongoing training to all GEU staff on community mobilisation, guidance and counselling, planning and implementation and other relevant activities to enhance performance of the GEU [Dir GEU] 	<ol style="list-style-type: none"> 1. Co-ordinate GEU and Guidance and Counselling (G&C) to establish procedures and systems related to girls education - e.g. to sanction sexual harassment or bullying of female pupils/students by male peers[Dir GEU] 		<ul style="list-style-type: none"> • Girl friendly guidance and counselling system in place and procedures implemented • Annual National Girls Education reports including relevant indicators completed/published
QE1 Increase provision of and accessibility to textbooks and other teaching/ learning materials			
<ol style="list-style-type: none"> 1. Conduct textbooks needs and readiness assessment surveys [Dir SL] 2. Ensure access to textbooks in core subjects for all students at all JSS[Dir SL] 3. Procure and distribute textbooks[Dir SL] 4. Provide teaching and learning aids to schools/teachers[Dir SL] 5. Review and publish list of essential teaching support materials for pre-tertiary levels[Dir SL] 6. Review guidelines on the use and maintenance of textbooks, equipment and teaching materials in JSS schools [Dir SL] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Ensure access to textbooks in core subjects for all students at JSS[Dir SL] 2. <i>Continue to:</i> Procure and distribute textbooks[Dir SL] 3. <i>Continue to:</i> Provide teaching and learning aids to all schools/teachers[Dir SL] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Ensure access to textbooks in core subjects for all students at all JSS [Dir SL] 2. <i>Continue to:</i> Procure and distribute textbooks[Dir SL] 3. <i>Continue to:</i> Provide teaching and learning aids to all schools/ teachers[Dir SL] 	<ul style="list-style-type: none"> • JSS Pupil: textbook ratio to be 1:1 for all subjects by 2005

Activities			Target by end of 2005
2003	2004	2005	
QE2 Provide school and public library facilities and encourage community/ private libraries			
1. Conduct library needs and readiness assessment surveys [Dir PBME] 2. Design and publish IEC materials for libraries [Dir SRIMPR]	1. Provide library/resource room to schools as part of construction/rehabilitation process[Dir AF]	1. <i>Continue to:</i> Provide library/resource room to schools as part of construction/ rehabilitation process [Dir AF]	<ul style="list-style-type: none"> • 20% of schools with libraries/resource rooms by 2005
QE3 Improve the effectiveness of teacher preparation, upgrading and deployment			
1. Implement district sponsorship programme for teacher trainees in all districts[Dir TED] 2. Support teacher deployment in deprived areas, particularly females[Dir AF] 3. Support volunteer teacher programmes in rural areas, with an emphasis on local recruitment (especially of females)[Dir BED]	1. <i>Continue to:</i> Support volunteer teacher programmes in rural areas, with an emphasis on local recruitment (especially of females)[Dir BED] 2. Provide 'deprived area incentive package' (e.g. teacher accommodation, transport and services)[Dir AF] 3. Strengthen supervision and inspection systems[Dir ID] 4. Introduce a teacher rotation/redeployment system to supply remote rural areas with qualified teachers[Dir HRMD]	1. <i>Continue to:</i> Provide 'deprived area incentive package' (e.g. teacher accommodation, transport and services)[Dir AF] 2. <i>Continue to:</i> Support volunteer teacher programmes in rural areas, with an emphasis on local recruitment (especially of females)[Dir AF]	<ul style="list-style-type: none"> • Reduce % of untrained teachers from 21.2% to not more than 18.7% in 2005 at the Primary level. • IEC in place for teacher recruitment, especially females by 2004 • Provide motivational package to teachers in hardship areas by 2004
QE4 Develop a motivated teaching cadre for all levels with support from the Private sector, CBOs, NGOs, FBOs and DPs			
1. Define and institutionalise a multi-level career path with a clearly defined promotion policy based on equity and merit with appropriate incentives and rewards to those who remain in service[Dir HRD(M)] 2. Review policies and procedures for promotion, discipline and staff development[Dir HRD(M)]			<ul style="list-style-type: none"> • Career path, criteria for promotion, annual review of performance, conditions of service for teachers at all levels drafted/ revised and published by early 2004, implemented by 2005
QE5 Improve the relevance of the curriculum			
1. Review national curricula in collaboration with key stakeholders, to ensure relevance to national needs and conditions, and to remove any bias (for example, against gender or special needs) [Dir CRDD] 2. Print and distribute new syllabi to schools [Dir CRDD]	1. Develop/up-grade teacher training programmes (INSET and PRESET) to train teachers in the new curricula[Dir TED] 2. Conduct examinations based upon new curricula[DG] 3. Institutionalise remedial programmes as a core part of the basic education sub-sector[Dir BED] 4. Ensure textbooks are revised and developed in line with new curricula[Dir CRDD]	1. Redesign academic training at all levels to integrate entrepreneurial training and career counselling into the academic programme at all levels. [Dir CRDD]	<ul style="list-style-type: none"> • National curriculum at basic level published and circulated to all schools by end of 2003 • Basic level teachers trained in the new curriculum by 2004 • New curriculum examined from 2004 onwards for BECE

Activities			Target by end of 2005
2003	2004	2005	
QE6 Develop a reliable pupil/ student/ learners testing and assessment system			
1. Provide feedback to inspectors and community on the outcomes of all tests[Dir CRDD]	<ol style="list-style-type: none"> 1. Review current approaches/tests to evaluate learning outcomes at primary and JSS levels by developing learning standards and learning targets with particular emphasis on P1-P3 [Dir CRDD] 2. Adopt and agree a single <i>Competency-Based Approach</i> to evaluate learning outcomes at primary and JSS levels by defining and adopting minimum national standards (MNS) for students at agreed stages (P3, P6, JSS2) [ChDir] 		<ul style="list-style-type: none"> • MNS test agreed, standardised and validated by December 2004 • First cohort/sample of students (25%) tested for competency on single agreed MNS test by December 2005
QE7 Develop effective Accountability systems			
<ol style="list-style-type: none"> 1. Review monitoring and inspection systems for management at ministry, agency, regional, district levels and at all school/institutional levels [Dir PBME] 2. Improve the teacher supervision system to provide support for professional development and enhanced teacher performance[Dir ID] 3. Develop and implement a system to effectively monitor and sanction teacher absenteeism and tardiness[Dir ID] 	<ol style="list-style-type: none"> 1. Monitor and sanction teacher absenteeism and tardiness[Dir ID] 	<ol style="list-style-type: none"> 1. Provide material support for supervisors and inspectors[Dir AF] 2. <i>Continue to:</i> Monitor and sanction teacher absenteeism and tardiness[Dir ID] 	<ul style="list-style-type: none"> • Criteria and roles of supervision and inspection revised and published by end 2003 • Supervisors and inspectors trained and in place by 2004
QE8 Review guidelines on language policy (medium of instruction and languages taught) at all pre-tertiary levels of education			
1. Develop, publish and circulate to all schools, guidelines on language policy[CD]	<ol style="list-style-type: none"> 1. Support the development and production of textbooks in English, Ghanaian Languages and French and other teaching /learning materials[Dir CRDD] 2. Develop and introduce a comprehensive Foreign/Second Language (French) programme at JSS and SSS levels[Dir CRDD] 3. Expand and promote the study of French in teacher training colleges[Dir TED] 	<ol style="list-style-type: none"> 1. Promote and expand the utilisation of the comprehensive Foreign/Second Language programme at JSS and SSS levels[Dir CRDD] 	<ul style="list-style-type: none"> • Guidelines on language policy published and circulated to all schools by December 2003 • Foreign language (French) programme developed and in introductory phase by 2005

Activities			Target by end of 2005
2003	2004	2005	
QE9 Ensure literacy and numeracy in English and a Ghanaian Language			
<ol style="list-style-type: none"> 1. Provide INSET courses for language teachers in P1 to P6 on a regular basis[Dir TED] 2. Support the development and production of textbooks and other teaching /learning materials in English and Ghanaian Languages [Dir CRDD, Dir TED] 3. Distribute the recommended textbooks and teaching guides for the Ghanaian Languages [Dir SL] 4. Revise Ghanaian languages syllabus at TTC to focus on the teaching of literacy and numeracy [Dir CRDD] 5. Develop and implement a more effective methodology for the use of the English Language as a medium for teaching and learning [Dir TED] 6. Revise timetable to increase time allocation for the teaching of literacy and numeracy in English and Ghanaian Languages [Dir BED] 	<ol style="list-style-type: none"> 1. Provide at least one specialist language teacher to serve a cluster of primary schools[Dir TED] 2. Develop minimum national standards to monitor learning achievements in English and Ghanaian languages for all levels of pre-tertiary education[Dir CRDD] 	<ol style="list-style-type: none"> 1. Organise tests to measure literacy and numeracy standards in P3 and P6 according to MNS set in 2004[Dir CRDD] 	<ul style="list-style-type: none"> • Minimum National Standards in literacy and numeracy in English and Ghanaian Languages set for Primary, JSS and SSS by 2005
QE12 Expand and improve School Health, Sanitation and Safety systems			
<ol style="list-style-type: none"> 1. Establish effective guidance and counselling systems for pupil/student welfare in JSS schools [Dir GCU] 2. Ensure that there is potable water within 500m of school sites and that there are adequate sanitation facilities on site (especially for girls and women) at all JSS schools [Dir AF] 	<ol style="list-style-type: none"> 1. Provide adequate safety, sanitation and basic health care facilities and access for children with disabilities, in accordance with guidelines [Dir SHEP] 2. Ensure each JSS school has a designated school health officer and that this person is trained in basic first aid[Dir SHEP] 3. Continue programme to ensure that there is potable water within 500m of all school sites and that there are adequate sanitation facilities on site (especially for girls and women) at all JSS schools[Dir AF] 	<ol style="list-style-type: none"> 1. Continue programme to ensure that there is potable water within 500m of all school sites and that there are adequate sanitation facilities on site (especially for girls and women) at all JSS schools[Dir AF] 	<ul style="list-style-type: none"> • Expanded and improved School Health and School Hygiene systems at all levels to 35% coverage by 2005 • Guidelines for School Health, Sanitation and Safety published and distributed by end 2003
QE13 Encourage the participation of the Private Sector, CBOs, NGOs, FBOs and Development Partners in the Integrated School Health system			
	<ol style="list-style-type: none"> 1. Collect and publish data on the health and nutritional status of children in basic schools[Dir SHEP] 2. Design and implement IEC Health Programmes to educate and disseminate information in the area of school health. [Dir SHEP] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Collect and publish data on the health and nutritional status of children in basic schools[Dir SHEP] 	<ul style="list-style-type: none"> • IEC Health programmes in place by 2005

Activities			Target by end of 2005
2003	2004	2005	
QE14 Identify and promote STD/ HIV/AIDS prevention, care and support at all levels of education			
<ol style="list-style-type: none"> 1. Establish HIV/AIDS clubs in primary schools[Dir SHEP] 2. Establish and develop district based HIV/AIDS committees[Dir AS] 3. Design and implement IEC programmes to educate, and disseminate information, in the area of HIV/AIDS prevention and management[Dir SHEP] 4. Appoint focal person to implement HIV/AIDS programmes within the workplace [Dir AS] 5. Review manuals for workplace on HIV/AIDS [Dir AS] 6. Develop manual and guidelines for the operation of NGOs working on HIV/AIDS programmes in schools and institutions[Dir AS] 7. Provide guidance and counselling systems in schools which provide support and assistance to pupils experiencing problems such as sexual harassment or bullying, including that of girl pupils by male peers and/or teachers [Dir GEU] 	<ol style="list-style-type: none"> 1. Introduce HIV/AIDS programmes in teacher training syllabuses and conduct INSET courses for currently serving teachers[Dir TED] 2. Develop system to monitor the prevalence of HIV/AIDS amongst staff and pupils[Dir PBME] 3. Train staff in HIV/AIDS secretariat[Dir HRMD] 4. Train pupil/student peer educators[Dir SHEP] 5. Train workplace peer educators and focal persons[Dir AS] 6. Organise advocacy workshops to high level management (political leaders and education executives) to increase commitment[Dir AS] 7. Provide material support to those children orphaned as a result of HIV/AIDS, in order that they can complete their education[Dir AF] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Monitor the prevalence of HIV/AIDS amongst staff and pupils[Dir PBME] 	<p>By 2004:</p> <ul style="list-style-type: none"> • HIV/AIDS programmes operational in schools/institutions • IEC programmes for HIV/AIDS in Programme for pupil/student peer educators in place • HIV/AIDS workplace programmes in place • All new teachers trained in STI/ HIV/AIDS basic counselling, prevention, care and support • 80% of currently serving teachers trained in STI/HIV/AIDS basic counselling, prevention, care and support
QE15 Integrate HIV/AIDS in the curriculum			
<ol style="list-style-type: none"> 1. Develop special HIV/AIDS modules for insertion into all syllabuses where appropriate [Dir CRDD] 2. Develop special sexual and reproductive health modules, to be inserted into the curriculum [Dir CRDD] 	<ol style="list-style-type: none"> 1. Introduce HIV/AIDS programmes in teacher training syllabuses[Dir TED] 2. Train HIV/AIDS counsellors and care teams to operate in JSS[Dir SHEP] 		<ul style="list-style-type: none"> • HIV/AIDS programmes operational in schools/institutions by 2004 • All new teachers trained in STI/ HIV/AIDS basic counselling, prevention, care and support by 2005 • 80% of currently serving teachers trained in STI/HIV/AIDS basic counselling, prevention, care and support by 2005
EM1 Identify, clarify and strengthen management roles at all levels of the system			
<ol style="list-style-type: none"> 1. Prepare guidelines for drawing up School Improvement plans and distribute to districts and schools [Dir ID/AF] 2. Systematic management training of head teachers [Dir HRMD] 3. Enforcement of all rules and regulations pertaining to the delivery of education [Dir ID] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Enforcement of all rules and regulations pertaining to the delivery of education[Dir ID] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Enforcement of all rules and regulations pertaining to the delivery of education[Dir ID] 	<ul style="list-style-type: none"> • All schools have a School Performance Improvement Plan (SPIP)(agreed with either SMC/BOG) in place by December 2004 and operational by 2005

Activities			Target by end of 2005
2003	2004	2005	
EM2 Strengthen monitoring and evaluation, and accountability systems across the whole sector			
1. Conduct annual headcounts to ensure accuracy in the Ministry of Education payroll (with an emphasis on removing ghost names[Dir PBME]	1. Conduct annual headcounts to ensure accuracy in the Ministry of Education payroll (with an emphasis on removing ghost names[Dir PBME] 2. Develop and implement a system/process through which harassment of pupils by teachers can be formally reported and sanctioned[Dir HRMD]	1. Conduct annual headcounts to ensure accuracy in the Ministry of Education payroll (with an emphasis on removing ghost names[Dir PBME]	<ul style="list-style-type: none"> • Head counts for payroll conducted on an annual basis
EM5 Ensure effective decentralisation and community participation			
1. Establish SMCs to cover all basic schools [Dir BED]	1. Establish SMCs to cover all basic schools [Dir BED] 2. Enforce the abolition of school fees/levies at basic level [Dir BED] 3. Provide capitation grants to basic schools[Dir AF]	1. Enforce the abolition of school fees/levies at basic level [Dir BED] 2. Provide capitation grants to basic schools[Dir AF]	<ul style="list-style-type: none"> • Every JSS has SMC properly constituted by December 2004 • Basic school fees/levies abolished by 2004 • Every JSS receives a per capita allocation (directly from the centre) to be accounted for and spent in accordance with its SPIP
EM8 Provide guidelines on cost sharing and cost recovery			
	1. Write guidelines on cost sharing and cost recovery and circulate to all deliverers at all levels within the education system[Dir PBME] 2. Make guidelines available to all stakeholders – including the public, districts and regions[Dir PBME]	1. Monitor schools to ensure adherence to guidelines on costs/fees[Dir PBME/Dir ID]	<ul style="list-style-type: none"> • National guidelines on Cost Sharing and Cost Recovery available before December 2004
ST3 Promote science, mathematics and technology education and training			
1. Design national science and technology policy [Dir STEU] 2. Revitalise technical subjects workshops at all JSS [Dir PBME] 3. Develop and publish IEC programmes to promote science and TVET, with an emphasis on attracting female students and those from rural areas [Dir STEU] 4. Continue to promote and support the use of STME clinics to encourage girl pupils interest and achievement in science, technology and mathematics education [Dir GEU]		1. Ensure that practical skills are examined (and provide the funds for such examinations)[Dir STEU] 2. Increase investment in science and technology through provision of facilities, training for staff in use of such facilities and arranging for work experience (in collaboration with the private sector)[Dir PBME] 3. Provide support package to improve education in science, mathematics and technology at the basic level[Dir AF]	<ul style="list-style-type: none"> • Rehabilitation of 75% of existing JSS workshops by 2005 • IEC programmes to promote Science and TVET circulated by end 2004

Activities			Target by end of 2005
2003	2004	2005	
ST4 Promote Information and Communication Technology (ICT) in schools and institutions of higher learning			
1. Finalise national policy on ICTE including syllabi [Dir STEU]	<ol style="list-style-type: none"> 1. Train a core team in ICT as TOTs [Dir STEU] 2. Provide appropriate ICT training opportunities at all levels, utilising Science Resource Centres (SRCs)[Dir STEU] 3. Develop a cadre of trained persons to support the delivery of ICT in schools and institutions (pre-service and in-service)[Dir STEU] 4. Provide access to the Internet and establish a networking system as a basic part of the instructional environment in selected JSS Dir (Dir STEU] 	1. Provide access to the Internet and establish a networking system as a basic part of the instructional environment in selected JSS [Dir STEU]	<ul style="list-style-type: none"> • National policy on ICT in Education (ICTE) finalised and published by end of 2003 • Sufficient staff trained in ICT delivery by 2005 • Relevant basic and advanced level ICT training programmes in place by 2005

4 SENIOR SECONDARY EDUCATION		2003	2004	2005	Funding Sources GoG, Private Sector, ADB, WB, EU (via MDBS)
	Projected Recurrent Cost (Billion Cedis)	405.9	428.7	451.5	
	Projected Capital Cost (Billion Cedis)	99.7	123.1	123.1	
	Total (Billion Cedis)	505.6	551.8	574.6	
	Estimated Resource Envelope (Bn Cedis)	470.3	467.6	492.6	
	Estimated Funding Gap (Billion Cedis)	35.3	84.2	82.0	

Activities			Target by end of 2005
2003	2004	2005	
EA7 Provide equitable educational opportunities			
<ol style="list-style-type: none"> 1. Conduct IEC programmes to raise awareness of the importance of girls education [Dir GEU] 2. Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances [Dir ID] 	<ol style="list-style-type: none"> 1. Provide training for all teachers in SENs [Dir TED] 2. Redesign school infrastructure to facilitate the accommodation of pupils/students with special needs [Dir SED] 		<ul style="list-style-type: none"> • Improvement in gender parity in retention rates • Improvement in enrolment of those with special needs
EA9 Prioritise the disadvantaged in society			
<ol style="list-style-type: none"> 1. Reach and integrate excluded children (out-of-school, hard-to-reach, truants) intra-cycle dropouts and adolescent mothers within the formal system where possible [Dir SED] 2. Institute scholarship schemes for needy pupils, including district sponsorship of girl pupils/students [Dir SED] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Reach and integrate excluded children (out-of-school, hard-to-reach, truants) intra-cycle dropouts and adolescent mothers within the formal system where possible [Dir SED] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Reach and integrate excluded children (out-of-school, hard-to-reach, truants) intra-cycle dropouts and adolescent mothers within the formal system where possible [Dir SED] 	<ul style="list-style-type: none"> • Increase attendance of those with special needs in schools • IEC programme for disadvantaged in place
EA10 Expand and improve post-basic education			
<ol style="list-style-type: none"> 1. Construct and upgrade secondary schools to model school standards at a rate of at least 5 per annum, on a needs and readiness basis [Dir PBME] 	<ol style="list-style-type: none"> 1. Conduct institutional mapping for post-basic levels by December 2004 [Dir PBME] 2. <i>Continue to:</i> Construct and upgrade secondary schools to model school standards at a rate of at least 5 per annum, on a needs and readiness basis [Dir PBME] 	<ol style="list-style-type: none"> 1. Use mapping and other needs-assessments (incl manpower needs) to determine needs at post-basic level [Dir PBME] 2. <i>Continue to:</i> Construct and upgrade secondary schools to model school standards at a rate of at least 5 p.a., on a needs/readiness basis [Dir PBME] 	<ul style="list-style-type: none"> • 6 of existing SSS rehabilitated by 2005 • Additional 15 schools upgraded to Model SSS status by 2005 • 15% improvement in numbers of qualified staff in post-basic institutions by 2005
EA12 Promote gender equity in enrolment and retention			
<ol style="list-style-type: none"> 1. Conduct IEC programmes to raise awareness of the importance of girls education [Dir GEU] 2. Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances [Dir ID] 3. Institute and ensure proper functioning of scholarship/district sponsorship programmes for girls [Dir SED] 4. Encourage the establishment of girls' clubs and promote the use of role models, both within schools and communities [Dir GEU] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances [Dir ID] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances [Dir ID] 	<ul style="list-style-type: none"> • Marked improvement in gender parity of enrolment rates by 2005 • Marked improvement in gender parity in retention rates by 2005

Activities			Target by end of 2005
2003	2004	2005	
EA13 Prioritise female education at all levels, including technical and vocational education			
<ol style="list-style-type: none"> 1. Eliminate gender stereotyping in teacher preparation and in teaching materials[Dir CRDD, Dir TED] 2. Design and implement IEC and sensitisation programmes to raise communities' awareness of the value of formal education for girls[Dir GEU] 	<ol style="list-style-type: none"> 1. Design and implement a quota system to enable girls from rural areas to enter SSS [Dir SED] 2. Provide suitable school facilities for females (students and teachers) at all levels Dir SED] 	<ol style="list-style-type: none"> 1. Implement quota system to enable girls from rural areas to enter SSS [Dir SED] 2. Support access programmes for females at all levels[Dir PBME] 	<ul style="list-style-type: none"> • Marked improvement in gender parity of enrolment rates by 2005 • Marked improvement in gender parity in retention rates by 2005
EA15 Strengthen the Girls Education Unit including Regional / District Girls Education Teams			
<ol style="list-style-type: none"> 1. Maintain and update statistical database of relevant indicators and establish an ongoing monitoring and reporting system [Dir GEU] 2. Provide ongoing training to all GEU staff on community mobilisation, guidance and counselling, planning and implementation and other relevant activities to enhance performance of the GEU [Dir GEU] 	<ol style="list-style-type: none"> 1. Co-ordinate GEU and Guidance and Counselling (G&C) to establish procedures and systems related to girls education - e.g. to sanction sexual harassment or bullying of female pupils/students by male peers [Dir GEU] 		<ul style="list-style-type: none"> • Girl friendly guidance and counselling system in place and procedures implemented • Annual National Girls Education reports including relevant indicators completed/published
QE1 Increase provision of and accessibility to textbooks and other teaching/ learning materials			
<ol style="list-style-type: none"> 1. Conduct textbook needs and readiness assessment surveys [Dir SL] 2. Ensure access to textbooks in core subjects for all students at senior secondary level [Dir SL] 3. Procure and distribute core textbooks [Dir SL] 4. Provide teaching and learning aids to schools/teachers [Dir SL] 5. Review and publish list of essential teaching support materials for SSS level [Dir SL] 6. Review guidelines on the use and maintenance of textbooks, equipment and teaching materials in schools at SSS level [Dir SL] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Ensure access to textbooks in core subjects for all students at all pre-tertiary levels[Dir SL] 2. <i>Continue to:</i> Procure and distribute core textbooks[Dir SL] 3. <i>Continue to:</i> Provide teaching and learning aids to all schools/teachers[Dir SL] 4. Procure and supply computers and accessories to Senior Secondary Schools, based on needs with preference given to deprived areas[Dir SL] 5. Establish additional Teacher Resource Centres with preference given to the newly created districts[Dir AF] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Ensure access to textbooks in core subjects for all students at all pre-tertiary levels[Dir SL] 2. <i>Continue to:</i> Procure and distribute core textbooks[Dir SL] 3. <i>Continue to:</i> Provide teaching and learning aids to all schools/teachers [Dir SL] 4. <i>Continue to:</i> Procure and supply computers and accessories to Senior Secondary Schools, based on needs with preference given to deprived areas [Dir SL] 5. <i>Continue to:</i> Establish additional Teacher Resource with preference given to the newly created districts[Dir AF] 	<ul style="list-style-type: none"> • 10 or more computers per Senior Secondary School (25% of schools by 2005) • 1 resource/computer room per Senior Secondary School (25% of schools by 2005)
QE2 Provide school and public library facilities and encourage community/ private libraries			
<ol style="list-style-type: none"> 1. Conduct library needs and readiness assessment surveys [Dir PBME] 2. Design and publish IEC materials for libraries[Dir SRIMPR] 	<ol style="list-style-type: none"> 1. Provide all schools with a library/resource room[Dir AF] 	<ol style="list-style-type: none"> 1. Provide all schools with a library/resource room[Dir AF] 	<ul style="list-style-type: none"> • All schools with libraries/resource rooms by 2015 - 25% by 2005 • All libraries/resource rooms (schools and public) with minimum stock, storage and retrieval systems - including computers)

Activities			Target by end of 2005
2003	2004	2005	
QE3 Improve the effectiveness of teacher preparation, upgrading and deployment			
<ol style="list-style-type: none"> 1. Implement district sponsorship programme for teacher trainees in all districts[Dir TED] 2. Support teacher deployment in deprived areas, particularly females[Dir AF] 3. Review policy on study leave (with a view to reducing the number of teachers taking study leave annually, reducing the financial burden of the study leave system, and placing a greater emphasis on distance education as a means of professional development [Dir HRMD]) 	<ol style="list-style-type: none"> 1. Strengthen supervision and inspection systems. [Dir ID] 2. Design and publish IEC materials[Dir SRIMPR] 3. Provide 'deprived area incentive package' (e.g. teacher accommodation, transport and services) [Dir AF] 4. Introduce a teacher rotation/redeployment system to supply remote rural areas with qualified teachers[Dir HRMD] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Provide 'deprived area incentive package' (e.g. teacher accommodation, transport and services) [Dir AF] 	<ul style="list-style-type: none"> • Marked reduction in the number of untrained teaching staff in SSS by 2005
QE4 Develop a motivated teaching cadre for all levels with support from the Private sector, CBOs, NGOs, FBOs and DPs			
<ol style="list-style-type: none"> 1. Define a multi-level career path with a clearly defined promotion policy based on equity and merit with appropriate incentives and rewards to those who remain in service [Dir HRD] 2. Review policies and procedures for promotion, discipline and staff development [Dir HRD] 	<ol style="list-style-type: none"> 1. Institutionalise a multi-level career path with a clearly defined promotion policy based on equity and merit with appropriate incentives and rewards to those who remain in service [Dir HRD] 		<ul style="list-style-type: none"> • Career path, criteria for promotion, annual review of performance, conditions of service for teachers at all levels drafted/ revised and published by early 2004, implemented by 2005
QE5 Improve the relevance of the curriculum			
	<ol style="list-style-type: none"> 1. Review national curricula at all levels in collaboration with key stakeholders, to ensure relevance to national needs and conditions, and to remove any bias (for example, against gender or special needs) [Dir CRDD] 2. Print and distribute new syllabi to schools[Dir CRDD] 3. Ensure textbooks are revised and developed in line with new curricula[Dir CRDD] 	<ol style="list-style-type: none"> 1. Develop/up-grade teacher training programmes (INSET and PRESET) to train teachers in the new curricula[Dir TED] 2. Conduct examinations based upon new curricula[DG] 3. Redesign academic training at all levels to integrate rigorous entrepreneurial training and career counselling into the academic programme at all levels. [Dir CRDD] 	<ul style="list-style-type: none"> • Complete revision of SSS curriculum and publish by 2004 • New curriculum examined from 2005 onwards for SSSCE
QE7 Develop effective Accountability systems			
<ol style="list-style-type: none"> 4. Review monitoring and inspection systems for management at ministry, agency, regional, district levels and at all school/institutional levels [Dir PBME] 5. Improve the teacher supervision system to provide support for professional development and enhanced teacher performance[Dir ID] 6. Develop and implement a system to effectively monitor and sanction teacher absenteeism and tardiness[Dir ID] 	<ol style="list-style-type: none"> 1. Monitor and sanction teacher absenteeism and tardiness[Dir ID] 	<ol style="list-style-type: none"> 1. Provide material support for supervisors and inspectors[Dir AF] 2. <i>Continue to:</i> Monitor and sanction teacher absenteeism and tardiness[Dir ID] 	<ul style="list-style-type: none"> • Criteria and roles of supervision and inspection revised and published by end 2003 • Supervisors and inspectors trained and in place by 2004 • Ensure 90% attendance of teachers in basic schools

Activities			Target by end of 2005
2003	2004	2005	
QE8 Review guidelines on language policy (medium of instruction and languages taught) at all pre-tertiary levels of education			
1. Develop, publish and circulate to all schools, guidelines on language policy[CD]	<ol style="list-style-type: none"> 1. Support the development and production of textbooks in English, Ghanaian Languages and French and other teaching /learning materials[Dir CRDD] 2. Develop and introduce a comprehensive Foreign/Second Language (French) programme at JSS and SSS levels[Dir CRDD] 3. Expand and promote the study of French in teacher training colleges[Dir TED] 	1. Promote and expand the use of the comprehensive Foreign/Second Language programme[Dir CRDD]	<ul style="list-style-type: none"> • Guidelines on language policy published and circulated to all schools by December 2003 • Foreign language (French) programme developed and in introductory phase in SSS by 2005
QE12 Expand and improve School Health, Sanitation and Safety systems			
<ol style="list-style-type: none"> 1. Develop and publish guidelines on minimum standards for health, sanitation and safety in institutions at all levels of education [Dir SHEP] 2. Establish effective guidance and counselling systems for pupil/student welfare at all levels[Dir SHEP] 3. Ensure that there is potable water within 500m of school sites and that there are adequate sanitation facilities on site (especially for girls and women) at all pre-tertiary institutions[Dir AF] 	<ol style="list-style-type: none"> 1. Provide adequate safety, sanitation and basic health care facilities and access for children with disabilities, in accordance with guidelines[Dir SHEP] 2. Ensure each pre-tertiary institution has a designated school health officer and that this person is trained in basic first aid[Dir SHEP] 3. <i>Continue to:</i> Ensure that there is potable water within 500m of all school sites and that there are adequate sanitation facilities on site (especially for girls and women) at all pre-tertiary institutions[Dir AF] 	1. <i>Continue to:</i> Ensure that there is potable water within 500m of all school sites and that there are adequate sanitation facilities on site (especially for girls and women) at all pre-tertiary institutions[Dir AF]	<ul style="list-style-type: none"> • Expanded and improved School Health and School Hygiene systems at all levels to 35% coverage by 2005 • Guidelines for School Health, Sanitation and Safety published and distributed by end 2003
QE13 Encourage the participation of the Private Sector, CBOs, NGOs, FBOs and Development Partners in the Integrated School Health system			
1. Establish linkages with Non-Government bodies to work with government on School Health programmes. [Dir SHEP]	1. Design and implement IEC Health Programmes to educate and disseminate information in the area of school health[Dir SHEP]		<ul style="list-style-type: none"> • IEC Health programmes in place by 2005

Activities			Target by end of 2005
2003	2004	2005	
QE14 Identify and promote STD/ HIV/AIDS prevention, care and support at all levels of education			
<ol style="list-style-type: none"> 1. Establish and develop district based HIV/AIDS committees[DirAS] 2. Establish HIV/AIDS clubs in schools/institutions at all levels[Dir SHEP] 3. Design and implement IEC programmes to educate, and disseminate information, in the area of HIV/AIDS prevention and management[Dir SHEP] 4. Appoint focal person to implement HIV/AIDS programmes within the workplace[DirAS] 5. Provide logistical support to HIV/AIDS Secretariat (MoE) [Dir PBME] 6. Develop manual and guidelines for the operation of NGOs working on HIV/AIDS programmes in schools and institutions[DirAS] 7. Review manuals for workplace (officers) on HIV/AIDS[DirAS] 8. Provide guidance and counselling systems in schools which provide support and assistance to pupils experiencing problems such as sexual harassment or bullying, including that of girl pupils by male peers and/or teachers[Dir GEU] 	<ol style="list-style-type: none"> 1. Introduce HIV/AIDS programmes in teacher training syllabuses and conduct INSET courses for currently serving teachers[Dir TED] 2. Develop system to monitor the prevalence of HIV/AIDS amongst staff and pupils[Dir PBME] 3. Train pupil/student peer educators[Dir SHEP] 4. Train workplace peer educators and focal persons[DirAS] 5. Train staff in HIV/AIDS secretariat[Dir HRMD] 6. Organise advocacy workshops to high level management (political leaders and education executives) to increase commitment[DirAS] 	<ol style="list-style-type: none"> 1. Monitor the prevalence of HIV/AIDS amongst staff and students 	<ul style="list-style-type: none"> • HIV/AIDS programmes operational in schools/institutions by 2004 • All new teachers trained in STI/ HIV/AIDS basic counselling, prevention, care and support by 2005 • IEC programmes for HIV/AIDS in place by 2004 • Programme for pupil/student peer educators in place by 2004 • HIV/AIDS workplace programmes in place by 2004
QE15 Integrate HIV/AIDS in the curriculum			
<ol style="list-style-type: none"> 1. Develop special HIV/AIDS modules for insertion into all syllabuses where appropriate[Dir CRDD] 2. Develop special sexual and reproductive health modules, to be inserted into the curriculum[Dir CRDD] 	<ol style="list-style-type: none"> 1. Introduce HIV/AIDS programmes in teacher training syllabuses[Dir TED] 2. Train HIV/AIDS counsellors and care teams to operate in all SSS [Dir SHEP] 		<ul style="list-style-type: none"> • HIV/AIDS programmes operational in schools/institutions by 2004 • Every second cycle institution with a trained counsellor by 2005
EM1 Identify, clarify and strengthen management roles at all levels of the system			
<ol style="list-style-type: none"> 1. Prepare guidelines for drawing up School Improvement plans and distribute to districts and schools[Dir ID] 2. Systematic management training of head teachers[Dir HRMD] 3. Enforcement of all rules and regulations pertaining to the delivery of education[Dir ID] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Enforcement of all rules and regulations pertaining to the delivery of education[Dir ID] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Enforcement of all rules and regulations pertaining to the delivery of education[Dir ID] 	<ul style="list-style-type: none"> • All schools have a School Performance Improvement Plan (SPIP)(agreed with BOG) in place by December 2004 and operational by 2005

Activities			Target by end of 2005
2003	2004	2005	
EM2 Strengthen monitoring and evaluation, and accountability systems across the whole sector			
1. Conduct annual headcounts to ensure accuracy in the Ministry of Education payroll (with an emphasis on removing ghost names[Dir PBME]	1. <i>Continue to:</i> Conduct annual headcount to ensure accuracy in the Ministry of Education payroll (with an emphasis on removing ghost names[Dir PBME] 2. Develop and implement a system/process through which harassment of pupils by teachers – sexual and otherwise- can be formally reported and sanctioned[Dir PBME]	1. Conduct annual headcount to ensure accuracy in the Ministry of Education payroll (with an emphasis on removing ghost names[Dir PBME]	• Head counts for payroll conducted on an annual basis
EM4 Ensure equity in resource allocation			
1. Use mapping and other needs-assessments to determine educational needs at SSS level[Dir PBME] 2. Inaugurate BOG in every SSS ensuring community participation[Dir SED] 3. Review the disadvantaged criterion formula [Dir AF] 4. Design resource allocation formula to ensure equity across districts at all levels[Dir PBME]	1. Apply resource allocation formula to ensure equity cross all districts [Dir PBME]	1. <i>Continue to:</i> Apply resource allocation formula to ensure equity cross all districts [Dir PBME]	• Every SSS with BOG by 2004 – with members of the local community sitting on the BOG
EM5 Ensure effective decentralisation and community participation			
1. Establish BOGs to cover all second cycle institutions[Dir SED] 2. Design and implement a system to monitor and evaluate the operation of BOGs in second cycle institutions[Dir SED]	1. Monitor and evaluate the operation of BOGs[Dir SED]	1. <i>Continue to:</i> Monitor and evaluate the operation of BOGs[Dir SED]	• Every second cycle institution has a BOG in place by 2004
EM8 Provide guidelines on cost sharing and cost recovery			
	1. Write guidelines on cost sharing and cost recovery and circulate to all deliverers at all levels within the education system[Dir PBME] 2. Make guidelines available to all stakeholders – including the public, districts and regions[Dir PBME]	1. Monitor schools to ensure adherence to guidelines on costs/fees[Dir ID/Dir PBME]	• National guidelines on Cost Sharing and Cost Recovery available before December 2004
ST3 Promote science, mathematics and technology education and training			
1. Develop and publish IEC programmes to promote science and TVET, with an emphasis on attracting female students and those from rural areas[Dir TVET/Dir STEU]	1. Revitalise science laboratories and technical subjects workshops at SSS [Dir PBME]		• Provide 100 additional workshops and 150 additional science laboratories • IEC programmes to promote Science and TVET circulated by end 2004

Activities			Target by end of 2005
2003	2004	2005	
ST4 Promote Information and Communication Technology (ICT) in schools and institutions of higher learning			
<ol style="list-style-type: none"> 1. Finalise national policy on ICTE including syllabi [Dir STEU] 2. Provide necessary infrastructure to support ICTE programmes at SSS level [Dir STEU] 	<ol style="list-style-type: none"> 1. Train a core team in ICT as TOTs [Dir STEU] 2. Provide appropriate ICT training opportunities at all levels, utilising Science Resource Centres (SRCs)[Dir STEU] 3. Develop a cadre of trained persons to support the delivery of ICT in schools and institutions (pre-service and in-service) [Dir STEU] 4. <i>Continue to:</i> Provide necessary infrastructure to support ICTE programmes at SSS level [Dir STEU] 5. Provide access to the Internet and establish a networking system as a basic part of the instructional environment in selected secondary institutions [Dir STEU] 6. Construct/rehabilitate computer laboratories in schools and institutions[Dir AF] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Provide necessary infrastructure to support ICTE programmes at SSS level[Dir STEU] 2. <i>Continue to:</i> Provide access to the Internet and establish a networking system as a basic part of the instructional environment in selected primary, secondary and tertiary institutions[Dir STEU] 3. <i>Continue to:</i> Construct/rehabilitate computer laboratories in schools and institutions[Dir AF] 	<ul style="list-style-type: none"> • National policy on ICT in Education (ICTE) finalised and published by end of 2003 • Sufficient staff trained in ICT delivery by 2005 • Relevant basic and advanced level ICT training programmes in place by 2005

5 NON-FORMAL EDUCATION	EFA		2003	2004	2005	Funding Sources GoG, Private Sector, UNICEF, UNESCO, EU (via MDBS)
		Projected Recurrent Cost (Billion Cedis)	37.7	39.6	41.6	
		Projected Capital Cost (Billion Cedis)	-	-	-	
		Total (Billion Cedis)	37.7	39.6	41.6	
		Estimated Resource Envelope (Bn Cedis)	34.7	35.2	36.9	
		Estimated Funding Gap (Billion Cedis)	3.0	4.4	4.7	

Activities			Target by end of 2005
2003	2004	2005	
EA7 Provide equitable educational opportunities			
<ol style="list-style-type: none"> 1. Conduct IEC programmes to raise awareness of the importance of girls education[Dir GEU] 2. Support hard-to-reach children and complementary/alternative education programmes[Dir BED, Dir NFED] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Support hard-to-reach children and complementary/alternative education programmes [Dir BED, Dir NFED] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Support hard-to-reach children and complementary/alternative education programmes[Dir BED, Dir NFED] 	<ul style="list-style-type: none"> • Significant improvement in enrolments of hard-to-reach children by 2005
EA8 Provide conditions for universal functional literacy			
<ol style="list-style-type: none"> 1. Provide incentive package for volunteer facilitators[Dir NFED] 2. Provide material support to learners with special needs[Dir NFED] 3. Conduct training in micro-credit scheme for learners[Dir NFED] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Provide incentive package for volunteer facilitators[Dir NFED] 2. Design national functional literacy test[Dir NFED] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Provide incentive package for volunteer facilitators[Dir NFED] 2. Conduct national functional literacy test[Dir NFED] 3. Design and implement functional literacy programmes in 15 Ghanaian Languages[Dir NFED] 4. Evaluate the functional literacy programmes implemented[Dir NFED] 5. Review curriculum to make it relevant to the needs of the learners[Dir NFED] 6. Establish community reading centres[Dir GLB] 7. Provide solar panels to communities[Dir NFED] 8. Publish community rural newspaper[Dir NFED] 	<ul style="list-style-type: none"> • National functional literacy test in final design stages • Improvement in National Literacy rate
EA9 Prioritise the disadvantaged in society			
<ol style="list-style-type: none"> 1. Reach and integrate excluded children (out-of-school, hard-to-reach, truants), intra-cycle drop outs and adolescent mothers within the formal system where possible[Dir BED, Dir NFED] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Reach and integrate excluded children (out-of-school, hard-to-reach, truants), intra-cycle drop outs and adolescent mothers within the formal system where possible[Dir BED, Dir NFED] 2. Evaluate and build upon, programmes for the disadvantage which are already in operation, including complementary and alternative education programmes[Dir PBME] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Reach and integrate excluded children (out-of-school, hard-to-reach, truants), intra-cycle drop outs and adolescent mothers within the formal system where possible[Dir BED, Dir NFED] 	<ul style="list-style-type: none"> • IEC programme for the disadvantaged in place by 2005

6 SPECIAL EDUCATION	<i>EFA</i>		<i>2003</i>	<i>2004</i>	<i>2005</i>	Funding Sources GoG, Private Sector, UNICEF, UNESCO, EU (via MDBS)
		Projected Recurrent Cost (Billion Cedis)	13.0	14.2	15.7	
		Projected Capital Cost (Billion Cedis)	2.5	7.4	8.9	
		Total (Billion Cedis)	15.5	21.6	24.6	
		Estimated Resource Envelope (Bn Cedis)	14.4	17.8	20.6	
		Estimated Funding Gap (Billion Cedis)	1.1	3.8	4.0	

Activities			Target by end of 2005
2003	2004	2005	
EA4 Provide and ensure access to free basic education			
<ol style="list-style-type: none"> 1. Conduct school mapping of Primary and JSS schools including Special Education institutions [Dir BED, Dir SpED] 2. Determine physical infrastructure needs for basic schools in relation to inclusion of pupils/students with special needs [Dir BED, Dir SpED] 3. Determine teacher needs for basic schools according to establishment norms and special educational needs [Dir HRMD] 			<ul style="list-style-type: none"> • GER in primary schools to rise from 80% in 2002 to reach 89% by 2005 • 74 % completion rate by 2005 at Primary level
EA7 Provide equitable educational opportunities			
	<ol style="list-style-type: none"> 1. Provide training for all teachers in SENS [Dir TED] 2. Redesign school infrastructure to facilitate the accommodation of pupils/students with special needs[Dir BED] 		<ul style="list-style-type: none"> • Marked improvement in enrolment of those with special needs
EA9 Prioritise the disadvantaged in society			
	<ol style="list-style-type: none"> 1. Establish special education centres in all districts[Dir SpED] 2. Incorporate training in SENS into all TTC courses[Dir SpED/Dir TED] 	<ol style="list-style-type: none"> 1. Organise sensitisation workshops for parents and children with special needs[Dir SpED] 	<ul style="list-style-type: none"> • Marked improvement in enrolment of those with special needs • IEC Programme for disadvantaged in place by 2005
QE12 Expand and improve School Health, Sanitation and Safety systems			
<ol style="list-style-type: none"> 1. Develop and publish guidelines on minimum standards for health, sanitation and safety in institutions at all levels of education[Dir SHEP] 	<ol style="list-style-type: none"> 1. Provide adequate safety, sanitation and basic health care facilities and access for children with disabilities, in accordance with guidelines[Dir SHEP] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Provide adequate safety, sanitation and basic health care facilities and access for children with disabilities, in accordance with guidelines [Dir SHEP] 	<ul style="list-style-type: none"> • Guidelines for School Health, Sanitation and Safety published and distributed by end 2003

7 TEACHER EDUCATION	<i>EFA</i>		<i>2003</i>	<i>2004</i>	<i>2005</i>	Funding Sources GoG, Private Sector, UNICEF, UNESCO, ADB, WB, DFID, GTZ, JICA, USAID, EU (via MDDBS)
	Projected Recurrent Cost (Billions Cedis)	104.3	109.7	115.1		
	Projected Capital Cost (Billions Cedis)	4.0	12.0	2.0		
	Total (Billions Cedis)	108.4	111.6	117.1		
	Estimated Resource Envelope (Bn Cedis)	100.1	98.9	103.7		
	Estimated Funding Gap (Billion Cedis)	8.3	12.7	13.4		

Activities			Target by end of 2005
2003	2004	2005	
EA3 Provide for the preparation (training) and upgrading of pre-school teachers and caregivers			
1. Prepare and publish IEC materials to promote teaching as a career[Dir TED]	1. Determine curriculum for pre-service training of teachers/caregivers[Dir CRDD]	1. Publish and circulate curriculum[Dir CRDD] 2. Train TOTs in new curriculum[Dir CRDD] 3. Develop INSET course[Dir TED] 4. Train INSET instructors[Dir TED]	<ul style="list-style-type: none"> Curriculum for pre-service teacher training in pre-school education developed by 2004 Teacher training programmes to include training in pre-school education by Sept 2005 INSET courses to train existing teachers in pre-school instruction beginning 2005
EA14 Promote the recruitment and deployment of female teachers			
1. Implement district sponsorship programme for teacher trainees in all districts[Dir TED] 2. Support teacher deployment in deprived areas, particularly females[Dir AF] 3. Support volunteer teacher programmes in rural areas, with an emphasis on local recruitment (especially of females) [Dir BED]	1. Provide deprived area incentive package[Dir AF]	1. <i>Continue to:</i> Provide 'deprived' area incentive package [Dir AF]	<ul style="list-style-type: none"> IEC in place for teacher recruitment especially females, by 2004 Provide motivational packages to teachers in hardship areas by 2004

Activities			Target by end of 2005
2003	2004	2005	
QE3 Improve the effectiveness of teacher preparation, upgrading and deployment			
<ol style="list-style-type: none"> 1. Implement district sponsorship programme for teacher trainees in all districts[Dir TED] [Dir AF] 2. Support teacher deployment in deprived areas, particularly females 3. Support volunteer teacher programmes in rural areas, with an emphasis on local recruitment (especially of females) [Dir BED] 4. Review policy on study leave (with a view to reducing the number of teachers taking study leave annually, reducing the financial burden of the study leave system, and placing a greater emphasis on distance education as a means of professional development) [Dir HRMD] 5. Rehabilitation of Ghana Education Staff Development Institute[Dir AF] 	<ol style="list-style-type: none"> 1. Provide 'deprived' area incentive package [Dir AF] 2. Strengthen supervision and inspection systems[Dir ID] 3. <i>Continue to:</i> Support teacher deployment in deprived areas, particularly females[Dir AF] 4. <i>Continue to:</i> Support volunteer teacher programmes in rural areas, with an emphasis on local recruitment (especially of females) [Dir AF] 5. Introduce a teacher rotation/redeployment system to supply remote rural areas with qualified teachers[Dir HRMD] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Support teacher deployment in deprived areas, particularly females[Dir AF] 2. <i>Continue to:</i> Support volunteer teacher programmes in rural areas, with an emphasis on local recruitment (especially of females) [Dir BED] 	<ul style="list-style-type: none"> • Reduce % of untrained teachers from 21.2% to not more than 18.7% in 2005 at the Primary level. • Reduce % of untrained teachers from 12.8% to not more than 10.8% in 2005 at the JSS level • Marked reduction in the number of untrained teaching staff in SSS by 2005 • IEC in place for teacher recruitment, especially females by 2004 • Provide motivational package to teachers in hardship areas by 2004
QE4 Develop a motivated teaching cadre for all levels with support from the Private sector, CBOs, NGOs, FBOs and DPs			
<ol style="list-style-type: none"> 1. Define and institutionalise a multi-level career path with a clearly defined promotion policy based on equity and merit with appropriate incentives and rewards to those who remain in service[Dir HRD (M)] 2. Review policies and procedures for promotion, discipline and staff development[Dir HRD (M)] 			<ul style="list-style-type: none"> • Career path, criteria for promotion, annual review of performance, conditions of service for teachers at all levels drafted/revised and published by early 2004, implemented by 2005
QE5 Improve the relevance of the curriculum			
	<ol style="list-style-type: none"> 1. Develop/up-grade teacher training programmes (INSET and PRESET) to train teachers in the new curricula[Dir TED] 		<ul style="list-style-type: none"> • Basic level teachers trained in the new curricula by 2004 • Training of SSS level teachers in new SSS curricula underway by 2005
QE7 Develop effective accountability systems			
<ol style="list-style-type: none"> 1. Improve the teacher supervision system to provide support for professional development and enhanced teacher performance[Dir ID] 			<ul style="list-style-type: none"> • Supervisors and inspectors trained and in place by 2004
QE8 Review guidelines on language policy (medium of instruction and languages taught) at all pre-tertiary levels of education			
<ol style="list-style-type: none"> 1. Develop, publish and circulate to all schools and TTCs, guidelines on language policy[CD] 	<ol style="list-style-type: none"> 1. Expand and promote the study of French in Teacher Training Colleges[Dir TED] 		<ul style="list-style-type: none"> • French included within Teacher Training courses by 2005.

Activities			Target by end of 2005
2003	2004	2005	
QE9 Ensure literacy and numeracy in English and in a Ghanaian Language			
<ol style="list-style-type: none"> 1. Provide INSET courses for language teachers in P1 to P6 on a regular basis[Dir TED] 2. Revise Ghanaian Languages syllabus as TTC to focus on the teaching of literacy and numeracy[Dir CRDD] 3. Develop and implement a more effective methodology for the use of English as a medium for teaching and learning[Dir TED] 	<ol style="list-style-type: none"> 1. Provide at least one specialist language teacher to serve a cluster of primary schools[Dir TED] 		<ul style="list-style-type: none"> • Minimum National Standards for literacy and numeracy in English and a Ghanaian Language at Primary and JSS level, reflected within TTC syllabus by 2005
QE14 Identify and promote STI/HIV/AIDS prevention, care and support at all levels of education			
<ol style="list-style-type: none"> 1. Design and implement IEC programmes to educate, and disseminate information, in the area of HIV/AIDS prevention and management[Dir SHEP] 2. Appoint focal person to implement HIV/AIDS programmes within the workplace and TTCs [Dir AS] 3. Review manuals for workplace on HIV/AIDS [Dir AS] 4. Develop manual and guidelines for the operation of NGOs working on HIV/AIDS programmes in schools and institutions[Dir AS] 	<ol style="list-style-type: none"> 1. Introduce HIV/AIDS and sexual/reproductive health programmes in teacher training syllabuses and conduct INSET courses for currently serving teachers[Dir TED] 		<ul style="list-style-type: none"> • All new teachers trained in STI/ HIV/AIDS basic counselling, prevention, care and support by 2005 • Currently serving teachers undergoing training in STI/HIV/AIDS basic counselling, prevention, care and support by 2005
QE15 Integrate HIV/AIDS in the curriculum			
	<ol style="list-style-type: none"> 1. Introduce HIV/AIDS and sexual/reproductive health programmes in teacher training syllabuses and conduct INSET courses for currently serving teachers[Dir TED] 		<ul style="list-style-type: none"> • All new teachers trained in STI/ HIV/AIDS basic counselling, prevention, care and support by 2005 • Currently serving teachers undergoing training in STI/HIV/AIDS basic counselling, prevention, care and support by 2005
ST1 Ensure relevant education and training for employability			
		<ol style="list-style-type: none"> 1. Provide additional technical facilities to 3 teacher training colleges and upgrade these institutes, in order that they can provide diploma courses to train teachers for Technical Vocational Institutes[Dir Af] 	<ul style="list-style-type: none"> • At least one TTC upgraded to provide better technical training by 2005

8 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING		2003	2004	2005	Funding Sources GoG, Private Sector, UNICEF, UNESCO, Netherlands, GTZ, JICA, EU (via MDBS)
	Projected Recurrent Cost (Billion Cedis)	43.2	47.6	52.3	
	Projected Capital Cost (Billion Cedis)	21.4	1.0	1.0	
	Total (Billion Cedis)	64.6	48.6	53.3	
	Estimated Resource Envelope (Bn Cedis)	60.5	43.0	47.2	
	Estimated Funding Gap (Billion Cedis)	4.1	5.6	6.1	

Activities			Target by end of 2005
2003	2004	2005	
EA10 Expand and improve post-basic education			
	<ol style="list-style-type: none"> 1. Conduct institutional mapping for post-basic levels by December 2004[Dir PBME] 2. Conduct enrolment drive for TVET [Dir TVET] 	<ol style="list-style-type: none"> 1. Use mapping and other needs-assessments (including manpower needs) to determine needs at post-basic level [Dir PBME] 2. Convert and upgrade TTCs into tertiary institutions[ES NCTE] 	<ul style="list-style-type: none"> • One polytechnic in process of being upgraded • One university in process of being upgraded
EA13 Prioritise female education, at all levels, including technical and vocational education			
<ol style="list-style-type: none"> 1. Eliminate gender stereotyping in teacher preparation and in teaching materials[Dir CRDD] 2. Support access programmes for females at all levels[Dir PBME] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Support access programmes for females at all levels[Dir PBME] 2. Provide suitable school facilities for females (students and teachers) at all levels[Dir AF] 	<ol style="list-style-type: none"> 1. Modernise technical courses, making them relevant and gender free[Dir CRDD] 2. <i>Continue to:</i> Support access programmes for females at all levels[Dir PBME] 	<ul style="list-style-type: none"> • Gender-appropriate technical and vocational courses introduced in schools by 2005
ST1 Ensure relevant education and training for employability			
<ol style="list-style-type: none"> 1. Finalise national policy on TVET in collaboration with other MDAs and the private sector [Dir TVET] 2. Organise entrepreneurship programmes [Dir TVET] 3. Design and implement system to monitor and evaluate the performance of students and teachers on industrial attachment[Dir TVET] 	<ol style="list-style-type: none"> 1. Establish Trained Advisory Committee to facilitate the link between the technical curriculum and industry[Dir TVET] 2. Commence trace research on employment of students from Technical and Vocational Institutes[Dir TVET] 3. Monitor and evaluate the performance of students and teachers on industrial attachment 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Monitor and evaluate the performance of students and teachers on industrial attachment 2. Establish a national qualification framework and authority[Dir TVET] 3. Establish an inter-ministerial council for TVET[CD] 4. Establish database on career advancement for students and provide careers advisory service[Dir TVET] 5. Develop programmes at the secondary and tertiary levels which have a definitive focus on Job Market readiness, preparation and entrepreneurship through alliances with the private sector and other public sector agencies[Dir TVET] 6. Provide additional technical facilities to 3 teacher training colleges and upgrade these institutes, in order that they can provide diploma courses to train teachers for Technical Vocational Institutes[Dir Af] 	<ul style="list-style-type: none"> • Improvement on teachers access to teaching support materials by 2005 • At least one TTC upgraded to provide better technical training by 2005

Activities			Target by end of 2005
2003	2004	2005	
ST2 Allow for diversification of the technical and vocational curriculum (e.g. to include agriculture and business studies)			
<ol style="list-style-type: none"> 1. Review technical and vocational curriculum in consultation with industry to take a demand driven approach and increase it's relevance to industry ensuring that programmes take into account recent shifts in the jobs markets - with emphasis on agriculture, ICT, business applications, craftsmanship self-employment[Dir TVET] 	<ol style="list-style-type: none"> 1. Establish a comprehensive Technical and Vocational Education and Training programme at all levels. [Dir TVET] 2. Expand the availability of core subjects (to SSS level) as optional courses in TVIs to facilitate the entry of TVI graduates to tertiary level education[Dir TVET] 		<ul style="list-style-type: none"> • A comprehensive relevant TVET programme established by 2005
ST3 Promote science, mathematics and technology education and training			
<ol style="list-style-type: none"> 1. Design national science and technology policy [Dir STEU] 2. Revitalise science laboratories and technical subjects workshops at TVI [Dir PBME] 3. Develop and publish IEC programmes to promote science and TVET, with an emphasis on attracting female students and those from rural areas[Dir TVET] 		<ol style="list-style-type: none"> 1. Ensure that practical skills are examined (and provide the funds for such examination) [Dir TVET] 2. Increase investment in science and technology through provision of facilities, training for staff in the use of such facilities and arranging for work-experience (in collaboration with the private sector, industry and commerce) [Dir PBME] 	<ul style="list-style-type: none"> • 2 additional TVIs constructed by 2005 • IEC programmes to promote Science and TVET circulated by end 2004

9 TERTIARY EDUCATION		2003	2004	2005	Funding Sources GoG, Private Sector, WB, EU (via MDBS)
	Projected Recurrent Cost (Billion Cedis)	375.9	405.7	430.6	
	Projected Capital Cost (Billion Cedis)	70.0	52.8	47.3	
	Total (Billion Cedis)	445.9	458.5	477.9	
	Estimated Resource Envelope (Bn Cedis)	413.5	397.8	417.6	
	Estimated Funding Gap (Billion Cedis)	32.4	60.7	60.3	

Activities			Target by end of 2005
2003	2004	2005	
EA10 Expand and improve post-basic education			
	<ol style="list-style-type: none"> 1. Conduct institutional mapping for post-basic levels by December 2004[Dir PBME] 2. Assess the cost and application of distance and on-line approaches to education (including an Open University) for those outside the physical reach of tertiary institutions and the establishment of other post-secondary institutions offering national and international curricula and diplomas with an emphasis on improving teachers qualifications[Dir PBME] 3. Establish one fully developed polytechnic in every region[ES NCTE] 	<ol style="list-style-type: none"> 1. Use mapping and other needs-assessments (including manpower needs) to determine needs at post-basic level[dir PBME] 2. Convert and upgrade TTCs into tertiary institutions[ES NCTE] 	<ul style="list-style-type: none"> • One polytechnic in process of being upgraded • One university in process of being upgraded
EA11 Promote Distance Education			
<ol style="list-style-type: none"> 1. Develop a national policy on Distance Education[Dir PBME] 2. Establish distance education centres [ES NCTE] 3. Design and write distance education materials [ES NCTE] 4. Design, write and publish brochures on distance education courses[ES NCTE] 5. Recruit and train administrative personnel, and qualified and experienced lecturers[ES NCTE] 6. Procure appropriate equipment for teaching and learning[ES NCTE] 	<ol style="list-style-type: none"> 1. Conduct enrolment drive for distance education[ES NCTE] 		<ul style="list-style-type: none"> • Distance Education enrolments increased by 2% per annum over the plan period • National policy on distance education finalised and published
EA13 Prioritise female education at all levels, including technical and vocational education			
<ol style="list-style-type: none"> 1. Support access programmes for females at tertiary levels[Dir PBME] 2. Increase female enrolments at tertiary levels[ES NCTE] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Support access programmes for females at all levels[Dir PBME] 2. <i>Continue to:</i> Increase female enrolments at tertiary levels[ES NCTE] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Support access programmes for females at all levels[Dir PBME] 2. <i>Continue to:</i> Increase female enrolments at tertiary levels[ES NCTE] 	<ul style="list-style-type: none"> • Improved gender parity index at the tertiary level

Activities			Target by end of 2005
2003	2004	2005	
QE10 Promote academic and research activities relevant to national development in collaboration with the private sector			
	<ol style="list-style-type: none"> 1. Review academic programmes to ensure relevance to national development[ES NCTE] 2. Undertake consultation with the private sector, particularly industry, to identify pertinent areas for research[ES NCTE] 3. Develop process for accessing research funding[ES NCTE] 4. Strengthen capacity within universities to conduct relevant research[ES NCTE] 	<ol style="list-style-type: none"> 1. Establish university exchange programmes for students and staff[ES NCTE] 2. Redesign academic training at tertiary level to integrate rigorous entrepreneurial training and career counselling into the academic programme at all levels[ES NCTE] 	<ul style="list-style-type: none"> • Competitive tender process for research funding in place by 2005 • Academic programmes reviewed by 2005
QE11 Promote the dissemination of research findings for development			
	<ol style="list-style-type: none"> 1. Write guidelines on the publication and dissemination of research findings[ES NCTE] 2. Ensure that research findings relevant to national development, and industry, are widely available[ES NCTE] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Ensure that research findings relevant to national development, and industry, are widely available[ES NCTE] 	<ul style="list-style-type: none"> • Publication of biannual digest of research findings beginning 2004
QE14 Identify and promote STD/ HIV/AIDS prevention, care and support at all levels of education			
<ol style="list-style-type: none"> 1. Establish HIV/AIDS clubs in institutions at all levels[ES NCTE] 2. Design and implement IEC programmes to educate, and disseminate information, in the area of HIV/AIDS prevention and management[ES NCTE] 3. Appoint focal person to implement HIV/AIDS programmes within the workplace[Dir AS] 	<ol style="list-style-type: none"> 1. Train pupil/student peer educators[Dir AS] 2. Develop system to monitor the prevalence of HIV/AIDS amongst staff and pupils[Dir AS] 3. Train HIV/AIDS counsellors and care teams to operate in tertiary institutions [ES NCTE] 	<ol style="list-style-type: none"> 1. Monitor the prevalence of HIV/AIDS amongst staff and students[Dir AS] 	<ul style="list-style-type: none"> • IEC programmes for HIV/AIDS in place by 2004 • Programme for pupil/student peer educators in place by 2004 • Every Secondary and Tertiary level institution with a trained counsellor by 2005
EM8 Provide guidelines on cost sharing and cost recovery			
<ol style="list-style-type: none"> 1. Require all tertiary institutions to submit Cost Recovery proposal to Government by December 2003 [ES NCTE] 	<ol style="list-style-type: none"> 1. Write guidelines on 'Cost-Sharing' and Cost Recovery and circulate to all deliverers at all levels within the education system by 2004 [Dir PBME] 2. 		<ul style="list-style-type: none"> • National Guidelines on Cost Sharing and Cost Recovery in Education available before December 2004
ST1 Ensure relevant education and training for employability			
<ol style="list-style-type: none"> 1. Organise entrepreneurship programmes [ES NCTE] 	<ol style="list-style-type: none"> 1. Provide additional Technical facilities to 3 TTCs and upgrade these to tertiary level in order that they can provide diploma courses to train teachers for TVIs [ES NCTE] 	<ol style="list-style-type: none"> 1. Continue to provide additional Technical facilities to 3 TTCs and upgrade these to tertiary level in order that they can provide diploma courses to train teachers for TVIs [ES NCTE] 	<ul style="list-style-type: none"> • At least one TTC upgraded to provide better technical training by 2005

Activities			Target by end of 2005
2003	2004	2005	
ST2 Allow for diversification of the technical and vocational curriculum			
1. Review technical and vocational curriculum in consultation with industry to take a demand driven approach and increase its relevance to industry ensuring that programmes take into account recent shifts in the jobs markets - with emphasis on agriculture, ICT, business applications, craftsmanship, self-employment[ES NCTE]	1. Establish a comprehensive Technical Vocational Education and Training Programme at all levels[ES NCTE]		<ul style="list-style-type: none"> • A comprehensive relevant TVET programme established by 2005
ST3 Promote science, mathematics and technology education and training			
1. Develop and publish IEC materials to promote science and TVET, with an emphasis on attracting female students and those from rural areas[Dir TVET]		1. Increase investment in science and technology through the provision of facilities, training for staff in the use of such facilities and arranging for work-experience in the private sector (industry and commerce) [Dir PBME]	<ul style="list-style-type: none"> • IEC programmes to promote Science and TVET published by end of 2004
ST4 Promote Information and Communication Technology (ICT) in schools and institutions of higher learning			
	<ol style="list-style-type: none"> 1. Provide appropriate ICT training opportunities at all levels[ES NCTE] 2. Develop a cadre of trained persons to support the delivery of ICT in tertiary institutions[ES NCTE] 		<ul style="list-style-type: none"> • Relevant basic and advanced level ICT training programmes in place by 2005

		<i>EFA</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	Funding Sources GoG, Private Sector, UNICEF, UNESCO, ADB, WB, DFID, GTZ, JICA, USAID, EU (via MDBS)
10 MANAGEMENT AND SUBVENTED AGENCIES	Projected Recurrent Cost (Billion Cedis)		-	-	-	
	Projected Capital Cost (Billion Cedis)		7.6	25.9	22.2	
	Total (Billion Cedis)		7.6	25.9	22.2	
	Estimated Resource Envelope (Bn Cedis)		7.3	18.2	16.5	
	Estimated Funding Gap (Billion Cedis)		0.3	7.7	5.7	

Activities			Target by end of 2005
2003	2004	2005	
EA1 Provide pre-school education in collaboration with District Assemblies, the Private Sector, CBOs, NGOs and FBOs			
<ol style="list-style-type: none"> 1. Prepare guidelines on establishment of Kindergarten classes – including infrastructure and staffing requirements (and fees where appropriate i.e. private sector)[Dir BED] 2. Conduct school mapping to determine extent of KG classes [Dir PBME/Dir BED] 	<ol style="list-style-type: none"> 1. Distribute guidelines to public primary schools and District Assemblies with advice, to include at an appropriate point within the SPIP (School Performance Improvement Plan)[Dir BED] 2. Distribute guidelines to private sector, appropriate CBOs, NGOs, FBOs[Dir BED] 3. Conduct costs survey – assessing the cost of both public and private provision of pre-school[Dir BED] 		<ul style="list-style-type: none"> • Guidelines on establishment of KG prepared and published by end 2004
EA2 Provide fee-free tuition in pre-schools			
<ol style="list-style-type: none"> 1. Publish national policy on pre-school education[Dir PBME] 2. Draft Guidelines on fee-free tuition in public pre-schools[Dir PBME] 3. Circulate guidelines on fee free tuition to schools, communities and District Assemblies[Dir PBME] 			<ul style="list-style-type: none"> • Fee free tuition defined and circulated by December 2003 • National Policy on pre-school formulated and published
EA4 Provide and ensure access to free basic education			
<ol style="list-style-type: none"> 1. Conduct school mapping of basic schools[Dir BED] 2. Write guidelines as to what constitutes 'fee-free' and 'cost-sharing' (i.e. enforcing the abolition of fees and levies and the introduction of capitation grants for basic education, and ways to implement cost sharing at the post-basic level)[Dir BED] 3. Circulate to all deliverers within the education system. [Dir BED] 4. Circulate guidelines to the districts, regions and other stakeholders[Dir BED] 5. Monitor schools to ensure adherence to guidelines on fees/costs[Dir ID] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Monitor schools to ensure adherence to guidelines on fees/costs[Dir ID] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Monitor schools to ensure adherence to guidelines on fees/costs [Dir ID] 	<ul style="list-style-type: none"> • Guidelines as to 'fee-free' and 'cost-sharing' prepared and distributed by 2004

Activities			Target by end of 2005
2003	2004	2005	
EA5 Provide free compulsory universal basic education (FCUBE)			
1. Define fee-free <i>compulsory</i> universal basic education[Dir PBME] 2. Finalise Draft Education Bill[Dir PBME] 3. Design, publish and circulate IEC materials to sensitise communities as to the importance of basic Education for All [Dir BED]			<ul style="list-style-type: none"> • GER of 90% at Primary level • GER of 71% at JSS level
EA6 Provide infrastructure and encourage the Private Sector, CBOs, NGOs, FBOs IGOs and Development Partners to participate			
1. Conduct school mapping of basic schools 2. Develop and circulate IEC plan to encourage community involvement			
EA9 Prioritise the disadvantaged in society			
	1. Institute scholarship schemes for needy pupils, including district sponsorship of girl pupils/students 2. Provide material support to yhose children orphaned as a result of HIV/AIDS [Dir AF]		<ul style="list-style-type: none"> • Material support for HIV/AIDS orphans provided
EA10 Expand and improve post basic education			
1. Construct and upgrade schools to model school standards at a rate of at least 4 per annum on a needs and readiness basis [Dir PBME]	1. Conduct institutional mapping for post-basic levels[Dir PBME] 2. Construct and upgrade schools to model school standards at a rate of at least 4 per annum on a needs and readiness basis[Dir PBME] 3. Assess the cost and application of distance and on-line approaches to education (including an Open University) for those outside the physical reach of tertiary institutions and the establishment of other post-secondary institutions offering national and international curricula and diplomas with an emphasis on improving teachers qualifications[Dir PBME]	1. Construct and upgrade schools to model school standards at a rate of at least 4 per annum on a needs and readiness basis[Dir PBME] 2. Convert and upgrade TTCs into tertiary institutions[ES NCTE]	<ul style="list-style-type: none"> • 50% of districts with model SSS by 2005
EA11 Promote distance education			
1. Develop a national policy on distance education [Dir PBME]			<ul style="list-style-type: none"> • National Policy on Distance education formulated by 2004
EA13 Prioritise female education at all levels			
	1. Design and implement a quota system to enable girls from rural areas to enter SSS [Dir BED]	1.	

Activities			Target by end of 2005
2003	2004	2005	
EA14 Promote the recruitment and deployment of female teachers			
<ol style="list-style-type: none"> 1. Implement district sponsorship programme for teacher trainees in all districts [DEOs] 2. Support teacher deployment in deprived areas, particularly females [Dir AF] 	<ol style="list-style-type: none"> 1. Provide deprived area incentive package (eg teacher accommodation, transport and services) [Dir AF] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Provide deprived area incentive package (eg teacher accommodation, transport and services) [Dir AF] 	<ul style="list-style-type: none"> • Provide motivational packages to teachers in hardship areas by 2004
EA15 Strengthen the Girls Education Unit including Region/District Education Teams			
<ol style="list-style-type: none"> 1. Maintain and update statistical database of relevant indicators and establish an ongoing monitoring and reporting system [Dir GEU] 2. Provide ongoing training to all GEU staff on community mobilisation, guidance and counselling, planning and implementation and other relevant activities to enhance the performance of the GEU [Dir GEU] 	<ol style="list-style-type: none"> 1. Coordinate GEU and Guidance and Counselling to establish procedure and systems related to girls education - e.g. to sanction harassment or bullying of female pupils/students by male peers. [Dir GEU] 		
QE2 Provide school and public library facilities and encourage community/private libraries			
<ol style="list-style-type: none"> 1. Construct and rehabilitate 10 regional libraries [Dir GLB] 2. Design and publish IEC materials for libraries [Dir SRIMPR] 	<ol style="list-style-type: none"> 1. Develop programme involving DAs, communities and the Private Sector, for the provision of libraries at the community level [Dir GLB] 		<ul style="list-style-type: none"> • Construction/rehabilitation of one regional library completed by 2005
QE3 Improve the effectiveness of teacher preparation, upgrading and deployment			
<ol style="list-style-type: none"> 1. Implement district sponsorship programme for teacher trainees in all districts [DEOs] 2. Support teacher deployment in deprived areas, particularly females [Dir AF] 3. Review policy on study leave (with a view to reducing the number of teachers taking study leave annually, reducing the financial burden of the study leave system, and placing a greater emphasis on distance education as a means of professional development) [Dir HRMD] 4. Review conditions of service for tertiary staff [ES NCTE] 5. Rehabilitation of Ghana Education Staff Development Institute [Dir AF] 	<ol style="list-style-type: none"> 1. Provide 'deprived area incentive package' (e.g. teacher accommodation, transport and services) [Dir AF] 2. Strengthen supervision and inspection systems. [Dir ID] 3. Design and publish IEC teacher recruitment materials [Dir SRIMPR] 	<ol style="list-style-type: none"> 1. <i>Continue to:</i> Provide 'deprived area incentive package' (e.g. teacher accommodation, transport and services) [Dir AF] 	<ul style="list-style-type: none"> • Provide motivational package to teachers in hardship areas by 2004
QE4 Develop a motivated teaching cadre for all levels with support from the Private Sector, CBOS, NGOs, FBOS and DPs			
<ol style="list-style-type: none"> 1. Define and institutionalise a multi-level career path with clearly defined promotion policy based on equity and merit with appropriate incentives and rewards to those who remain in service [Dir HRD(M)] 2. Review policies and procedures for promotion discipline and staff development [Dir HRD(M)] 			
QE5 Improve the relevance of the curriculum			
<ol style="list-style-type: none"> 1. Establish curriculum oversight committee within the MoE [CD] 			

Activities			Target by end of 2005
2003	2004	2005	
QE6 Develop a reliable pupil/ student/ learners testing and assessment system			
	1. Adopt and agree a single <i>Competency-Based Approach</i> to evaluate learning outcomes at primary and JSS levels by defining and adopting minimum national standards (MNS) for students at agreed stages (P3, P6, JSS2)[CD]		<ul style="list-style-type: none"> MNS test agreed, standardised and validated by December 2004
QE7 Develop effective Accountability systems			
<ol style="list-style-type: none"> Review monitoring and inspection systems for management at ministry, agency, regional, district levels and at all school/institutional levels[Dir PBME] Improve the teacher supervision system to provide support for professional development and enhanced teacher performance[Dir ID] Develop and implement a system to effectively monitor and sanction teacher absenteeism and tardiness[Dir ID] 	1. <i>Continue to:</i> Monitor and sanction teacher absenteeism and tardiness [Dir ID]	<ol style="list-style-type: none"> <i>Continue to:</i> Monitor and sanction teacher absenteeism and tardiness[Dir ID] Provide material support for supervisors and inspectors {Dir AF} 	<ul style="list-style-type: none"> Criteria and roles of supervision and inspection revised and published by end 2003 Supervisors and inspectors trained and in place by 2004
QE8 Review guidelines on language policy (medium of instruction and languages taught) at all pre-tertiary levels of education			
1. Develop, publish and circulate to all schools, guidelines on language policy [CD]	1. Develop and introduce a comprehensive Foreign/Second Language (French) programme at JSS and SSS levels [Dir CRDD]		<ul style="list-style-type: none"> Guidelines on language policy published and circulated to all schools by December 2003 Foreign language (French) programme developed and in introductory phase in SSS by 2005
QE10 Promote academic and research activities relevant to national development in collaboration with the private sector			
	<ol style="list-style-type: none"> Develop process for accessing research funding[Dir NCTE] Review academic programmes to ensure relevance to national development[ES NCTE] Strengthen the Research unit of SRIMPR division of the MoE[Dir SRIMPR] 		<ul style="list-style-type: none"> Competitive tender process for research funding in place by 2005
QE12 Expand and improve School Health, Sanitation and Safety systems			
1. Develop and publish guidelines on minimum standards for health, sanitation and safety in institutions at all levels of education[Dir SHEP]			<ul style="list-style-type: none"> Guidelines for School Health, Sanitation and Safety published and distributed by end 2003
QE13 Encourage the participation of the Private Sector, CBOs, NGOs, FBOs and Development Partners in the Integrated School Health system			
1. Establish linkages with Non-Government bodies to work with government on School Health programmes.	1. Design and implement IEC Health Programmes to educate and disseminate information in the area of school health		<ul style="list-style-type: none">

Activities			Target by end of 2005
2003	2004	2005	
QE14 Identify and promote STD/HIV/AIDS prevention, care and support at all levels of education			
<ol style="list-style-type: none"> 1. Provide logistical support to HIV/AIDS secretariat [Dir PBME] 2. Design and implement IEC programmes to educate and disseminate information in the area of HIV/AIDS prevention and management[Dir AS] 	<ol style="list-style-type: none"> 1. Organise advocacy workshops to high level management (political leaders and education executives) to increase commitment [Dir AS] 2. Develop system to monitor the prevalence of HIV/AIDS amongst staff/pupils [Dir PBME] 3. Provide material support to those children orphaned as a result of HIV/AIDS [Dir AF] 		
EM1 Identify, clarify and strengthen management roles at all levels of the system			
<ol style="list-style-type: none"> 1. Complete Draft Education Bill and submit to Cabinet by December 2003[Dir PBME] 2. Clarify the roles of the Ministry of Education and the GES[CD] 3. Strengthen monitoring mechanisms and accountability measures including performance appraisal and institutional performance reviews for management at ministry, agency, regional, district, school and institutional levels[Dir PBME] 4. Establish SWAp Management/ Communication system, ensuring quarterly meeting of ESTAC and monthly meetings of EA, QE, EM and ST Thematic Groups [CD] 5. Identify HRD needs and competencies at all levels of the management system (central and non-central) and provide targeted training to upgrade the technical competence of selected staff[Dir HRD(M)] 6. Prepare guidelines for drawing up School Improvement plans and distribute to districts and schools[Dir ID] 7. Identify 'good practices' for all levels of management[Dir HRD(M)] 8. Prepare detailed work programmes for desk officers at all levels of management[Dir PBME] 9. Systematic management training of head teachers[Dir HRMD] 10. Enforcement of all rules and regulations pertaining to the delivery of education[Dir ID] 	<ol style="list-style-type: none"> 1. Develop public awareness programmes (IEC) on the basic elements of the Education Act to sensitise all stakeholders on their rights and responsibilities in the provision, management and administration of education [Dir PBME] 2. Prepare and publish operational manuals, including guidelines for harmonising 'good practice', for use at all levels of educational management[Dir HRD(M)] 3. Ensure meetings of ESTAC and Thematic Groups are held[CD] 4. Annual Review of Sector Performance[CD] 	<ol style="list-style-type: none"> 1. Ensure meetings of ESTAC and thematic Groups are held[CD] 2. Annual Review of Sector Performance [CD] 	<ul style="list-style-type: none"> • New Education Act passed by 2004 • IEC programme for the Education Bill in place 2004 • Operational Manuals for officers in central ministry/agencies/regions/districts developed and in place by 2005 • All desk officers have supervised and agreed Annual Work Programmes in place by December 2003 • HRD and Capacity Building programme designed, in place and operational • All schools have a School Performance Improvement Plan (SPIP) (agreed with either SMC/BOG) in place by December 2004 and operational by 2005 • Monitoring and evaluation system developed by end 2003 • Annual appraisal/review and audit systems at all levels in place by 2004 • First Annual Review of Sector Performance to take place in 2004, and annually thereafter

Activities			Target by end of 2005
2003	2004	2005	
EM2 Strengthen monitoring and evaluation, and accountability systems across the whole sector			
<ol style="list-style-type: none"> 1. Strengthen monitoring mechanisms and accountability measures including performance appraisal and institutional performance reviews for management at ministry, agency, regional, district, school and institutional levels[Dir PBME] 2. Conduct annual headcounts to ensure accuracy in the Ministry of Education payroll (with an emphasis on removing ghost names)[Dir PBME] 	<ol style="list-style-type: none"> 1. Conduct annual headcounts to ensure accuracy in the Ministry of Education payroll (with an emphasis on removing ghost names) [Dir PBME] 	<ol style="list-style-type: none"> 1. Conduct annual headcounts to ensure accuracy in the Ministry of Education payroll (with an emphasis on removing ghost names)[Dir PBME] 	<ul style="list-style-type: none"> • Monitoring and evaluation system developed by end 2003 • Annual appraisal/review and audit systems at all levels in place by 2004 • Head counts for payroll conducted on an annual basis
EM3 Strengthen the Education Management Information System (EMIS) and improve education statistics			
<ol style="list-style-type: none"> 1. Design user friendly EMIS application to accurately capture all indicators in the ESP to enhance monitoring and evaluation systems (including financial information) [Dir SRIMPR] 2. Identify and monitor the contribution that the private sector makes to education [Dir SRIMPR] 3. Extend EMIS systems to additional districts [Dir SRIMPR] 4. Conduct training in use of EMIS at HQ, Regional and District level [Dir SRIMPR] 5. Conduct, publish and distribute annual education census, including schools in the distribution [Dir SRIMPR] 	<ol style="list-style-type: none"> 1. Sensitise officials at district/regional levels on the purposes and value of having an accurate EMIS[Dir SRIMPR] 2. <i>Continue to:</i> Extend EMIS systems to additional districts[Dir SRIMPR] 3. Computerise the documentation centre of MoE [Dir SRIMPR] 4. Subscribe to journals and other materials for the centre[Dir SRIMPR] 5. Conduct, publish and distribute annual education census, including schools in the distribution[[Dir SRIMPR] 	<ol style="list-style-type: none"> 1. Statistics Unit of SRIMPR adequately staffed and re-trained/up-graded in both data collection and analysis[Dir SRIMPR] 2. <i>Continue to:</i> Extend EMIS systems to additional districts[Dir SRIMPR] 3. Conduct, publish and distribute annual education census, including schools in the distribution[Dir SRIMPR] 	<ul style="list-style-type: none"> • EMIS reviewed and strengthened by December 2003 • Education Statistics Abstract published annually from 2004 (containing national-level data, including the ESP indicators) • EMIS systems established in additional 20 districts by 2005
EM4 Ensure equity in resource allocation			
<ol style="list-style-type: none"> 1. Design resource allocation formula to ensure equity across districts at all levels [Dir PBME] 			<ul style="list-style-type: none"> • Disadvantaged criteria and resource allocation formulas reviewed and in use by 2004
EM5 Ensure effective decentralisation and community participation			
<ol style="list-style-type: none"> 1. Review guidelines as to the establishment and operation of SMCs – with an emphasis on financial resource management - and distribute these to the districts and schools [Dir BED] 2. Design and implement a system to monitor and evaluate the operations of SMCs, PTAs, DEOCs [Dir BED] 3. Design and implement a system to monitor and evaluate the operation of BOGs in second cycle institutions[Dir SED] 	<ol style="list-style-type: none"> 1. Enforce the abolition of school fees/levies at the basic level [Dir BED] 2. Provide capitation grants to basic schools (to replace revenue from schools fees /levies and build management capacity within schools) [Dir AF] 3. Monitor and evaluate the performance of SMCs, PTAs and BOGs[Dir BED/DIR SED] 	<ol style="list-style-type: none"> 1. Strengthen communities to manage pre-schools[Dir BED] 2. Monitor and evaluate the performance of SMCs, PTAs and BOGs [Dir BED/Dir SED] 	<ul style="list-style-type: none"> • Basic school fees/levies abolished by 2004 • Every Primary School and JSS receives a per capita allocation (directly from the centre) to be accounted for and spent in accordance with its SPIP

Activities			Target by end of 2005
2003	2004	2005	
EM6 Strengthen the involvement of civil society in education delivery			
<ol style="list-style-type: none"> 1. Establish an <i>Education Sector Technical Advisory Committee</i> with representatives from stakeholder communities [CD] 2. Establish Thematic groups for SWAp [Management and Implementation [CD] 3. Conduct assessment of ESP progress in November 2003 (within CPM) 	<ol style="list-style-type: none"> 1. Conduct Annual Review of Education Sector Performance [CD] 	<ol style="list-style-type: none"> 1. Conduct Annual Review of Sector Performance [CD] 	<ul style="list-style-type: none"> • ESTAC and EA, QE, EM and ST Thematic groups operational from mid-2003 • First Annual Review of Sector Performance in 2004 and annually thereafter
EM7 Review the management of schools in partnerships with religious bodies			
<ol style="list-style-type: none"> 1. Collaborate with Faith Based Organisations to re-focus their support towards the holistic development of schools and students and not the partisan interests of specific religious denominations [CD] 2. Review partnership arrangements with FBOs and engage their participation within the SWAp approach[CD] 	<ol style="list-style-type: none"> 1. Develop and publish regulations regarding the management of schools in partnership with religious bodies[Dir BED] 		<ul style="list-style-type: none"> • New Education Act in place by 2004 • Regulations for the management of schools in partnership with religious bodies published and made available by 2005
EM8 Provide guidelines on cost sharing and cost recovery			
<ol style="list-style-type: none"> 1. Require all tertiary institutions to submit Cost Recovery proposal to Government by December 2003 [CD] 	<ol style="list-style-type: none"> 1. Write guidelines on 'Cost-Sharing' and Cost Recovery and circulate to all deliverers at all levels within the education system by 2004[Dir PBME] 2. Make guidelines available to all stakeholders – including the public, districts and regions[Dir PBME] 	<ol style="list-style-type: none"> 1. Monitor schools to ensure adherence to guidelines on fees/costs [Dir ID] 	<ul style="list-style-type: none"> • National Guidelines on Cost Sharing and Cost Recovery in Education available before December 2004
EM9 Increase private sector participation in the education sector			
	<ol style="list-style-type: none"> 1. Determine and provide enabling environment for the Private Sector to participate in the education process [Dir AF(M)] 2. Develop partnership initiative through inclusive management approaches (aimed at Schools, Communities and Businesses) [Dir AF(M)] 		<ul style="list-style-type: none"> • Schools-Communities-Businesses partnership programmes in place at national and local levels by 2005
ST1 Ensure relevant education and training for employability			
<ol style="list-style-type: none"> 1. Finalise national policy on TVET in collaboration with other MDAs and the private sector [Dir TVET] 	<ol style="list-style-type: none"> 1. Establish Trained Advisory Committee to facilitate the link between the technical curriculum and industry[Dir TVET] 2. Provide additional Technical facilities to 3 Teacher Training Colleges and Upgrade these institutions in order that they can provide diploma courses to train teachers for TVIs [Dir AF(M)] 	<ol style="list-style-type: none"> 1. Establish a national qualification framework and authority[Dir TVET] 2. Establish an inter-ministerial council for TVET[CD] 	<ul style="list-style-type: none"> • A comprehensive relevant TVET programme established by 2005 • One TTC provided with additional technical facilities by 2005

Activities			Target by end of 2005
2003	2004	2005	
ST3 Promote science, mathematics and technology education and training			
1. Design national science and technology policy [Dir STEU]		1. Increase investment in science and technology through provision of facilities, training for staff in the use of such facilities and arranging for work-experience (in collaboration with the private sector, industry and commerce)[Dir AF(M)]	
ST4 Promote Information and Communication Technology (ICT) in schools and institutions of higher learning			
1. Finalise national policy on ICTE including syllabi [Dir STEU]			• National policy on ICT in Education (ICTE) finalised and published by end of 2003

11 HIV/AIDS MANAGEMENT	EFA		2003	2004	2005	Funding Sources GoG, Private Sector, UNICEF, UNESCO, EU (via MDBS)
		Projected Recurrent Cost (Billion Cedis)	0	0.5	0.5	
		Projected Capital Cost (Billion Cedis)	0	0.5	0.5	
		Total (Billion Cedis)	0²	1.0	1.0	
		Estimated Resource Envelope (Bn Cedis)	0	0.8	0.8	
	Estimated Funding Gap (Billion Cedis)	0	0.2	0.2		

Activities			Target by end of 2005
2003	2004	2005	
QE14 Identify and promote STD/ HIV/AIDS prevention, care and support at all levels of education			
<ol style="list-style-type: none"> 1. Establish and develop district based HIV/AIDS committees[Dir AS] 2. Establish HIV/AIDS clubs in schools/institutions at all levels[Dir SHEP/ES NCTE] 3. Design and implement IEC programmes to educate, and disseminate information, in the area of HIV/AIDS prevention and management [Dir SHEP/ES NCTE] 4. Appoint focal person to implement HIV/AIDS programmes within the workplace [Dir AS] 5. Provide logistical support to HIV/AIDS Secretariat (MoE)[Dir PBME] 6. Develop manual and guidelines for the operation of NGOs working on HIV/AIDS programmes in schools and institutions [Dir AS] 7. Review manuals for workplace (officers) on HIV/AIDS[Dir AS] 	<ol style="list-style-type: none"> 1. Introduce HIV/AIDS programmes in teacher training syllabuses and conduct INSET courses for currently serving teachers[Dir TED] 2. Develop system to monitor the prevalence of HIV/AIDS amongst staff and pupils[Dir PBME] 3. Train pupil/student peer educators[Dir SHEP] 4. Train workplace peer educators and focal persons [Dir AS] 5. Train staff in HIV/AIDS secretariat [Dir HRMSD] 6. Organise advocacy workshops to high level management (political leaders and education executives) to increase commitment[Dir AS] 7. Provide material support to those children orphaned as a result of HIV/AIDS [Dir AF] 	<ol style="list-style-type: none"> 1. Monitor the prevalence of HIV/AIDS amongst staff and pupils [Dir PBME] 	<ul style="list-style-type: none"> • HIV/AIDS programmes operational in schools/ institutions by 2004 • All new teachers trained in STI/ HIV/AIDS basic counselling, prevention, care and support • Currently serving teachers undergoing training in STI/HIV/AIDS basic counselling, prevention, care and support • IEC programmes for HIV/AIDS by 2004 • Programme for pupil/student peer educators by 2004 • HIV/AIDS workplace programmes by 2004
QE15 Integrate HIV/AIDS in the curriculum			
<ol style="list-style-type: none"> 1. Develop special HIV/AIDS modules for insertion into all syllabuses where appropriate[Dir CRDD] 2. Develop special sexual and reproductive health modules for insertion into all syllabuses where appropriate[Dir CRDD] 	<ol style="list-style-type: none"> 1. Introduce HIV/AIDS programmes in teacher training syllabuses [Dir TED/ES NCTE] 2. Train HIV/AIDS counsellors and care teams to operate in JSS, SSS and tertiary institutions [Dir SHEP/ES NCTE] 		<ul style="list-style-type: none"> • Every Secondary and Tertiary level institution with a trained counsellor • Every JSS with one teacher designated and trained as an HIV/AIDS counsellor

² In 2003 the AIDS Secretariat (AS) budget was subsumed with the General Administration of GES HQ. From 2004 onwards, the AS allocation will be itemised separately under the GES HQ budget;

Part II: Tables of Projected Costs

2003 - 2005

The following tables give detailed cost projections for the period 2003-2005, using 2002 base data, and are presented in five parts as outlined below:

- A) Projected Resource Envelope for Education (page 54)
- B) Recurrent Spending on Education (page 55)
- C) Classroom Construction and Development Investments (i.e. capital spending) (page 61)
- D) Overall Summary for the Whole Sector (page 72)
- E) Summary of Financing Requirements to Achieve Universal Primary Completion (page 73)

A Projected Resource Envelope for Education

The first table shown is a projected resource envelope for the Education Sector, broken down into an estimated resource envelope for recurrent expenditure and an estimated resource envelope for capital expenditure.

For the base year 2002, GDP and domestically generated revenues were taken from the 2003 budget statement. Ministry of Education expenditure returns were used to calculate the total domestic budget, plus budget support, and to disaggregate this into expenditure on items 1-3 (recurrent) and expenditure on item 4 (capital). Resources spent on Education from different sources (GETfund, DACF, Scholarship Secretariat, and HIPC) were also accounted for and again broken down into their contributions to recurrent and capital expenditure.

Projected resource envelopes for the plan period 2003-2015, are attained by applying a 5% growth to GDP, and targets to factors such as domestic revenues and the share of this going to education, and to contributions from items such as the GETfund and DACF, measuring these targets as percentages of either GDP or domestic revenues. The model used does not take inflation into consideration. However, the effects of this are mitigated by indexing recurrent costs to GDP and GDP growth, in order that they will remain consistent in proportional terms. Additionally, capital costs are “dollarised” where possible and then converted into Cedis at the exchange rate prevailing at the end of 2002. All costs are then presented in 2002 constant prices.

B Recurrent Spending on Education

The second part of the cost projections presents a number of tables which show the estimated recurrent costs of the education sector for the plan period, broken down by subsector. For Pre-School, Primary, JSS and SSS levels, these are detailed calculations which estimate the cost of attaining the targets set for these sub-sectors in the ESP – in the case of Primary, the cost of attaining Universal Primary Completion.

The base year figures are calculated using the detailed expenditure returns from 2002, and assigning each level its direct expenditures and also a proportion of management and administration expenditures.³ Costs are then estimated across the period by applying the targets set for Gross Enrolment Ratios, Pupil Teacher Ratios, Proportion of Private Sector Institutions and data extrapolated from the 2000 population census. Non-teacher salary recurrent costs are broken down into administrative salaries and expenditure on items 2 and 3, as well as showing what proportion of expenditure it is anticipated will be spent at the district level.

The projected costs for the other sub-sectors are calculated by applying annual growth rates to the 2002 expenditure, with the exception of the tertiary level, where cost projections are based on a declining per-student cost of subsidising tertiary education, as a proportion of the GDP per capita.

Additional costs related to the provision of material support for children orphaned as a result of HIV/AIDS, increments in the teacher remuneration bill as a result of HIV/AIDS related teacher attrition, and additional funding required to finance the MoE's textbook policy, for the Primary and JSS sub-sectors are also shown.

The last two tables in this section (page 60) present a summary of recurrent spending by sub-sector in terms of total expenditure at each level, and percentage distribution in the sector total.

C Classroom construction and Development Investments (i.e. capital spending)

The estimated costs in this section are based upon providing enough classroom infrastructure to accommodate the targeted expansion in enrolments at the different levels. Estimates are also made for the costs of undertaking necessary rehabilitation work and other key investments for the sector – such as expansion of the EMIS systems and the provision of material support to inspection and monitoring teams (see page 69).

The final tables in this section (pages 70, 71) present a summary of capital spending by sub-sector (total capital expenditure and percentage share in the sector total) and also a summary of total expenditure (recurrent plus capital) by sub-sector.

1. ³ For this reason recurrent costs of Management and Administration are not reflected in the table in the head of Section 10, page 41, but are contained within the projected recurrent costs for the other levels of the education sector. Projected capital costs for Management and Subvented Agencies, however, are shown in Section 10.

D Overall Summary for the Whole Sector

This section of the document compares the estimates of total recurrent and capital expenditure for the entire sector across the plan period, with the anticipated recurrent and capital resource envelopes for education, to calculate a projected financing gap for the education sector.

As explained in Chapter 5 of the ESP, the funding gaps may be met in a number of ways: efficiency savings, cost recovery and by inviting Development Partners to give their support to the sector, either directly through the budget or projects, or indirectly through technical and other forms of assistance.

E Summary of Financing Requirements to Achieve Universal Primary Completion

Given the commitment to the attainment of UPC by 2015, as explained in the ESP and earlier in this document the Primary sub-sector is to be the key priority of the Ministry Of Education. The final tables in this document present first a summary of the policy targets being applied to the primary subsector and then a calculation of the financing gap anticipated for the primary sub-sector alone. This is calculated using the earlier estimates of recurrent, HIV/AIDS related, textbook and capital costs and comparing these to recurrent and capital resource envelopes calculated for the primary subsector. The recurrent resource envelope is calculated as the share of primary in recurrent spending (see page 60) of the total resource envelope, whereas the capital resource envelope is calculated by giving primary a priority share in capital expenditure of 50% over the initial period, declining after this.

Ghana - Education Sector Financing Model

	Assumed target	Base year	Projection					
	2015	2002	2003	2004	2005	2010	2015	
corresponding academic year:		2001/2002	2002/2003	2003/2004	2004/2005	2009/2010	2014/2015	
A. Projected resource envelope for education								
GDP (millions of CEDIS)		47 764 000	50 152 200	52 659 810	55 292 801	70 569 182	90 066 146	
GDP growth rate (% per annum)	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	
Exchange rate US\$ to CEDIS - end 2002		8600						
Population, total (in thousands)		19 385	19 870	20 366	20 876	23 619	26 722	
Overall population growth rate (% p.a.)	2.5%							
GDP per capita (CEDIS)		2 463 967	2 524 064	2 585 626	2 648 690	2 987 847	3 370 432	
Domestically-generated revenues net of grants (millions of CEDIS)		9 887 148	10 528 104	11 208 438	11 930 485	16 258 054	22 066 206	
Domestically-generated revenues as % of GDP	24.5%	20.7%	21.0%	21.3%	21.6%	23.0%	24.5%	
Total public spending on education (millions of CEDIS)		2 916 292	3 304 843	3 284 147	3 446 442	4 369 234	5 501 275	
o/w								
MOE domestic budget		2 395 042	2 516 099	2 642 274	2 773 727	3 515 728	4 413 241	
as % of domestic revenues	20.0%	24.2%	23.9%	23.6%	23.2%	21.6%	20.0%	
O/w for recurrent spending items 1-3		2 389 777	2 508 115	2 631 313	2 759 515	3 480 571	4 369 109	
O/w for capital spending item 4		5 264	7 984	10 962	14 212	35 157	44 132	
GETfund		164 600	404 572	424 800	446 040	569 273	726 553	
as % of GDP		0.34%	0.81%	0.81%	0.81%	0.81%	0.81%	
O/w GETfund resources for recurrent spending		63 644	80 914	84 960	89 208	170 782	217 966	
O/w GETfund resources for capital spending		100 956	323 657	339 840	356 832	398 491	508 587	
DACF		59 386	105 281	112 084	119 305	162 581	220 662	
=5% of revenues and o/w 20% for education = 1% of dom revenues			1%	1%	1%	1%	1%	
O/w resources for recurrent spending		23 754	31 584	33 625	35 791	48 774	66 199	
O/w resources for capital spending		35 632	73 697	78 459	83 513	113 806	154 463	
Scholarship Secretariat		33 089	34 743	36 988	39 371	53 652	72 818	
= 0.33% of domestic revenues		0.33%	0.33%	0.33%	0.33%	0.33%	0.33%	
External Budget support for education (millions of CEDIS)		224 175	164 149	0	0	0	0	
O/w resources for recurrent spending		59 285	49 245	0	0	0	0	
O/w resources for capital spending		164 890	114 904	0	0	0	0	
% of overall public spending financed through budget support		7.7%	6.1%	0.0%	0.0%	0.0%	0.0%	
HIPC Funds		40 000	80 000	68 000	68 000	68 000	68 000	
Domestically-financed recurrent spending on education as % of domestic revenues net of grants	21.4%	25.4%	25.2%	24.9%	24.5%	23.1%	21.4%	
Amount of domestically-financed recurrent spending on education (millions of CEDIS)		2 510 265	2 655 356	2 786 886	2 923 885	3 753 779	4 726 092	
Domestically-financed recurrent spending on education as % of GDP		5.26%	5.29%	5.29%	5.29%	5.32%	5.25%	
Amount of domestically-financed capital spending on education		181 852	485 338	497 261	522 558	615 455	775 183	
Domestically-financed capital spending on education as % of GDP		0.38%	0.97%	0.94%	0.95%	0.87%	0.86%	
Total domestically financed spending on education		2 692 117	3 140 695	3 284 147	3 446 442	4 369 234	5 501 275	
Total domestically financed spending on education as % of GDP		5.64%	6.26%	6.24%	6.23%	6.19%	6.11%	
Total resource envelope for education from all sources (millions of CEDIS)		2 916 292	3 304 843	3 284 147	3 446 442	4 369 234	5 501 275	
as % of domestically generated revenues net of grants		29.5%	31.4%	29.3%	28.9%	26.9%	24.9%	
Recurrent Resource Envelope (Millions of cedis)		2 569 550	2 704 601	2 786 886	2 923 885	3 753 779	4 726 092	
Capital Resource Envelope (Millions of cedis)		346 742	600 242	497 261	522 558	615 455	775 183	

Ghana - Education Sector Financing Model

	Assumed target	Base year	Projection				
	2015	2002	2003	2004	2005	2010	2015
corresponding academic year:		2001/2002	2002/2003	2003/2004	2004/2005	2009/2010	2014/2015

B. Recurrent spending on education

Preschool

Population ages 4-5		1 132 927	1 148 345	1 163 826	1 179 363	1 257 639	1 336 122
Population ages 4-5 as % of total population	5.00%	5.84%	5.78%	5.71%	5.65%	5.32%	5.00%
Total number of pupils		702 304	723359	744763	766514	880347	1149065
Gross enrollment ratio	86.0%	62.0%	63.0%	64.0%	65.0%	70.0%	86.0%
% of pupils in public institutions	60.0%	65.2%	64.8%	64.4%	64.0%	62.0%	60.0%
Total number of pupils in public institution		457 957	468789	479677	490615	545842	689439
Unit cost per pupil in public institutions as % of GDP per capita		14.4%	14.2%	14.0%	13.8%	12.8%	12.0%
Unit cost per pupil in public institution (CEDIS)		354 052	357593	361169	364780	383388	402945
Annual growth rate of unit cost (% p.a.)	1.0%						
Total spending (in millions of CEDIS)		162 141	167 635	173 244	178 967	209 269	277 806

Ghana - Education Sector Financing Model

	Assumed target	Base year	Projection	2004	2005	2010	2015
	2015	2002	2003	2004	2005	2010	2015
corresponding academic year:	2001/2002	2002/2003	2003/2004	2004/2005	2004/2005	2009/2010	2014/2015
Primary education, P1-P6							
School-age population ages 6-11		3 254 798	3 278 236	3 300 812	3 322 467	3 414 751	3 473 917
School-age population as % of total population	13.0%	16.8%	16.5%	16.2%	15.9%	14.5%	13.0%
Population age 6		565 302					
Population age 11		505 468					
New entrants in P1		484 279					
Non-repeaters in P6		332 858					
Apparent entry rate to P1	100%	85.7%	87.5%	89.3%	91.0%	100.0%	100.0%
Target year	2010						
P6 completion rate (non-repeaters in P6 as % of population age 11)	100%	65.9%	68.5%	71.1%	73.7%	86.9%	100.0%
Target year	2015						
Repeaters as % of total enrollments	6.9%	6.9%	6.9%	6.9%	6.9%	6.9%	6.9%
Gross enrollment ratio	107.4%	79.5%	83.7%	86.1%	88.5%	100.4%	107.4%
Total number of primary school pupils		2 586 434	2 745 427	2 842 660	2 940 149	3 426 964	3 731 382
Number of Primary Pupils of school going age		1 912 485	2 057 765	2 159 340	2 263 076	2 869 838	3 473 917
% of primary school pupils of school going age		73.9%	75.0%	76.0%	77.0%	83.7%	93.1%
Net Enrolment Ratio		58.8%	62.8%	65.4%	68.1%	84.0%	100.0%
Non-government schools							
Number of pupils		472 685	480 917	476 388	470 424	548 314	597 021
% of pupils in non-government schools	16.0%	18.3%	17.5%	16.8%	16.0%	16.0%	16.0%
Public schools							
Total number of pupils, P1 -P6		2 113 749	2 264 510	2 366 272	2 469 726	2 878 650	3 134 361
Proportion Female	50.0%	47.2%	48.1%	49.1%	50.0%	50.0%	50.0%
Target year	2005						
Total number of teachers (in classroom)		66 197	70 077	72 367	74 655	82 247	89 553
Ratio of pupils to teachers, P1 - P6	35.0	31.9	32.3	32.7	33.1	35.0	35.0
Annual teacher attrition rate (% p.a.)	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%
Average teacher remuneration, basic package							
As multiple of per capita GDP	3.50	4.03	3.9	3.9	3.9	3.7	3.5
In Local Currency Unit (CEDIS)		9 925 381	9 843 849	10 083 942	10 346 624	11 064 471	11 796 511
Total teacher remuneration (millions of CEDIS)		657 030	689 823	729 741	772 424	910 021	1 056 415
Spending on inputs other than teachers as % of total recurrent spending	34.0%	26.4%	31.0%	33.0%	33.0%	34.0%	34.0%
Target year	2007						
o/w administrative salaries	13.0%	16.4%	16.0%	15.5%	15.0%	14.0%	13.0%
o/w expenditure on items 2-3 from MoE budget incl.donor support	18.8%	8.5%	13.4%	15.9%	16.4%	18.1%	18.8%
o/w expenditure on items 2-3 from other sources (DACF)	2.2%	1.4%	1.7%	1.6%	1.6%	1.9%	2.2%
Spending on inputs other than teachers (millions of CEDIS)		235 708	309 921	359 425	380 448	468 799	544 214
o/w expenditure on administrative salaries		146 846	159 619	168 635	172 931	193 035	208 082
o/w expenditure on items 2-3		88 861	150 302	190 789	207 517	275 764	336 132
Total public recurrent spending in public schools (Millions of CEDIS)		892 738	999 744	1 089 165	1 152 871	1 378 820	1 600 629
o/w District level recurrent spending (GES RS) excluding capitation grants from MOE budget incl. budget support		33 405	38 377	42 863	46 486	62 269	80 031
as % of recurrent spending	5.0%	3.7%	3.8%	3.9%	4.0%	4.5%	5.0%
o/w capitation grant				58 936	61 743	71 966	78 359
capitation grants as a % of recurrent spending				5.4%	5.4%	5.2%	4.9%
o/w DACF contribution to non-salary recurrent spending		12 576	16 722	17 802	18 949	25 823	35 048
DACF contribution as % of recurrent spending		1.4%	1.7%	1.6%	1.6%	1.9%	2.2%
Total district level non-salary recurrent spending		45 981	55 098	119 602	127 178	160 058	193 438
Total district level non-salary recurrent spending as % of recurrent spending		5.2%	5.5%	11.0%	11.0%	11.2%	11.2%
Public spending per pupil in public schools as % of per capita GDP		17.1%	17.5%	17.8%	17.6%	16.0%	15.2%
Unit Cost per pupil in public schools (Cedis)		422 348	441 483	460 287	466 801	478 981	510 671
Total public recurrent spending on primary education (Millions of CEDIS)		892 738	999 744	1 089 165	1 152 871	1 378 820	1 600 629

Ghana - Education Sector Financing Model

	Assumed target	Base year	Projection				
	2015	2002	2003	2004	2005	2010	2015
corresponding academic year:		2001/2002	2002/2003	2003/2004	2004/2005	2009/2010	2014/2015
Junior Secondary Education							
Transition rate between P6 and J1	100.0%	93.8%	94.4%	95.1%	95.7%	98.8%	100.0%
Target year	2012						
Non-repeaters in J1		309 151					
Non-repeaters in J3		242 801					
Population age 12		500 413					
Population age 14		447 470					
School-age population ages 12-14		1 360 834	1 381 247	1 401 965	1 422 995	1 532 969	1 651 443
Annual growth rate of the school age population (% p.a.)	1.5%						
Survival rate in JSS	100%	88%	89%	90%	91%	95%	100%
Repeaters as % of total enrollments	4.1%	4.1%	4.1%	4.1%	4.1%	4.1%	4.1%
Target year	2005						
Enrollment rate in J1 (non-repeaters in J1 as % population age 12)		62%	65%	68%	71%	86%	100%
JSS 3 completion rate (non-repeaters in J3 as % population age 14)		54%	57%	61%	64%	82%	100%
Gross enrollment rate	90%	63.6%	65.2%	66.7%	68.3%	76.0%	90.0%
Total number of students		865 636	900 011	935 223	971 289	1 165 057	1 486 299
Number of students in non-government schools		123 741	131 220	139 019	147 149	193 107	267 534
% of students in non-government schools	18.0%	14.3%	14.6%	14.9%	15.1%	16.6%	18.0%
Number of students in government schools		741 895	768 791	796 204	824 140	971 949	1 218 765
Gross enrollment rate		63.6%	65.2%	66.7%	68.3%	76.0%	90.0%
Ratio of students to teachers in government schools	25.0	18.1	18.6	19.2	19.7	22.3	25.0
Total number of teachers in government schools		41 011	41 285	41 570	41 867	43 503	48 751
Average teacher remuneration in government schools							
Teacher remuneration as % of GDP per capita	4.0	4.4	4.4	4.3	4.3	4.2	4.0
As % of per capita GDP		4.4	3.9	3.9	3.8	3.7	3.5
In Local Currency Unit (CEDIS)		10 853 129	9 843 849	10 083 942	10 085 398	10 917 133	11 796 511
Total teacher remuneration excluding allowances (Millions of cedis)		445 098	455 753	466 751	478 096	540 149	657 242
Total spending on inputs other than teachers as % of total recurrent spending	35.0%	27.3%	29.2%	31.1%	33.0%	34.0%	35.0%
o/w administrative salaries	13.0%	18.4%	18.0%	17.6%	17.2%	15.1%	13.0%
o/w expenditure on items 2-3 from MoE budget incl. budget support	19.6%	7.4%	9.4%	11.7%	14.0%	16.7%	19.6%
o/w expenditure on items 2-3 from other sources (DACF etc)	2.4%	1.4%	1.8%	1.8%	1.9%	2.2%	2.4%
Total spending on inputs other than teachers (Millions of cedis)		167 141	187 966	210 681	235 480	278 259	353 900
expenditure on administrative salaries		112 880	115 992	119 233	122 610	123 508	131 448
expenditure on items 2-3		54 261	71 974	91 448	112 870	154 751	222 451
o/w capitation grant							
capitation grants as a % of recurrent spending							
o/w non-salary recurrent spending at the district level (GES RS)							
as % of recurrent spending							
Total public recurrent spending in government schools (Millions of cedis)		612 238	643 719	677 433	713 576	818 408	1 011 142
o/w District level recurrent spending (GES RS) excluding capitation grants from MOE							
budget incl. budget support		19 429	21 332	23 401	25 652	35 171	50 557
as % of recurrent spending	5.0%	3.2%	3.3%	3.5%	3.6%	4.3%	5.0%
o/w capitation grant				19 905	20 604	24 299	30 469
capitation grants as a % of recurrent spending				2.9%	2.9%	3.0%	3.0%
o/w DACF contribution to non-salary recurrent spending		8 625	11 677	12 432	13 233	18 033	24 475
DACF contribution as % of recurrent spending		1.4%	1.8%	1.8%	1.9%	2.2%	2.4%
Total district level non-salary recurrent spending			33 010	55 738	59 489	77 502	105 501
Total district level non-salary recurrent spending as % of recurrent spending			5.1%	8.2%	8.3%	8.6%	8.8%
Public spending per pupil in government schools as % of per capita GDP		33.5%	33.2%	32.9%	32.7%	28.2%	24.6%
Unit Cost per pupil in public schools (Cedis)		825 236	837 313	850 828	865 843	842 027	829 645
Total public recurrent spending on Junior Secondary (Millions of cedis)		612 238	643 719	677 433	713 576	818 408	1 011 142

Ghana - Education Sector Financing Model

	Assumed target	Base year	Projection				
	2015	2002	2003	2004	2005	2010	2015
corresponding academic year:		2001/2002	2002/2003	2003/2004	2004/2005	2009/2010	2014/2015
Senior Secondary Education							
School-age population ages 15-17		1 257 636	1 276 501	1 295 648	1 315 083	1 416 718	1 526 207
Gross enrollment ratio S1 - S3	36%	17.5%	18.6%	19.6%	20.7%	26.0%	36.0%
Total number of students in S1 - S3		220 000	236 874	254 204	272 001	368 347	549 435
Number of students in non-government schools		10 000	11 761	13 688	15 787	29 107	54 943
% of students in non-government schools	10.0%	4.5%	5.0%	5.4%	5.8%	7.9%	10.0%
Number of students in government schools S1 - S3		210 000	225 113	240 516	256 214	339 239	494 491
Ratio of students to teachers in government schools	22.0	19.1	19.3	19.5	19.8	20.9	22.0
Total number of teachers in government schools		11 000	11 655	12 310	12 965	16 246	22 477
Average teacher remuneration in government schools							
Teacher remuneration as % of GDP per capita	5.2	5.9	5.8	5.8	5.7	5.5	5.2
In Local Currency Unit (CEDIS)		14 537 405	14 756 065	14 976 743	15 199 408	16 341 225	17 526 244
Total teacher remuneration (millions of CEDIS)		159 911	171 982	184 362	197 058	265 483	393 935
Total spending on inputs other than teachers as % of total recurrent spending	50.0%	58.3%	57.6%	57.0%	56.4%	53.2%	50.0%
o/w administrative salaries	30.0%	42.2%	41.3%	40.4%	39.4%	34.7%	30.0%
o/w expenditure on items 2-3 from MoE budget incl. budget support	9.1%	6.9%	7.1%	7.3%	7.4%	8.3%	9.1%
o/w expenditure on items 2-3 from other sources (GETfund, Scholarship Secretariat)	10.9%	9.1%	9.4%	9.5%	9.5%	11.4%	10.9%
Total spending on inputs other than teachers (Millions of CEDIS)		223 241	233 909	244 315	254 465	301 529	393 935
Expenditure on administrative salaries		161 818	167 602	172 977	177 946	196 782	236 361
Expenditure on items 2-3		61 423	66 307	71 339	76 519	104 747	157 574
o/w non-salary recurrent spending at the district level (GES RS)							
as % of recurrent spending							
Total public recurrent spending in government schools (Millions of CEDIS)		383 152	405 891	428 677	451 523	567 012	787 870
o/w District level recurrent spending (GES RS) excluding capitation grants from MOE							
budget incl. budget support		16 534	17 729	18 950	20 198	26 858	39 394
as % of recurrent spending	5.0%	4.3%	4.4%	4.4%	4.5%	4.7%	5.0%
Public spending per pupil in government schools as % of per capita GDP		74.0%	71.4%	68.9%	66.5%	55.9%	47.3%
Unit Cost per pupil in public schools (Cedis)		1 824 533	1 803 056	1 782 321	1 762 288	1 671 421	1 593 295
Total public recurrent spending on Senior Secondary (Millions of CEDIS)		383 152	405 891	428 677	451 523	567 012	787 870
Non-formal Education							
Annual growth rate of total public spending on non-formal education (% p.a.)	5.0%						
Total public recurrent spending (Millions of CEDIS)		10 112	37 748	39 635	41 617	53 115	67 790
Special Education							
Annual growth rate of total public spending on special education (% p.a.)	10.0%						
Total public recurrent spending (Millions of CEDIS)		11 776	12 953	14 248	15 673	25 242	40 653
Teacher Training							
Annual growth rate (% p.a.)	5.0%				2.00%		
Total government recurrent spending on TT (Millions of CEDIS)		99 462	104 435	109 657	115 140	127 124	140 355
Tertiary Education							
Number of publicly subsidized students	95 000	60 000	62 500	65 000	67 500	80 000	95 000
Government cost per subsidized student as multiple of GDP per capita	2.35	2.43	2.42	2.41	2.41	2.38	2.35
Total public recurrent spending on tertiary education (Millions of CEDIS)		358 624	381 758	405 732	430 572	568 683	752 449
Technical Vocational Education and Training / Apprenticeships							
Annual growth rate (% p.a.)	10.0%						
Total public recurrent spending (Millions of CEDIS)		39 307	43 237	47 561	52 317	84 257	135 697

Ghana - Education Sector Financing Model

	Assumed target	Base year	Projection				
	2015	2002	2003	2004	2005	2010	2015
corresponding academic year:		2001/2002	2002/2003	2003/2004	2004/2005	2009/2010	2014/2015

Additional Funding Required to meet Textbook Policy for Basic Level

Primary level							
Total Cost			95 738	95 738	95 738	116 577	124 703
Resources Available from MoE Recurrent Envelope for Items 2&3			28 721	28 721	28 721	34 973	37 411
Additional resources required (Millions of Cedis)			67 017	67 017	67 017	81 604	87 292
JSS level							
Total Cost			75 862	75 862	75 862	93 844	124 680
Resources Available from MoE Recurrent Envelope for Items 2&3			22 759	22 759	22 759	28 153	37 404
Additional resources required (Millions of Cedis)			53 103	53 103	53 103	65 691	87 276
Total additional resources required to fund textbook policy at basic level (Millions of Cedis)			120 120	120 120	120 120	147 294	174 568

AIDS-related increase in teacher remuneration bill

% increase in teacher remuneration bill							
Primary cycle	0.17%	0.06%	0.07%	0.08%	0.09%	0.13%	0.17%
Junior secondary	0.17%	0.06%	0.07%	0.08%	0.09%	0.13%	0.17%
Total AIDS-related increment in teacher remuneration (Millions of CEDIS)		0	784	920	1 068	1 852	2 913

Total Orphans (maternal and dual)

% of students							
Primary cycle	3.5%	1.5%	2%	2%	2%	3%	4%
Junior secondary	3.5%	1.5%	2%	2%	2%	3%	4%
Annual amount of subsidies per student (\$US)	50						
Primary cycle	430 000			22 096	24 799	40 240	56 157
Junior secondary	430 000			7 270	8 192	13 680	22 369
Total subsidies for orphans (Millions of CEDIS)		0	0	29 366	32 991	53 921	78 526

HIV/AIDS Management

			500	500	500	500	500
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Ghana - Education Sector Financing Model

	Assumed target	Base year	Projection				
	2015	2002	2003	2004	2005	2010	2015
corresponding academic year:		2001/2002	2002/2003	2003/2004	2004/2005	2009/2010	2014/2015
Summary of total recurrent spending by level (Millions of CEDIS)							
Preschool		162 141	167 635	173 244	178 967	209 269	277 806
Primary		892 738	1 067 233	1 178 840	1 245 347	1 501 826	1 745 874
Junior secondary		612 238	697 134	738 165	775 280	898 469	1 121 904
Senior secondary		383 152	405 891	428 677	451 523	567 012	787 870
Non-formal Education		10 112	37 748	39 635	41 617	53 115	67 790
Special Education		11 776	12 953	14 248	15 673	25 242	40 653
Teacher Training		99462	104 435	109 657	115 140	127 124	140 355
Technical Education/Vocational training/Apprenticeship		39 307	43 237	47 561	52 317	84 257	135 697
Tertiary education		358 624	381 758	405 732	430 572	568 683	752 449
HIV/AIDS Management			500	500	500	500	500
Total recurrent spending on education (Millions of Cedis)		2 569 550	2 918 525	3 136 260	3 306 935	4 035 498	5 070 898
Recurrent spending on Education as % of GDP		5.4%	5.8%	6.0%	6.0%	5.7%	5.6%
Recurrent spending on Primary Education as % of GDP		1.9%	2.1%	2.2%	2.3%	2.1%	1.9%

Summary of recurrent spending by level (% distribution)

Preschool		6.3%	5.7%	5.5%	5.4%	5.2%	5.5%
Primary		34.7%	36.6%	37.6%	37.7%	37.2%	34.4%
Junior secondary		23.8%	23.9%	23.5%	23.4%	22.3%	22.1%
Senior secondary		14.9%	13.9%	13.7%	13.7%	14.1%	15.5%
Non-formal Education		0.4%	1.3%	1.3%	1.3%	1.3%	1.3%
Special Education		0.5%	0.4%	0.5%	0.5%	0.6%	0.8%
Teacher Training		3.9%	3.6%	3.5%	3.5%	3.2%	2.8%
Technical Education/Vocational training/Apprenticeship		1.5%	1.5%	1.5%	1.6%	2.1%	2.7%
Tertiary education		14.0%	13.1%	12.9%	13.0%	14.1%	14.8%
HIV/AIDS Management		0.00%	0.00%	0.02%	0.02%	0.01%	0.01%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Ghana - Education Sector Financing Model

	Assumed target	Base year	Projection				
	2015	2002	2003	2004	2005	2010	2015
corresponding academic year:		2001/2002	2002/2003	2003/2004	2004/2005	2009/2010	2014/2015

C. CLASSROOM CONTRUCTION AND DEVELOPMENT INVESTMENTS

PRE-SCHOOL

Cost per furnished and equiped classroom (Thousands of CEDIS)	77400		77 400	77 400	77 400	77 400	77 400
Number of temporary classrooms							
Number of teachers per classroom	1						
Number of classrooms		14 311	14 650	14 990	15 332	17 944	21 056
Number of new classrooms per year (attach to existing schools)			342	342	342	563	655
Total annual cost of classroom construction (Millions of CEDIS)		8 481	26 442	26 442	26 442	43 600	50 673

PRIMARY

Cost per furnished and equiped classroom (Thousands of CEDIS)	77 400						
Number of teachers per classroom	1.00						
Number of classrooms		66 197	70 077	72 367	74 655	82 247	89 553
Number of new classrooms per year (annual average in each 5 year block)		11 033	2 322	2 322	2 322	1 490	1 461
Total annual cost of classroom construction (Millions of cedis)			179 742	179 742	179 742	115 309	113 097
Number of classrooms to be rehabilitated			7 200	7 200	7 200	1 000	1 000
Unit cost (thousands of LCU)	17200						
Total annual cost of classroom rehabilitation (Millions of cedis)			123 840	123 840	123 840	17 200	17 200
Provide water facilities							
Procurement of watertanks							
Unit Cost (Millions of cedis)	5						
Number to be supplied				250	250	250	250
Drilling of boreholes							
Unit Cost (Millions of cedis)	20						
Number to be supplied				250	250	250	250
Total annual cost of water facility provision (Millions of cedis)				6 250	6 250	6 250	6 250
Provision of Teacher Accomodation							
Unit Cost of 4 unit block (millions of cedis)	200						
Number of 4 unit blocks per district				10	10	10	10
Number of districts per year				10	10	10	10
Total blocks built per year				100	100	100	100
Total annual cost of providing teacher accomodation(Millions of Cedis)			4 000	20 000	20 000	20 000	20 000
Incentive package for teachers teaching in hard to reach areas							
Number of teacher teaching in hard to reach areas (=20%)				14 473	14 931	16 753	18 358
Incentive (estimated at 20% of 2002 salary)				20%	20%	20%	20%
Total Annual Support Package for teachers in hard to reach areas				28731	29639	32653	35554
TOTAL ANNUAL COST (Millions of cedis)		159 558	307 582	358 562	359 471	191 412	192 101

Ghana - Education Sector Financing Model

	Assumed target 2015	Base year 2002	Projection 2003	2004	2005	2010	2015
corresponding academic year:		2001/2002	2002/2003	2003/2004	2004/2005	2009/2010	2014/2015
JUNIOR SECONDARY							
Cost per furnished and equiped classroom (thousands of CEDIS)	86 000						
Number of Teachers per classroom	1.70						
Number of classrooms		24 124	24 285	24 453	24 628	26 215	30 077
Number of new classrooms per year (annual average in each 5 year block)			174	174	174	368	936
Total annual cost of classroom construction (Millions of CEDIS)			14 984	14 984	14 984	31 651	80 456
Number of classrooms to be rehabilitated			1 200	1 200	1 200	500	500
Unit cost (millions of LCU)	17.2						
Total Annual cost of classroom rehabilitation (Millions of cedis)			20 640	20 640	20 640	8 600	8 600
Provision of Workshops							
Unit Cost (Millions of cedis)	86						
Number of Workshops to be built and furnished				0	0	335	335
Total annual cost of workshop provision (Millions of Cedis)			0	0	0	28 790	28 790
Rehabilitation of 2000 workshops							
Unit Cost (Millions of cedis)	57.5						
Number to be rehabilitated			500	500	500	0	0
Total Cost (Millions of cedis)			28 750	28 750	28 750	0	0
Procurement of watertanks				0	0	0	0
Unit Cost (Millions of cedis)	5			0	0	0	0
Number to be supplied	1750			150	150	150	100
Total annual cost of watertank provision (Millions of cedis)				750	750	750	500
Provision of Teacher Accomodation							
Unit Cost of 4 unit block (millions of cedis)	200						
Number of 4 unit blocks per district				5	5	5	5
Number of districts per year				10	10	10	10
Total blocks built per year				50	50	50	50
Total annual cost of providing teacher accomodation(Millions of Cedis)			2 000	10 000	10 000	10 000	10 000
Incentive package for teachers teaching in hard to reach areas							
Number of teacher teaching in hard to reach areas		8 202	8 257	8 314	8 373	8 913	10 226
Incentive = 20% of 2002 salary		2 170 626	20%	20%	20%	20%	20%
Total Annual Support Package for teachers in hard to reach areas				18 047	18 176	18 886	21 164
TOTAL ANNUAL COST (Millions of Cedis)		77 241	66 374	93 171	93 300	98 676	149 510

Ghana - Education Sector Financing Model

	Assumed target	Base year	Projection				
	2015	2002	2003	2004	2005	2010	2015
corresponding academic year:		2001/2002	2002/2003	2003/2004	2004/2005	2009/2010	2014/2015

SENIOR SECONDARY

Model School Project							
Average Cost per Model School (Millions of Cedis)	10000						
Number of Model Schools (1 per district)	85						
Number of model schools built per year			5	5	5	7	7
Annual Cost of building model schools (Millions of Cedis)			50 000	50 000	50 000	70 000	70 000
Cost per furnished and equiped classroom (thousands of CEDIS)	129 000						
Number of Teachers per classroom	1.70						
Number of classrooms		6 471	6 856	7 241	7 626	10 288	14 091
Number of new classrooms per year (annual average in each 5 year block)			385	385	385	525	793
Total annual cost of classroom construction (Millions of CEDIS)			49 711	49 711	49 711	67 675	102 246
Number of schools to be rehabilitated	48			3	3	4	5
Unit cost (thousands of LCU)	1500						
Total annual cost of school rehabilitation (Millions of LCU)				4 500	4 500	6 000	7 500
Provision of Hostels to SSS							
Unit Cost of hostel (Millions of cedis)	500						
Number of hostels to be built	48			3	3	4	5
Total annual cost of hostel provision (Millions of Cedis)				1 500	1 500	2 000	2 500
Provision of Science Laboratories for Community SSS							
Unit Cost of a 3 unit block (Millions of cedis)	1000						
Number of science blocks to be built	48			3	3	4	5
Total annual cost of science lab provision (Millions of cedis)				3 000	3 000	4 000	5 000
Provision of Workshops for Community SSS							
Unit Cost of Workshop (Millions of cedis)	1600						
Number of Workshops to be built	48			3	3	4	5
Total annual cost of workshop provision (Millions of Cedis)				4 800	4 800	6 400	8 000
Provision of Teacher Accomodation for Community SSS							
Unit cost (Millions of cedis)	200						
Number of schools @5 per school	48			3	3	4	5
Total Number Built	240			15	15	20	25
Total annual cost of teacher acomodation provision(Millions of cedis)				3 000	3 000	4 000	5 000
Administration/Resource Centre							
Unit Cost (Millions of cedis)	2200						
Number Built	48			3	3	4	5
Total annual cost of administration centre provision (Millions of cedis)				6 600	6 600	8 800	11 000
TOTAL ANNUAL COST (Millions of cedis)		30 257	99 711	123 111	123 111	168 875	211 246

Ghana - Education Sector Financing Model

	Assumed target	Base year	Projection				
	2015	2002	2003	2004	2005	2010	2015
corresponding academic year:		2001/2002	2002/2003	2003/2004	2004/2005	2009/2010	2014/2015
TEACHER EDUCATION							
Provision of staff accomodation							
Unit Cost (Millions of cedis)	200						
Number built	36					4	4
Total annual cost of providing staff accomodation (Millions of cedis)						800	800
Provision of student accomodation							
Unit Cost (Millions of cedis)	500						
Number built	18					2	2
Total annual cost of providing student accomodation (Millions of cedis)						1 000	1 000
Construct new classrooms							
Unit Cost (for 6 unit class room block) (Millions of cedis)	464						
Number built	9					1	1
Total annual cost of constructing new classrooms (Millions of cedis)						464	464
Rehabilitation							
Unit Cost (Millions of cedis)	1000						
Number rehabilitated per year						1	1
Total annual cost of rehabilitation (Millions of cedis)						1 000	1 000
Extend TTCs to better facilitate Technical Teacher Training							
Build additional classrooms							
Unit Cost (of 1 6 class room block) (Millions of cedis)	464.4						
Number of blocks built	3			1	1	0	0
Construction of student accomodation							
Unit Cost (Millions of cedis)	500			0	0		
Number to be built	6			1	1	0	0
Provision of Plant and Equipment for Workshops							
Unit Cost	1000			1	1		
Number provided for	3					0	0
Total annual cost of improving technical training facilities (Millions of cedis)				1 964	1 964	0	0
Completion of ongoing Projects (Millions of cedis)			4000				
TOTAL COST (Millions of cedis)		261	4 000	1 964	1 964	3 264	3 264

TVET

Construction of Technical/Vocational Institutes							
Unit Cost (per TVI) (Millions of cedis)	15 000						
Number to be built	10			0	0	1	1
Total annual cost of construction (Millions of cedis)			0	0	0	15000	15000
Upgrading of 8 TVIs							
Unit Cost of new workshop (Millions of cedis)	2500						
Number of new workshops	24		0	0	0	3	4
Unit Cost of rehabilitation (Millions of cedis)	500						
Rehabilitate existing workshops	40		0	0	0	3	4
Provision of staff accomodation							
Unit Cost (Millions of cedis)	200						
Number of units built	40		0	0	0	3	4
Construction 5 unit class room blocks							
Unit Cost (Millions of cedis)	387						
Total annual cost of upgrade (Millions of cedis)			0	0	0	10 374	13 574
General Rehabilitation of existing TVIs							
Unit Cost (Millions of cedis)	1000						
Number to be rehabilitated	22		0	1	1	1	2
Total annual cost of rehabilitation (Millions of cedis)			0	1000	1000	1 000	2 000
Completion of ongoing projects (Millions of cedis)			21400				
TOTAL COST (Millions of cedis)		20065	21400	1000	1000	26374	30574

Ghana - Education Sector Financing Model

Assumed target	Base year	Projection					
2015	2002	2003	2004	2005	2010	2015	
corresponding academic year:		2001/2002	2002/2003	2003/2004	2004/2005	2009/2010	2014/2015

SPECIAL EDUCATION

Redesigning and rehabilitation of existing facilities Unit Cost (Millions of cedis)	2500						
Number of institutions to be rehabilitated	25		1	2	3	2	1
Total annual cost of rehabilitation (Millions of cedis)			2 500	5 000	7 500	5 000	2 500
Braille machine				1	0	0	0
Cost	1000			1 000	0	0	0
Vehicles							
1 pick-up per institution (Millions of cedi)	206						
1 bus per institution	258						
No of schools to receive each vehicle	25			3	3	3	1
Total annual cost of providing vehicles (Millions of cedis)				1 393	1 393	1 393	464
TOTAL ANNUAL COST (Millions of cedis)		50	2 500	7 393	8 893	6 393	2 964

Ghana - Education Sector Financing Model

	Assumed target	Base year	Projection				
	2015	2002	2003	2004	2005	2010	
corresponding academic year:		2001/2002	2002/2003	2003/2004	2004/2005	2009/2010	2015

TERTIARY- POLYTECHNICS

Establish 1 fully developed polytechnic in every region							
Provide lecture rooms							
Unit Cost (of one multi storey 12 unit block) (Millions of cedis)	3000						
Number to be provided	8		0	1	1	1	0
Total Cost (Millions of cedis)			0	3 000	3 000	3 000	0
Provide auditorium						0	0
Unit Cost (Millions of cedis)	5000					0	0
Number to be provided	4		0	1	0	1	0
Total Cost (Millions of cedis)			0	5 000	0	5 000	0
Provide fully equipped science laboratories/workshops						0	0
Unit Cost (Millions of cedis)	1800					0	0
Number to be provided	60		0	5	5	5	5
Total Cost (Millions of cedis)			0	9 000	9 000	9 000	9 000
Provide libraries						0	0
Unit Cost	10000					0	0
Number to be provided	4		0	1	0	1	0
Total Cost (Millions of cedis)			0	10 000	0	10 000	0
Provide ICT centres						0	0
Unit Cost (Millions of cedis)	5000					0	0
Number to be provided	4		0	0	1	0	0
Total Cost (Millions of cedis)			0	0	5 000	0	0
Provide administration block						0	0
Unit Cost	5000					0	0
Number to be provided	4		0	0	0	0	1
Total Cost (Millions of cedis)			0	0	0	0	5 000
Provide hostels						0	0
Unit Cost	5000					0	0
Number to be provided	8		0	0	1	0	1
Total Cost (Millions of cedis)			0	0	5 000	0	5 000
Provide staff bungalows							0
Unit Cost (8 unit block)(Millions of cedis)	3000						0
Number to be provided	20		0	1	2	1	2
Total Cost (Millions of cedis)			0	3 000	6 000	3 000	6 000
Provide departmental offices							0
Unit Cost	1000						0
Number to be provided	20		0	2	2	2	1
Total Cost (Millions of cedis)			0	2 000	2 000	2 000	1 000
Provide vehicles							0
Unit Cost (fleet)	1500						0
Number to be provided	8		0	0	1	0	1
Total Cost (Millions of cedis)			0	0	1 500	0	1 500
Completion of ongoing Projects (Millions of cedis)			30000				
TOTAL COST (Millions of cedis)	40300	7 784	30 000	32 000	31 500	32 000	27 500

Ghana - Education Sector Financing Model

	Assumed target	Base year	Projection				
	2015	2002	2003	2004	2005	2010	2015
corresponding academic year:		2001/2002	2002/2003	2003/2004	2004/2005	2009/2010	2014/2015
TERTIARY - UNIVERSITIES							
Provide lecture rooms							
Unit Cost (of one multi storey 6 unit block) (Millions of cedis)	3000						
Number to be provided	36		0	0	0	1	2
Total Cost (Millions of cedis)			0	0	0	3 000	6 000
Provide lecture theatre							
Unit Cost (of one multi storey 12 unit block) (Millions of cedis)	5000						
Number to be provided	12		0	0	0	1	0
Total Cost (Millions of cedis)			0	0	0	5 000	0
Provide ampitheatre							
Unit Cost (Millions of cedis)	500						
Number to be provided	6		0	0	0	0	0
Total Cost (Millions of cedis)			0	0	0	0	0
Provide auditorium							
Unit Cost (Millions of cedis)	5000						
Number to be provided	6		0	0	0	0	1
Total Cost (Millions of cedis)			0	0	0	0	5 000
Provide fully equipped science laboratories/workshops							
Unit Cost (Millions of cedis)	1800						
Number to be provided	30		0	1	1	1	2
Total Cost (Millions of cedis)			0	1 800	1 800	1 800	3 600
Provide libraries							
Unit Cost	10000						
Number to be provided	3		0	0	0	0	0
Total Cost (Millions of cedis)			0	0	0	0	0
Provide ICT centres							
Unit Cost (Millions of cedis)	5000						
Number to be provided	6		0	0	0	1	0
Total Cost (Millions of cedis)			0	0	0	5 000	0
Provide administration block							
Unit Cost	5000						
Number to be provided	6		0	0	0	0	0
Total Cost (Millions of cedis)			0	0	0	0	0
Provide staff bungalows							
Unit Cost (8 unit block)(Millions of cedis)	3000						
Number to be provided	45		0	1	1	1	2
Total Cost (Millions of cedis)			0	3 000	3 000	3 000	6 000
Rehabilitation of existing staff accomodation							
Allowance per university over period	5000						
Number of universities	6						
Total Cost (Millions of cedis)	30000		0	5 000	0	0	5 000
Provide departmental offices							
Unit Cost (per block)	1000						
Number to be provided	15		0	1	1	1	1
Total Cost (Millions of cedis)			0	1 000	1 000	1 000	1 000
Provide vehicles							
Unit Cost (fleet)	4000						
Number to be provided	12		0	1	1	1	1
Total Cost (Millions of cedis)			0	2 000	2 000	2 000	2 000
Heavy Duty Standby generator							
Unit Cost (Millions of cedis)	500						
Number provided	6		0	0	0	0	0
Total Cost (Millions of cedis)			0	0	0	0	0
Provide non-residential student facilities							
Unit Cost (Millions of cedis)	500						
Number to be provided	6		0	0	0	1	0
Total Cost (Millions of cedis)			0	0	0	500	0
Improve facilities in medical schools (100 billion over 3 institutions over period)							
Completion of ongoing Projects (Millions of cedis)			40 000	8 000	8 000	8 500	8 500
TOTAL COST (Millions of cedis)		15 568	40 000	20 800	15 800	29 800	37 100

Ghana - Education Sector Financing Model

	Assumed target	Base year	Projection				
	2015	2002	2003	2004	2005	2010	2015
corresponding academic year:		2001/2002	2002/2003	2003/2004	2004/2005	2009/2010	2014/2015

SUBVENTED AGENCIES

NFED		26 559					
GLB							
Construction and rehabilitation of district libraries							
Unit Cost (Millions of cedis)	3400						
Number to be rehabilitated	10			1	0	1	1
Total Cost (Millions of cedis)			0	3400	0	3400	3400
Provide Vehicles							
Unit Cost (Millions of cedis)	400						
Number to be provided	10			1	0	1	1
Total Cost (Millions of cedis)			0	400	0	400	400
Provide pick-up							
Unit Cost (Millions of cedis)	206.4						
Number to be provided	10			0	1	1	1
Total Cost (Millions of cedis)			0	0	206	206	206.4
WAEC							
Construction of 8 Regional Examination Halls							
Unit Cost	1200						
Number to be built	8			0	0	1	1
Total Cost (Millions of cedis)			0	0	0	1200	1200
TOTAL COST (Millions of cedis)		26 559	0	3800	206	5206	5206

Ghana - Education Sector Financing Model

	Assumed target	Base year	Projection				
	2015	2002	2003	2004	2005	2010	2015
corresponding academic year:		2001/2002	2002/2003	2003/2004	2004/2005	2009/2010	2014/2015
MANAGEMENT							
Construction of District Education Offices							
Unit Cost (Millions of cedis)	2000						
Number to be built	50		0	5	5	4	4
Total Cost (Millions of cedis)			0	10000	10000	8000	8000
Provide vehicles to support Inspection and Monitoring systems							
Unit Cost (Millions of cedis)	206						
Number to be provided	135		0	12	12	12	12
Total Cost (Millions of cedis)			0	2476.8	2476.8	2476.8	2476.8
Provide circuit supervisors with Motorcycles							
Unit Cost (Millions of Cedis)	10						
Number to be provided	550		0	46	46	46	45
Total Cost (Millions of cedis)			0	460	460	460	450
Procure computers							
Unit Cost (Millions of cedis)	10						
Number to be procured	135		0	12	12	12	12
Total Cost (Millions of cedis)			0	120	120	120	120
Establishment of EMIS systems							
Number of districts	84		7	7	7	6	6
Cost (Millions of cedis)	34400		2867	2867	2867	2 457	2 457
Computerise documentation centre							
Unit cost (Millions of cedis)	10						
Number of computers	2		0	2	0	0	0
Total Cost (Millions of cedis)			0	20	0	0	0
Best Teacher Award Scheme							
Bungalows							
Unit Cost (Millions of cedis)	300						
Number to be built	13		1	1	1	1	1
Cost			300	300	300	300	300
Provide cars							
Unit Cost	150						
Number to be provided	39		3	3	3	3	3
Cost			450	450	450	450	450
Additional Prizes - Cost	1800		1800	1800	1800	1800	1800
Total Cost (Millions of cedis)			2550	2550	2550	2550	2550
Provide staff bungalows for DEO							
Unit Cost (Millions of cedis)	250						
Number to be built	120		0	5	5	4	4
Total Cost (Millions of Cedis)			0	1250	1250	1000	1000
School mapping and plan preparation							
Number of districts	110						
Unit cost (thousands of LCU)	51600						
Number of years	3						
Total (Millions of LCU)	5676		1892	1892	1892	0	0
GESDI							
Construction and Rehabilitation	3000		250	250	250	250	
GES Teachers Resource Centre							
Construction and Rehabilitation	2000			167	167	167	167
TOTAL COST (Millions of cedis)		917	7559	22052	22032	17481	17221
HIV/AIDS Management (Millions of Cedis)			0	500	500	500	500

Ghana - Education Sector Financing Model

	Assumed target	Base year	Projection				
	2015	2002	2003	2004	2005	2010	2015
	corresponding academic year:						
	2001/2002	2002/2003	2003/2004	2004/2005	2009/2010	2014/2015	
Summary of Construction /Capital Investment Costs by level							
Pre-School		8 481	26 442	26 442	26 442	43 600	50 673
Primary		159 558	307 582	358 562	359 471	191 412	192 101
JSS		77 241	66 374	93 171	93 300	98 676	149 510
SSS		30 257	99 711	123 111	123 111	168 875	211 246
TVET		20 065	21 400	1 000	1 000	26 374	30 574
Teacher Education		261	4 000	1 964	1 964	3 264	3 264
Special Education		50	2 500	7 393	8 893	6 393	2 964
Tertiary		23 352	70 000	52 800	47 300	61 800	64 600
Other (Management, Subvented Agencies, Capacity Building etc)		27 475	7 559	25 852	22 239	22 687	22 427
HIV/AIDS Management			0	500	500	500	500
Total Capital Costs (Millions of cedis)		346 742	605 568	690 797	684 220	623 582	727 860
Summary of Construction /Capital Investment Costs by level (% Distribution)							
Pre-School		2.4%	4.4%	3.8%	3.9%	7.0%	7.0%
Primary		46.0%	50.8%	51.9%	52.5%	30.7%	26.4%
JSS		22.3%	11.0%	13.5%	13.6%	15.8%	20.5%
SSS		8.7%	16.5%	17.8%	18.0%	27.1%	29.0%
TVET		5.8%	3.5%	0.1%	0.1%	4.2%	4.2%
Teacher Education		0.1%	0.7%	0.3%	0.3%	0.5%	0.4%
Special Education		0.0%	0.4%	1.1%	1.3%	1.0%	0.4%
Tertiary		6.7%	11.6%	7.6%	6.9%	9.9%	8.9%
Other (Management, Subvented Agencies, Capacity Building etc)		7.9%	1.2%	3.7%	3.3%	3.6%	3.1%
HIV/AIDS Management		0.0%	0.0%	0.1%	0.1%	0.1%	0.1%
Total Capital Costs (Millions of cedis)		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Ghana - Education Sector Financing Model

Assumed target	Base year	Projection				
2015	2002	2003	2004	2005	2010	2015
corresponding academic year:						
	2001/2002	2002/2003	2003/2004	2004/2005	2009/2010	2014/2015

Summary of Total Expenditure by level

Pre-School		170 622	194 078	199 686	205 409	252 869	328 478
Primary		1 052 297	1 374 814	1 537 402	1 604 818	1 693 239	1 937 975
JSS		689 480	763 508	831 336	868 579	997 145	1 271 414
SSS		413 409	505 602	551 788	574 634	735 887	999 116
TVET		59 371	64 637	48 561	53 317	110 631	166 271
Non-Formal Education		10 112	37 748	39 635	41 617	53 115	67 790
Teacher Education		99 724	108 435	111 622	117 104	130 388	143 620
Special Education		11 826	15 453	21 642	24 567	31 635	43 617
Tertiary		381 975	451 758	458 532	477 872	630 483	817 049
Other (Management, Subvented Agencies, Capacity Building etc)		27 475	7 559	25 852	22 239	22 687	22 427
HIV/AIDS Management		0	500	1 000	1 000	1 000	1 000
Total Expenditure (Millions of Cedis)		2 916 292	3 524 093	3 827 057	3 991 155	4 659 080	5 798 757
0/w basic (=Pre-school, Primary, JSS, SpED, NFED)		1 934 336	2 385 602	2 629 701	2 744 990	3 028 003	3 649 274

Summary of Total Expenditure by level % distribution

Pre-School		5.9%	5.5%	5.2%	5.1%	5.4%	5.7%
Primary		36.1%	39.0%	40.2%	40.2%	36.3%	33.4%
JSS		23.6%	21.7%	21.7%	21.8%	21.4%	21.9%
SSS		14.2%	14.3%	14.4%	14.4%	15.8%	17.2%
TVET		2.0%	1.8%	1.3%	1.3%	2.4%	2.9%
Non-Formal Education		0.3%	1.1%	1.0%	1.0%	1.1%	1.2%
Teacher Education		3.4%	3.1%	2.9%	2.9%	2.8%	2.5%
Special Education		0.4%	0.4%	0.6%	0.6%	0.7%	0.8%
Tertiary		13.1%	12.8%	12.0%	12.0%	13.5%	14.1%
Other (Management, Subvented Agencies, Capacity Building etc)		0.9%	0.2%	0.7%	0.6%	0.5%	0.4%
HIV/AIDS Management		0.00%	0.01%	0.03%	0.0%	0.02%	0.0%
Total Expenditure		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
0/w basic (=Pre-school, Primary, JSS, SpED, NFED)		66.3%	67.7%	68.7%	68.8%	65.0%	62.9%

Ghana -Education Sector Financing Model

Assumed target	Base year	Projection				
2015	2002	2003	2004	2005	2010	2015
corresponding academic year:	2001/2002	2002/2003	2003/2004	2004/2005	2009/2010	2014/2015

D. Overall summary for whole sector

Cost and resource availability (in millions of CEDIS)

Recurrent cost		2 569 550	2 918 025	3 136 260	3 306 935	4 035 498	5 070 898
Capital cost		346 742	605 568	690 797	684 220	623 582	727 860
Total cost		2 916 292	3 523 593	3 827 057	3 991 155	4 659 080	5 798 757
Total Cost as % of GDP			7.0%	7.3%	7.2%	6.6%	6.4%
Recurrent Resource Envelope		2 569 550	2 704 601	2 786 886	2 923 885	3 753 779	4 726 092
Capital Resource Envelope		346 742	600 242	497 261	522 558	615 455	775 183
Total Resource envelope		2 916 292	3 304 843	3 284 147	3 446 442	4 369 234	5 501 275

Funding gap = domestic resource envelope - total cost (in millions of CEDIS)

Recurrent account =(recurrent resource envelope - recurrent cost)		- 0	-213 425	-349 374	-383 050	-281 719	-344 806
Capital account = (capital resource envelope - capital cost)		0	-5 326	-193 536	-161 663	-8 127	47 323
Total gap (Millions of cedis)		- 0	-218 750	-542 910	-544 713	-289 846	-297 483
Financing Gap in \$US Millions		-	-25.44	-63.13	-63.34	-33.70	-34.59
Financing Gap as % of Total Requirement		-	6.2%	14.2%	13.6%	6.2%	5.1%

Ghana - Education Sector Financing Model

	Assumed target	Base year	Projection				
	2015	2002	2003	2004	2005	2010	2015
	corresponding academic year:						
	2001/2002	2002/2003	2003/2004	2004/2005	2009/2010	2014/2015	
E. Summary of "Indicative Framework" Policy Targets for Universal Primary Completion by 2015							
Domestically-generated govt.revenues as % of GDP	24.5%	20.7%	21.0%	21.3%	21.6%	23.0%	24.5%
Public recurrent spending on education as % of public recurrent discretionary spending	21.4%	25.4%	25.2%	24.9%	24.5%	23.1%	21.4%
Domestically financed Public Recurrent spending on education as % of GDP	5.25%	5.26%	5.29%	5.29%	5.29%	5.32%	5.25%
Public recurrent spending on primary education as % of total recurrent spending on education	34.4%	34.7%	36.6%	37.6%	37.7%	37.2%	34.4%
Domestically financed Public Recurrent Spending on primary education as % of GDP	1.81%	1.83%	1.94%	1.99%	1.99%	1.98%	1.81%
% of age group entering first grade in primary cycle	100%	85.7%	87.5%	89.3%	91.0%	100.0%	100.0%
% of age-group reaching grade 6 in primary cycle	100.0%	65.9%	68.5%	71.1%	73.7%	86.9%	100.0%
% repeaters among primary school pupils	6.9%	6.9%	6.9%	6.9%	6.9%	6.9%	6.9%
Total number of primary school children		2 586 434	2 745 427	2 842 660	2 940 149	3 426 964	3 731 382
Pupil-teacher ratio in publicly-finance primary schools	35.0	31.9	32.3	32.7	33.1	35.0	35.0
Average annual remuneration of primary school teachers	3.5	4.0	3.9	3.9	3.9	3.7	3.5
Recurrent spending excl. teacher remuneration as % of total recurrent spending		26.4%	31.0%	33.0%	33.0%	34.0%	34.0%
% primary pupils enrolled in privately-funded schools	16.0%	18.3%	17.5%	16.8%	16.0%	16.0%	16.0%
Annual instructional hours for pupils in publicly-funded schools							
Number of new classrooms a year			2 322	2 322	2 322	1 490	1 461
Construction cost per furnished & equipped primary school classroom (Thousands \$US)	9.0		9.0	9.0	9.0	9.0	9.0

Summary of Financing Requirements to Achieve Universal Primary Completion by 2015

Domestic resource envelope for primary education (millions)		936 600	1 294 052	1 305 625	1 375 633	1 585 901	1 831 751
o/w recurrent envelope		892 738	989 175	1 047 519	1 101 095	1 396 983	1 627 160
o/w capital envelope		43 862	304 877	258 107	274 538	188 918	204 591
Domestic resource envelope for primary teacher education (share = 60%)		59 677	58 078	58 465	61 082	70 950	78 487
Costs							
Recurrent costs of education services (Millions of Cedis)	400	892 738	999 744	1 089 165	1 152 871	1 378 820	1 600 629
HIV/AIDS-related costs (teacher absenteeism & orphanhood, Millions of Cedis)	120		472	22 658	25 459	41 402	57 953
Additional resources required to fund textbook policy			67 017	67 017	67 017	81 604	87 292
Capital Costs/Investment Incentives (Millions of Cedis)	85	43 862	307 582	358 562	359 471	191 412	192 101
Recurrent costs of Teacher Education for Primary Schools		59 677	62 661	65 794	69 084	76 274	84 213
Financing gap (=domestic resource envelope - costs, in Millions of Cedis)							
Recurrent costs		- 0	-10 568	-41 647	-51 776	18 164	26 531
HIV/AIDS-related costs		0	- 472	-22 658	-25 459	-41 402	-57 953
Additional resources required to fund textbook policy			-67 017	-67 017	-67 017	-81 604	-87 292
Capital costs (annual average over 5-year periods beginning from base year)		0	-2 705	-100 456	-84 933	-2 495	12 490
Total Primary Sub-sector (Millions of Cedis)		- 0	-80 762	-231 777	-229 185	-107 337	-106 224
Teacher Education for Primary Schools (Millions of Cedis)		0	-4 583	-7 329	-8 002	-5 325	-5 726
Total UPC GAP (Millions of Cedis)			-85 346	-239 106	-237 187	-112 662	-111 951
Financing gap (=domestic resource envelope - costs, in millions of US\$)							
Recurrent costs		-0	-1.23	-4.84	-6.02	2.1	3.1
HIV/AIDS-related costs		.0	-0.05	-2.63	-2.96	-4.81	-6.74
Additional resources required to fund textbook policy			-7.79	-7.79	-7.79	-9.49	-10.15
Capital costs (annual average over 5-year periods beginning from base year)		.0	-3.1	-11.68	-9.88	-.29	1.5
Total Primary Sub-sector (\$US Millions)		-0	-9.39	-26.95	-26.65	-12.48	-12.35
Teacher Education for Primary Schools (\$US Millions)			-5.3	-8.5	-9.3	-6.2	-6.7
Total UPC GAP (\$US Millions)			-9.92	-27.80	-27.58	-13.10	-13.02
Primary financing Gap as % of Primary Requirement			5.9%	14.9%	14.2%	6.4%	5.5%
Primary Financing Gap as % of Total Gap			39.0%	44.0%	43.5%	38.9%	37.6%
Primary Financing Gap as % of Total Requirement			2.4%	6.2%	5.9%	2.4%	1.9%