GOVERNMENT OF GHANA

EDUCATION STRATEGIC PLAN
2010 - 2020

ESP VOLUME 2 – STRATEGIES AND WORK PROGRAMME

Ministry of Education

December, 2010

Education Strategic Plan 2010 - 2020

Volume 2: Strategies and Work Programme

Introduction to Volume 2

Chapters 2 and 3 of Volume 1 of the ESP (Education Strategic Plan 2010 – 2020) presents policy areas, policy objectives, targets and outline strategies that will develop and sustain education in Ghana over the period 2010 to 2020.

Volume 2, the Work Programme of ESP 2010 - 2020, builds on those chapters. It presents a macro-picture of targeted outcomes, associated inputs, estimated costs and broad responsibilities for the five education sub-sectors over the plan period. As with the previous ESP, the Work Programme provides a basis for officials in MOE and its agencies, and in the Regions and Districts to develop relevant operational tools. It also provides a source for costing the ESP. The Work Programme is therefore an important first step in operationalising the ESP. As such, it may be subject to adjustment as conditions change and events unfold.

Contents

Volume 2 - Context

The ESP aims to ensure that investment in the broad education sector is fully consistent with national and regional policies.

The policy and strategy reforms within the ESP are linked to broader development policies and practices, including decentralisation, the Medium Term Expenditure Framework (MTEF), the Millennium Development Goals, the 2007 Education Reform, the 2008 Education Act, Government commitments and recent reviews, reports and studies on the education sector.

This volume provides a strategic outline work programme that covers the five education subsectors supported by MTEF, together with the cost of sector management. The next step in the work-programming process will be to conduct further preliminary technical analysis, prepare annual or medium-term operational plans and provide annual technical appraisal by stakeholders. As in previous years, the ESP, the Strategies, the Work Programme and Operational Plans will all be subject to periodic review and re-appraisal.

Purpose

The purpose of this document is

- to assist with implementation of ESP 2010 - 20.
- to identify strategies, priorities, scopes of work and technical requirements for District Officers, and Working Groups designated by MOE and its Subvented Agencies.
- to sequence the ESP in terms of expected outcomes.

The work programme, when developed in terms of district, regional and central desk operational plans, will assure the following important elements in sector management:

a) Improved linkages between education sector development and national development ambitions and plans

b) Preparation of a comprehensive sector financing framework linked to the budgeting process and the MTEF, that includes an assessment of requirements, recurrent and development budget commitments and realistic utilisation of probable financing resources

c) Uniform and internally consistent financial management, monitoring, audit and procurement systems at all levels

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

e) Prioritisation and phasing of interventions

f) Decentralisation of education delivery, consistent with the Local Government Act 462 (1993), leading to considerably devolved management with significant responsibility for implementation and accountability at institutional, district and regional levels

g) Capacity building at institutional, district, regional and central levels

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

ESP Focal areas

Volume 2 contains outcomes and activities for each of the six ESP focal areas and the broad policy goals outlined in Volume 1:

1) Basic Education

Full inclusion of kindergarten schools within BE;
BE available to all regardless of sex and disadvantage;
Pupil welfare, Value for money within the subsector

2) Second Cycle Education

Equitable post basic opportunities for all who are eligible;
Access to quality general and technical senior high schools;
Opportunities for relevant education and training through technical institutes, apprenticeships and in agriculture

3) Non Formal Education

Opportunities for adults and out-of-school young people to access education through complementary schemes, technical and vocational skills development, and local apprenticeships

4) Inclusive and Special Education

Provision of education for those with special physical and mental needs by mainstreaming them within the formal system or, where necessary, within special units and schools

5) Tertiary Education

Equitable tertiary education for all who are eligible;
Emphasis on science, technology and national needs;
Expanded to include Open University and new universities

6) Education Management

Improvement of planning and delivery of education by devolution to districts while retaining responsibility for norms, standards and systemic accountability at the centre

Description of Volume 2

1. Volume 2 is in the form of an action matrix with each sub-sector presented in relation to the following themes:

    a) **socio-humanistic** (e.g. equity, access, health)

    b) **educational** (e.g. quality, skills development)

    c) **economic** (e.g. efficiency, accountability)

2. A table of acronyms precedes the matrix for ease of reference.

3. The activities within the matrix are assigned to particular MDAs within the Ministry of Education.

4. Each set of activities is summarised by an outline strategy which has been indicatively costed over the 10-year period of the ESP.

5. Where a time frame is given this shows the year intended for the commencement of a particular activity. In some cases the activity may be completed within a year but in most cases it is likely to be ongoing over a longer period within, or frequently exceeding, the duration of the plan.

6. In due course, on a regular basis, the MOE will review sector performance with the purpose of selectively integrating some or all of the activities into more comprehensive budgeted support initiatives.

Next steps

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

- Schools and institutions
- The District Education Offices
- The Regional Education Offices
- The Agencies of MOE, notably GES
- Subvented agencies such as NIB, NCCA, NTC, COTVET, NCTE, NAB
- MOE central office

Abbreviations

AF	Administration and Finance Division (of GES)	GPI	Gender Parity Index
AFC	Associates for Change	GPRS	Ghana Poverty Reduction Strategy
AS	HIV%AIDS Secretariat (of MoE)	HIV&AIDS	Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome
BE	Basic Education		
BECE	Basic Education Certificate Examination	HQ	Head Quarters
BED	Basic Education Division	HRD	Human Resource Development
BoG	Board of Governors (Senior High)	HRMD	Human Resource Management and Development (GES)
CAL	Computer Assisted Learning	HT	Head Teacher
CBO	Community Based Organisations	ICCES	Integrated Community Centres for Employable Skills
CBT	Competency Based Training	ICT	Information and Communication Technology
CD	Compact Disc	ICU	Implementation Co-ordination Unit
Ch Dir	Chief Director of MoE	IEC	Information, Education, Communication
CL	Complementary Learning	IGO	Inter-Governmental Organisation
CoE	College(s) of Education	INSET	In-Service Education of Teachers
COTVET	Council for TVET	IS	Inclusive and Special (Education)
CPM	Consultative Panel Meeting	ISH	Integrated School Health
CRDD	Curriculum Research and Development Division (of GES)	JH	Junior High
CRS	Client Report System	JHS	Junior High School
CRT	Criterion Referenced Tests	KG	Kindergarten
CSSPS	Computerised School Selection and Placement System	M&E	Monitoring and Evaluation
CWS	Community Water and Sanitation	MDA	Ministry Departments and Agencies
DA	District Assembly	MDG	Millennium Development Goals
DEO	District Education Office/Officer	MNS	Minimum National Standards
DG	Director General of GES	MoE	Ministry of Education
DP	Development Partner(s)	MoEP	Ministry of Economic Planning
EFA	Education For All	MoF	Ministry of Finance
EM	Educational Management	MoH	Ministry of Health
EMIS	Education Management Information System	MoMYE	Ministry of Manpower Youth and Employment
ERRC	Education Reform Review Committee	MoYS	Ministry of Youth and Sports
ESAR	Education Sector Annual Review	MTEF	Medium Term Expenditure Framework
ESP	Education Strategic Plan	NAB	National Accreditation Board
ESPRR	Education Sector Policy Review Report	NAP	National Apprenticeship Programme
ESTAC	Education Sector Technical Advisory Committee	NBSSI	National Board of Small Scale Industries
FBO	Faith Based Organisations	NCTE	National Council for Tertiary Education
FCUBE	Free Compulsory Universal Basic Education	NDP	National Development Plan
FPMU	Funds and Procurement Management Unit	NDPC	National Development Planning Commission
GAC	Ghana Aids Commission	NEPAD	New Partnerships for African Development
GBDC	Ghana Book Development Council	NER	Net Enrolment Ratio
GCU	? ? ?	NERIC	National Education Reform Implementation Committee
GDP	Gross Domestic Product	NF	Non-Formal (Education)
GER	Gross Enrolment Ratio	NFED	Non-Formal Education Division
GES	Ghana Education Service	NGO	Non-Governmental Organisation
GETFund	Ghana Education Trust Fund	NIB	National Inspection Board
GEU	Girls Education Unit	NSS	National Service Secretariat
GLB	Ghana Library Board	NTC	National Teaching Council
GNAPS	Ghana National Association of Private Schools	NUGS	National Union of Ghana Students
GNAT	Ghana National Association of Teachers	OU	Open University
GoG	Government of Ghana	PBME	Planning, Budgeting, Monitoring and Evaluation

PMT	Performance Monitoring Tests		STEU	Science and Technology Education Unit of GES
PRESET	Pre-Service Education of Teachers		STME	Science, Technology, Mathematics Education
PRME	Policy Research Monitoring and Evaluation unit (of PBME)		SWOT	Strengths, Weaknesses, Opportunities, Threats
PRU	Public Relations Unit (of GES)		TA	Technical Assistance
PS	Private Sector		TE	Tertiary Education
PTA	Parent Teacher Association		TED	Teacher Education Division (of GES)
PTR	Pupil Teacher Ratio		TEU	Technical Examinations Unit
RECOUP	Research Consortium on Educational Outcomes and Poverty		TOT	Trainers of Trainers/Tutors/Teachers
REO	Regional Education Office/Officer		TKLM	Teaching and Learning Materials
SA	Subject Associations		TTC	Teacher Training College
SED	Secondary Education Division		TVED	Technical and Vocational Education Division (of GES)
SEN(s)	Special Education Needs(s)		TVET	Technical and Vocational Education and Training
SFL	Schools for Life		TVI	Technical Vocational Institutions
SH	Senior High		TVSD	Technical and Vocational Skills Development
SHEP	School Health Education Programme		UBE	Universal Basic Education
SHS	Senior High School		UDE	University Department of Education
SL	Supply and Logistics Division of GES)		UENR	University of Energy and Natural Resources (Sunyani)
SMC	School Management Committee		UHAS	University of Health and Applied Sciences (Ho)
SpED	Special Education Division (of GES)		UNESCO	United Nations Education, Scientific and Cultural Organisation
SPIP	School Performance Improvement Programme		UNICEF	United Nations Children's Fund
SRC	School Report Card system		UTTDBE	Untrained Teachers Diploma in Basic Education
SRIMPR	Statistics, Research, Information Management and Public Relations		VTI	Vocational Training Institute
SSCE	Secondary School Certificate Examination		WAEC	West African Examinations Council
STD	Sexually Transmitted Diseases		WHO	World Health Organisation

1 BASIC EDUCATION (BE)

Strategic Goal: *Provide equitable access to good-quality child-friendly universal basic education, by improving opportunities for all children in the first cycle of education at kindergarten, primary and junior high school levels*

BE Thematic area (a): Socio-humanistic

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
Access						
1. Improve equitable access to and participation in quality education at the basic education level.	• 90% NER in KGs by 2020 • 120% GER in primary schools by 2020 • 110% GER in JHS by 2020 • Gender parity in BE by 2012	**1.** Make available public and private child-friendly basic education for all at point of need **2.** Provide fee free child-friendly basic education through District Assemblies, the Private Sector, CBOs, NGOs and FBOs.	1. Conduct periodic school mapping (at least every 5 years) to determine extent of public and private KG classes, Primary schools and JHS 2. Deliver basic education through DEOs and REOs in line with decentralisation principles 3. Distribute guidelines on KG staffing, materials and infrastructure to public primary schools, District Assemblies, private sector, and appropriate CBOs, NGOs, FBOs 4. Continue KG classes construction (within 3 km of communities) at the rate of at least n KGs per year per district (rate to be decided) 5. Construct, refurbish and maintain primary and JHS classrooms as necessary (without land encroachment, using vertical development where land is scarce)	1. 2010[1] 2. 2011 3. 2011 4. 2010 5. 2010 All on-going activities	BED with REO, DEO, Metro, Municipal and DAs	PBME
	• No child to be disadvantaged by location (remote, rural, inner city), sex, SEN or poverty • Support-systems in place for children with SENs by 2015 • Increase attendance of those with SENs in schools to 75%% in 2012, 100% by 2015 • IEC programme for disadvantaged ongoing and periodically reviewed • An inclusive education system achieved by	**3.** Make provision within the BE system for disadvantaged children **4.** Ensure that no child is excluded from BE by virtue of disadvantage	1. Evaluate, and build upon, programmes for disadvantaged and hard-to-reach children that are already in operation, including complementary and alternative education programmes (e.g. SFL) 2. Reach and integrate excluded children (out-of-school, hard-to-reach, truants, intra-cycle dropouts and adolescent mothers) within the formal and complementary systems where possible 3. Organise screening and identification of children with special needs (including special education assessment centres in all districts) 4. Institute scholarship schemes for needy pupils, including district sponsorship of girl pupils/students 5. Organise sensitisation workshop for parents and children with special needs 6. Incorporate basic rudimentary training in Special Education into CoE courses so that *all* trained mainstream teachers are suitably prepared	Ongoing from 2010	BED with REO, DEO	PBME, CoE, UDEs, NGOs, CBOs, FBOs

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[1] This is the year intended for the *commencement* of a particular activity. In many cases the activity will be completed in one year but in others it may be ongoing over a longer period within, or possibly exceeding, the duration of the plan

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
	2015 (to include those with non-severe SENS integrated into mainstream schools		7. Provide material support to those children orphaned as a result of HIV&AIDS, in order that they can complete their education.			
	• Abolish all extra fees (e.g. sports) by 2010 • Extend feeding programme from 2011 • Provide school uniform to needy children from 2011 • Reduce home-school distance from 2010	**5**. Improve pupil welfare to motivate parents and learners to attend school **6**. Remove barriers to education	1. Review extra fee systems (e.g. to abolish and transfer them to capitation grant, subject to SMC approval – also see BE13) 2. Review mechanisms and effectiveness of current pilot feeding programmes and plan for a phased extension to all non-participating schools 3. Devise and implement a means testing for provision of school uniforms 4. Provide transport to bring schools nearer home for young and vulnerable children (see BE2)	1.2010 2.2010 3.2011 4.See BE2	BED with REO, DEO	PBME, UNICEF
	• Gender parity in BE enrolment, attendance and completion (the latter by 2012) • Full enrolment of hard-to-reach and out of school children by 2015 • All children with non-severe SENs mainstreamed in BE by 2015	**7**. Ensure equal basic education opportunities for all. **8**. Provide equitable educational opportunities at BE level.	1. Conduct IEC programmes to stress awareness of the importance of girls' , KG and inclusive education 2. Enforce policies on non-repetition, except in cases of prolonged illness or other exceptional circumstances 3. Support hard-to-reach children and current complementary education programmes (e.g. SFL) 4. Provide specialised training in multi-grade teaching for rural areas and reward teachers accordingly 5. Provide training in SENs for *all* teachers 6. Ensure that school infrastructure facilitates the accommodation of pupils/students with special needs	Ongoing from 2010	BED with REO, DEO	PBME, CoE, UDEs
	• 50% of all health funding from non-governmental sources by 2012 and beyond • IEC for Health programmes in place and ongoing	**9**. Develop and implement an Integrated School Health (ISH) programme **10**. Promote public-private partnerships (CBOs, NGOs, FBOs, and DPs) in the Integrated School Health programs.	1. Explore and establish linkages with Non-Government bodies to work with government on Integrated School Health (ISH) programmes 2. Design and implement IEC for ISH to educate and disseminate information about public health (as it relates to nutrition, de-worming, sanitation, inoculation, HIV&AIDS, and malaria and hepatitis-B prevention).	Ongoing from 2012	1. SHEP 2. SHEP	1. PS, CBO, NGO, FBO, DP, MoH 2. PRU, DEO

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
	• Guidelines for School Health, Sanitation and Safety distributed and applied (ongoing) • Expanded and improved BE Health and Hygiene systems at all levels to 100% coverage by 2015 • All BE schools rehabilitated in terms of safety, sanitation and health by 2015 • Provide first aid facilities to all BE schools by 2015 • Potable water in 75% of BE schools by 2020	**11.** All BE schools meet national norms in health, sanitation and safety **12.** Expand and improve School Health, Sanitation and Safety systems	1. Revise and distribute national guidelines on minimum standards for health, sanitation and safety for BE institutions at all levels 2. Provide adequate safety, sanitation and basic health care facilities and access for children with disabilities, in accordance with national guidelines 3. Establish effective guidance and counselling systems for BE pupil/student welfare at all levels 4. Ensure each BE institution has a designated school health officer trained in basic first aid with access to a well-maintained First Aid kit 5. Incorporate basic rudimentary training in Primary Health care into CoE courses to improve mainstream teachers' awareness of health issues 6. Ensure that there is potable water within 250 m of BE school sites and that there are adequate sanitation facilities on site (especially for girls and female teachers/SMC members) at all institutions	Ongoing from 2010	1. SHEP 2. SHEP 3. SHEP 4. SHEP 5. AF	1. NCTE, MoH DP 2. SpED, MoH, AF, DP 3. GCU, MoH, NCTE, NGO DP 4. MoH, NGO, DEO DP 5. SHEP, DEO, PBME, CWS, NSS, DA, DP NGO
	• Where economic, build KG and primary schools closer to communities • Transport available for 50% of eligible infant school population by 2014	**13.** Make transport available for young children (3 – 7 years old). **14.** Facilitate access for KG and Lower Primary (P1 – P3) infants who live more than 3 km from school.	5. Update KG and primary school mapping and conduct feasibility study on KG and primary school building programme 6. Invite tenders from local transport providers and contract out to most acceptable tender 7. Produce and issue guidelines and timetables to transport providers 8. Monitor provision of transport services 9. Phase in transport services on district-by-district basis	4. 2010 5. 2010 6. 2011 7. 2012 8. From 2013	BED with REO, DEO	PBME
2. Mainstream issues of population, family life, gender, health, HIV / AIDS / STI, conflicts, fire & road safety, civic responsibility, human rights, and environment in the curricula at the basic education level.	• HIV&AIDS programmes operational in all schools/institutions • All new teachers trained in STD/HIV&AIDS basic counselling, prevention, care and support • IEC programmes for HIV&AIDS in place and ongoing • Programme for pupil/student peer educators in place.	**15.** Include BE schools within national initiatives to reduce HIV&AIDS pandemic and STDs **16.** Provide for STD/HIV&AIDS prevention, care and support within BE	1. Review HIV&AIDS programmes in teacher training syllabuses 2. Support HIV&AIDS clubs in BE schools 3. Design and implement IEC programmes to educate, and disseminate information, in the area of HIV&AIDS prevention and management 4. Appoint and train focal person to implement HIV&AIDS programmes in schools and communities (SMC , community or staff) 5. Provide logistical support to HIV&AIDS Secretariat (MoE) 6. Review manuals on HIV&AIDS for school and workplace focal persons 7. Provide guidance and counselling systems in schools which provide support and assistance to pupils	Ongoing and as required from 2010	1. TED,NCTE 2. SHEP 3. SHEP 4. AS 5. PBME 6. AS 7. BED, GEU	1. CRDD, AS SHEP, NGO, DP, Univs, Polys 2. DEO, MoH, DA, GAC, NGO 3. DEO, MoH, DA, GAC, NGO 4. SHEP, heads of agencies 5. GAC, AF(M) 6. HRD (M), FP 7. PBME, AF, HRMD, DA,

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
			experiencing problems such as bullying and sexual harassment (including girl pupils by male peers and/or teachers). 8. Provide material and financial support to all orphaned children (by HIV&AIDS *and* other events) so that they can complete their education.		8. AF	DEO(DGET) REO(RGET) NGO 8. PBME, BED NGO,DA, DP, DEO
	• National curriculum at basic level updated, published and circulated to all BE schools (ongoing) • Continuous INSET to BE teachers (ongoing) • BE curriculum revised in 2012 • BECE based on and examines the revised curriculum from 2013	**17**. Provide all BE schools with an up-to-date relevant curriculum **18**. Ensure that the BE national curriculum is relevant to personal and national development	1. Review BE curricula at all levels in collaboration with key stakeholders to ensure relevance to national needs, skills development and social norms 2. Print syllabus updates and distribute to BE schools 3. Develop and up-grade teacher training programmes (PRESET and INSET) to train teachers in the new curricula at all levels (KG, Primary, JSS) 4. Conduct BECE examinations based on new curricula 5. Institutionalise remedial programmes as a core part of BE sub-sector 6. Textbooks, after revision in line with curriculum, are approved only if they conform to new curricula	Ongoing from 2012 From 2013	1. CRDD, NCTE 2. CRDD 3. TED, NTC 4. DG 5. CRDD 6. CRDD	1. GNAT, SA, SMC, PS, WAEC, FBO, NGO 2. DEO, REO, S&L, BED, SED, TVET 3. CRDD, HRMD 4. TEU, CRDD 5. REO, DEO 6. GBDC

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
Equity						
2. Bridge gender gap in access to education.	• GEU BE Work Programme in place and implemented at all levels – central, regional, district. • Annual review of GEU by HRMD • Annual National Girls Education reports including relevant indicators completed/published • Highly trained and motivated GEU staff in place at all levels • Girl friendly guidance and counselling system in place and procedures implemented	**19**. Ensure that central and outlying GEUs are functional and informed by EMIS **20**. Ensure that girl-friendly guidance and counselling systems are in place centrally and in Districts	1. Disaggregate data by sex where appropriate 2. Maintain and update statistics and relevant indicators and establish an ongoing monitoring and reporting system 3. 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 4. Coordinate GEU and Guidance and Counselling (G&C) to establish procedures and systems related to girls education – e.g. to sanction sexual harassment or bullying of female pupils/students by male peers	Ongoing from 2010	BED (GEU) with DEO, REO	PBME, HRMD
Quality						
3 Improve quality of teaching and learning	• Primary textbook ratio of 1:1 for core subjects by 2012 • JHS textbook ratio of 1:1 for core subjects by 2012 • 1 computer teaching lab per JHS (10% of schools by 2015, 25% by 2020) • All BE teachers have access to teaching support materials, including library facilities, by 2012 • 50 Resource Centres established by 2015	**21**. Provide BE schools with teaching and learning materials that enable students to acquire essential skills (including ICT) **22**. Ensure that BE pupils have access to relevant up-to-date teaching/learning materials	1. Adhere to textbook policy procurement and distribution 2. Ensure access to textbooks/relevant digital content in core subjects for all students at BE levels 3. Review and publish list of essential teaching support materials for BE levels 4. Provide teaching and learning aids, including library resources, to all BE schools/teachers 5. Procure and supply computers and accessories to JHS, phased over time, with preference given to deprived areas (that have electricity) and schools with maintenance capability 6. Review guidelines on the use and maintenance of textbooks, computers, teaching equipment and materials in BE schools 7. Develop programme involving DAs, communities and the Private Sector, for the provision of computer/laboratories at the community level 8. Establish additional Resource Centres in 50 districts with pref erence given to the newly created districts and/or those without TRC	1. 2010 2. 2010 3. 2012 4. 2012 5. 2010 (phased to 2020) 6. 2012 7. 2010 (phased)	1. ICTEP, CRDD, SL 2. " 3. " 4. " 5. " 6. " 7. AF	1. SRIMPR, PBME, AF 2. ID, DP, GBDC 3. REO, DEO, DP, GBDC 4. DEO, NGO, SMC, DP 5. REO, DEO, DP, MOC, MLG 6. REO, DEO 7. TED, DA, DEO, DP

* Minimum National Standards applied in literacy and numeracy in English and Ghanaian languages at Primary and JHS. * Literacy and numeracy in a Ghanaian language by 60% of Primary 6 pupils by 2012. * Literacy and numeracy in English by 60% of Primary 6 pupils by 2012. * Criterion – referenced testing, on a nationally representative sample basis conducted at 2-yearly intervals from 2010	**23**. Ensure that all P6 graduates are literate and numerate (n English and a Ghanaian language **24**. Develop a literate numerate society	1. Strengthen internal monitoring and supervision of literacy and numeracy teaching in schools through head teachers and SMCs 2. Provide at least one specialist teacher in literacy and one in numeracy to serve a cluster of primary schools 3. Support the development of textbooks and other teaching/learning materials in English and Ghanaian Languages in line with Language Policy 4. Distribute the recommended textbooks and teaching guides for the Ghanaian Languages 5. Revise Ghanaian languages syllabus at CoEs to focus on the teaching of literacy and numeracy 6. Develop and implement effective methodologies for teaching in local languages ("Language 1") particularly in P1 to P3 7. Develop and implement an effective methodology for the use of English ("Language 2") as a medium for teaching and learning, particularly in P4 to P6 8. Revise timetable to increase time allocation for the teaching of literacy and numeracy in English and Ghanaian Languages 9. Organise and conduct MLA tests to measure literacy and numeracy standards in P3 and P6 according to agreed MNS 10. Provide remedial sessions on basic literacy and numeracy skills for the lowest performing children in P1 to P3	Ongoing from 2010 2010-2012	1. TED. NTC 2. TED, NTC 3. CRDD 4. SL 5. CRDD 6. HRMD 7. BED 8. CRDD 9. BED	1. DP, HRMD, CRDD, BGL 2. DP, CRDD, HRMD, AF, BGL, NGO 3. GBDC, DP, BED, Publishers 4. BED, REO, DEO, 5. TED, BED, BGL, DP 6. HRMD, TED, BED, DP, NGO 7. CRDD, DP, TED, ID 8. BED, SED, ID, DP 9. TED,CRDD, TCAI

Thematic Area (b): Educational

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
Skills Development						
4 Promote science and technical education at the BE level.	• Appropriate ICT and skills development (SD) curriculum within the BE system by 2012 and reviewed periodically to 2020	**25**. Provide relevant opportunities for ICT and skills development **26**. Ensure that JH completers have appropriate skills for future study and work	1. Modernise ICT and SD curriculum components, making them relevant and sensitive to all users and to national needs 2. Provide suitable ICT and SD school facilities for all (students and teachers) at all levels (see BE10)	1. 2012 2. 2010 and ongoing	ICTEP, CRDD	DEO, REO

BE Thematic area (c): Economic

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
Efficiency and Effectiveness						
6. Improve management of education service delivery.	• Reduce % of untrained teachers from 21.2% at the primary level and 12.8% at JSS to not more than 5% by 2020 (% defined by payroll criteria) • Ongoing IEC for teacher recruitment, especially females in hard to reach areas • Motivational packages for teachers to go to hardship areas • 9,000 'pupil teachers' (at least 2/3 of whom are female) identified in rural hard-to reach areas • All headteachers trained by 2020	**27**. Review the training, recruitment and deployment of teachers and headteachers, especially in disadvantaged areas with emphasis on female and 'pupil teachers' **28**. Motivation and 'pupil-teacher' allowances to be calculated and subsumed within salaries budget) **29**. Improve the efficiency and effectiveness of teaching service (preparation, upgrading and deployment)	1. Develop district-level Establishment Control instruments for the effective mobilisation and deployment of trained teachers 2. Provide 'deprived area incentive package' 3. Implement district sponsorship programme for teacher trainees in all districts 4. Support teacher recruitment in deprived areas, through scholarships to 'pupil teachers' (mostly young girls) who will be identified by local chiefs/heads/SMCs, trained through the UTTDBE and receive 35% salary payments) 5. Provide IEC to chiefs to provide local support to teachers in remote areas 6. Review policy on paid study leave (to reduce the number of teachers taking annual study leave, reducing the financial burden of the study leave system, and placing a greater emphasis on distance education as a means of professional development). See BE18 7. Strengthen supervision and inspection systems. 8. Introduce a teacher rotation/redeployment system to supply remote rural areas with qualified teachers on an equitable basis 9. Develop and implement phased headteacher training for those in service and those about to be promoted)	From 2010	BED with REO, DEO	PBME

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
	• Review criteria for promotion, conditions of service, incentives allowances and career paths for BE teachers by 2010 • Conduct annual performance reviews of BE teachers from 2013. • Reduce teacher absenteeism from 25% (2008) to 5% (those who are ill or have legitimate reasons) by 2015 • Increase pupil time-on-task from 39% of classroom time (2008) to 80% (min) by 2015	**30**. Ensure that the teaching service provides value for money in terms of pupil contact time and effective learning. **31**. Develop a professional, well motivated BE teaching cadre.	1. Define and institutionalise a multi-level career path with a clearly defined promotion and allowances package based on equity and merit 2. Provide appropriate incentives and rewards packages to BE teachers who are properly licensed, are tech/voc and maths-science teachers, who remain in service and who attend school regularly – from 2010 3. Limit teacher absence during term time by holding any INSET during school vacations and monitoring attendance (see BE20) 4. Review policies and procedures for promotion and staff development, teacher allowances, teacher support and disciplinary procedures 5. Draw up and circulate guidelines to all schools, and through SMCs, communities on timetabling that ensures maximum teacher-pupil contact time – with SMC oversight of time-on-task 6. Conduct internal annual reviews of staff (including appraisal by pupils, SMCs and headteachers) with reports forwarded to DDE and RDE using School Report Card system (also see BE19)	From 2010	BED with REO, DEO	PBME
	• SMCs evaluated • SMC Policy and SMC Management Handbook developed and circulated • Training in SMC Policy & Handbook initially provided to 5 SMC members in 5 000 primary schools nationwide – complete by 2012; thereafter to remaining 12 000 schools by 2020	**32**. Develop effective operational SMCs in BE schools. **33**. Strengthen SMCs.	1. Formally evaluate SMCs in selected schools across the 10 regions. 2. Develop a SMC Policy and SMC Management Handbook (based on the evaluation findings) 3. Undertake training in SMC Policy & Handbook (reviewing and revising manuals as necessary) Stage 1 by 2010 Stage 2 by 2011 Stage 3 by 2012 4. All headteachers to be included in training initiatives 5. Review and roll out training to the remaining primary schools from 2013 onwards	From 2010 in stages (see opposite)	BED with REO, DEO	PBME
	• Capitation grant levels reviewed • Grants paid in a timely manner • Annual reporting system on use of grants in place • Thorough performance review of capitation grants system in 2012.	**34**. Provide capitation grants to SMCs to manage school improvements **35**. Promote self-management of resources specific to each BE school's needs	1. Maintain capitation grants at 5% of DDP/capita/child, possibly increasing them to cover sports and other charges (i.e. school fee abolition) (see BE9) 2. Conduct full review of grants system in light of reports on performance and effectiveness, and provide guidelines on the effective use of capitation grants 3. Provide basic SMC management training to the head-teacher and at least 5 SMC members per BE school 4. SMCs oversee the production of annual School Performance Improvement Plans (SPIPs)	Ongoing from 2010	GES with REO, DEO	

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
	• Reduce subsidies to teachers in training by 2020 • Replace Study Leave by sponsored on-the-job training and qualification improvement scheme (from 2011)	**36**. Remove the 'subsidy culture' from the BE sub-sector **37**. Make efficiency savings in the BE subsector	1. Replace stipend (to teachers in training) by capped loans repayable from salary after they enter teaching 2. Replace paid study leave by government-sponsored incentives scheme linked to promotion based on qualifications obtained through OU (e.g. for 1st degree upgrade) or UCW distance/taught qualification (Adv Diploma, Masters) to be undertaken part-time while teaching. [Study Leave system to be cancelled from 2011 following IEC and national publicity]	1. From 2015 2. From 2011	BED with REO, DEO TED	NTCE
Delivery and Accountability						
	• Introduce performance monitoring BE School Report Card (BESRC) system to enable parents to make independent school assessments that may be sent directly to DEOs – by 2011 – operative by 2012 • Introduce a similar Performance Agreement undertaking between DDEs, RDEs and GES	**38**. Develop an open mutual-accountability scheme for parents, teachers, BE schools and Districts (likewise, DEO, REOs, GES) **39**. Improve accountability relationships between parents, schools and District Education Offices (similarly DEOs, REOs and GES)	1. Clarify the role of the SMC in school accountability 2. Issue guidelines on how SMCs, DEOs and REOs may make the BESRC system operable 3. Institute public signing ceremony of Performance Agreements between DEO, REO and GES, with a publicly available annual review of Performance Agreement outcomes 4. Introduce Annual Awards ceremonies for top performing schools in Districts and top performing DEOs and REOs nationwide (with national publicity)	Establish in 2010 and ongoing thereafter	BED with REO, DEO	PBME
	• Establish the National Inspectorate Board (NIB) by 2010 • NIB review of criteria and roles of supervision and inspection; published before end 2010 • Train supervisors and inspectors in revised inspection instruments: 1st phase by end 2011, ongoing thereafter • Ensure 95% attendance of teachers in basic schools by 2015	**40**. Establish and operationalise an effective NIB **41**. Develop effective teacher monitoring systems	1. Establish NIB independent of MoE 2. Conduct review of monitoring and inspection systems for management at ministry, agency, regional, district levels and at all school/institutional levels 3. Design and implement effective school inspection and teacher supervision systems. 4. Develop and maintain a database of inspection outcomes, linked to EMIS and made publicly available through the news media and internet 5. Provide material and logistical support for supervisors and inspectors 6. Develop and implement a system that effectively monitors and deals with teacher absenteeism and tardiness (by means of support and sanction) 7. Provide guidelines to headteachers and SMCs on monitoring teacher attendance	Establish in 2010 and ongoing thereafter	BED with REO, DEO	PBME
Teacher Supply and Deployment						

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
	• National and regional analyses of teacher shortages by end of 2010 • Reduction in disparate teacher deployment by 2015 • Disparities in PTRs reduced from current levels *E.g. (2008/09)* <table><tr><td>**PTR**</td><td>**>45**</td><td>**<30**</td><td>**med**</td></tr><tr><td>**KG**</td><td>31%</td><td>41%</td><td>34</td></tr><tr><td>**Pr S**</td><td>28%</td><td>39%</td><td>35</td></tr><tr><td>**PTR**</td><td>**>35**</td><td>**<20**</td><td>**med**</td></tr><tr><td>**JHS**</td><td>5%</td><td>59%</td><td>18</td></tr></table>Note that JHS enrolments are very uneconomical	**42**. Ensure effective deployment of teachers between districts and between schools within districts **43**. Rationalise the deployment of KG, PrS, JHS teachers raising PTRs through multi-grade teaching, boarding, bussing and closure of uneconomic courses/schools	1. In 2010 determine the actual numbers of teachers (a) on District payrolls, (b) actually needed in each District - and resolve disparities 2. Within Districts, determine the actual numbers of teachers (a) on the payroll in each school, (b) actually needed in each school - and resolve disparities while raising mean PTRs to 45:1 in KG and Primary. 3. Determine vacancies according to PTR in Districts and relocate and/or make new appointments 4. In KG schools allocate 1 teacher per 45 pupils. x KG schools only get 2 teachers when n{pupils} > 90 5. In Primary schools where n{pupils} ≤ 90, introduce multi-grade teaching on basis of 1 teacher to 30 pupils (i.e. max 3 teachers per school including HT). Provide relevant training. Otherwise merge very small schools. 6. Reassess criteria for JSS viability in small rural schools (current provision is min 5 teachers/JHS regardless of enrolment); consider closing/merging non-viable courses/schools, redeploying teachers, multi-grade teaching, boarding, bussing students to raise PTRs to 35:1. 7. For all other JHS, raise mean PTR to 35:1 (closing courses where not viable)	Establish in 2010 and ongoing thereafter	BED with REO, DEO	PBME

2 SECOND CYCLE EDUCATION (SC)

> **Strategic Goal:** *Increase equitable access to high quality second cycle education that prepares young adults for the various options available within tertiary education and the workplace*

Note: There are five district strands in the Second Cycle (SC): these are *Senior High Schools (SHS) - General and Technical, Technical and Vocational Institutes (TVI), Formal Apprenticeship schemes, Agriculture Colleges.* Responsibilities for some of these strands, particularly those that are occupation-related, are shared with other Ministries. Many of the ESP objectives and strategies described below are common to all five strands. Where this is not the case, they are shown separately.

SH Thematic area (a): Socio-humanistic

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
Access						
1. Improve equitable access to and participation in quality education at all levels.	• 50% GR in SHS by 2020 • Gender parity in General SC from 2010 and in Technical SC by 2015 • 750 SHS schools by 2020 (in ratio 3 general : 1 technical - discuss) • 40 TVIs by 2020 • Targets for TVSD, Appr. Schemes, Agric colleges?	**1.** Make available free public and private SC education and training for those eligible **2.** Provide fee free[2] user-friendly Second Cycle (SC) education and training through District Assemblies, the Private Sector, CBOs, NGOs and FBOs	1. Conduct periodic institutional mapping (at least every 5 years) to determine extent, location and type of SC provision (SHS , TVI, Apprenticeship, Agriculture) 2. Distribute guidelines on SC staffing, materials and infrastructure to public and private SHS, TVI, Apprentice schemes, Agric colleges, District Assemblies, private sector, and appropriate CBOs, NGOs, FBOs 3. Continue SHS construction and refurbishment to achieve at least one (1) SH school per district over the period of the ESP – building in agreed ratio, 3 General SHS : 1 Technical SHS discuss 4. Pursue public-private partnership arrangements for expanded provision of TVET/TVSD, apprenticeship and agriculture programmes	1.2010 2.2010 3.2010 All on-going activities	BED with REO, DEO TVED COTVET	PBME, DA, NGO, CBO, FBO
	• Transport available for all eligible SC students by 2020	**3.** Provide transport for SC students who live more than 5 km and less than 15 km from their institutional **4.** Make transport available to eligible SC students	1. Invite tenders from local transport providers 2. Produce and issue guidelines and timetables to transport providers 3. Monitor provision of transport services [Also see SC17]	1. 2010 2. 2011 3. 2012 All on-going activities	BED with DEO, REO	PBME

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[2]   The Private sector and other NGOs may charge fees

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
	• Boarding facilities available for up to XX% of the SC population • Reduce 2008 number of boarding students by 50% by 2016	**5.** Provide SC boarding on a needs basis. **6.** Provide free boarding as necessary for eligible SC students	1. Devise, publish and enforce policy and rules for eligibility for boarding (with emphasis on reducing boarding by attending nearest available SC facility and boarding should *not* be free unless it is considered necessary *and* parents cannot afford it) See SC17 2. Reduce unit costs of boarding through student self help and resource generation activities	From 2010	BED with REO, DEO TVED COTVET	PBME
	• 50% of all health funding from non-governmental sources by 2012 and beyond • IEC Health programmes in place and ongoing	**7.** Develop and implement an Integrated School Health (ISH) programme within SC education **8.** Promote public-private partnerships (CBOs, NGOs, FBOs, DPs) in the Integrated School Health system	1. Explore and establish linkages with Non-Government bodies to work with government on ISH programmes 2. Design and implement IEC for ISH to educate and disseminate health information (as it relates to nutrition, de-worming, sanitation, inoculation, HIV&AIDS, and malaria and hepatitis-B prevention).	Ongoing from 2012	1. SHEP 2. SHEP	1. PS, CBO, NGO, FBO, DP, MoH 2. PRU, DEO
	• HIV&AIDS and STD programmes operational in all SC institutions • All new SC teachers trained in STD/ HIV&AIDS basic counselling, prevention, care and support • IEC programmes for HIV&AIDS in place and ongoing • Programme for pupil/student peer educators in place • HIV&AIDS workplace programmes in place	**9.** Include SC institutions within national initiatives to reduce the HIV&AIDS and STD pandemics **10.** Provide for STD/HIV&AIDS prevention care and support within SC institutions	1. Review HIV&AIDS programmes in teacher training syllabuses 2. Support HIV&AIDS clubs in schools/institutions at all levels 3. Design and implement IEC programmes to educate, and disseminate information, in the area of HIV&AIDS prevention and management 4. Appoint focal person to implement HIV&AIDS and STD programmes within each institution and the workplace 5. Train SC institution and workplace peer educators and focal persons 6. Review manuals on HIV&AIDS for school and workplace focal persons 7. Provide guidance and counselling, and support and assistance to pupils and staff in HIV&AIDS and STD issues 8. Provide material support to those students orphaned as a result of HIV&AIDS (and other events), in order that they can complete their education.	Ongoing and as required from 2010	1. TED,NCTE 2. SHEP, NCTE 3. SHEP 4. AS 5. AS 6. AS 7. BED, GEU, DEO, REO 8. ??	1. CRDD, AS SHEP, NGO, DP, Univs, Polys 2. DEO, MoH, DA, GAC, NGO 3. DEO, MoH, DA, GAC, NGO 4. SHEP, heads of agencies 5. GAC, AF(M) 6. PBME, AF, HRMD, DA, NGO 7. PBME, NGO FGOs, DPs

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
Equity						
	• 50% female enrolment in SHS, 40% in TVSD, by 2015 • SHS graduation rates of females and males on a par by 2018 • 100% enrolment of eligible hard-to-reach and out-of-school students (as boarders) by 2015 • All eligible students with non-severe SENs integrated into mainstream SC by 2015 • IEC programme for disadvantaged ongoing and periodically reviewed.	**11.** Ensure equal education opportunities for all academically eligible SC students **12.** Provide equitable educational opportunities at SC level	1. Conduct IEC programmes to raise awareness of the importance of education of females and those who are variously disadvantaged 2. Provide female-friendly toilets in all SC institutions (for staff, BoG members and students). 3. Support eligible hard-to-reach SC students by providing, where necessary and appropriate, free boarding and to-and-from home transport each term 4. Provide a SENs specialist in each SHS school, and TVI as appropriate 5. Ensure that institutional infrastructures facilitate accommodate pupils/students with special needs (e.g. wheelchair friendly, Braille texts, adapted computer software) 6. BoG guidelines to ensure inclusion of local concerns regarding inequities	Ongoing from 2010	BED with REO, DEO TVED COTVET	PBME, CoE, UDEs
Welfare						
	• Guidelines for institutional Health, Sanitation and Safety distributed and applied (ongoing) • Expanded and improved SH school Health and Hygiene systems: 100% coverage by 2012 • All SH schools rehabilitated in terms of safety, sanitation and health by 2015 • Provide first aid facilities in SH by 2015 • Potable water available in SH by 2015	**13.** All SC institutions meet national norms in health, sanitation and safety **14.** Expand and improve SC Health, Sanitation and Safety systems	1. Update and distribute guidelines on minimum standards for health, sanitation and safety for SC education 2. Provide adequate safety, sanitation and basic health care facilities and access for students with disabilities, in accordance with national guidelines 3. Establish effective guidance and counselling systems for SC student welfare (health and gender issues) 4. Ensure each SH institution has a designated health officer trained in basic first aid with access to a well-maintained First Aid kit 5. Incorporate basic rudimentary training in Primary Health care into PRESET courses to improve mainstream teachers' awareness of health issues 6. Ensure that there is accessible potable water on or within 100 m of all SC institution sites and that there are adequate sanitation facilities on site (especially for girls and female teachers) at all institutions	Ongoing from 2010	1. SHEP 2. SHEP 3. SHEP 4. SHEP 5. SHEP, NCCE, NCTE 6. AF	1. NCTE, MoH DP 2. SpED, MoH, AF, DP 3. GCU, MoH, NCTE, NGO DP 4. MoH, NGO, DEO, DP 5. SHEP, DEO, PBME, CWS, NSS, DA, DP, NGO, DHD and RHD

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
2. Mainstream issues of population, family-life, gender, health HIV / AIDS / STI, conflicts, fire and road safety, civic responsibility, Human rights and environment in the curricular at the SC level.	• HIV&AIDS and STD programmes operational in all SC institutions • All new SC teachers trained in STD/ HIV&AIDS basic counselling, prevention, care and support • IEC programmes for HIV&AIDS in place and ongoing • Programme for pupil/student peer educators in place • HIV&AIDS workplace programmes in place	**15**. Include SC institutions within national initiatives to reduce the HIV&AIDS and STD pandemics **16**. Provide for STD/HIV&AIDS prevention care and support within SC institutions	9. Review HIV&AIDS programmes in teacher training syllabuses 10. Support HIV&AIDS clubs in schools/institutions at all levels 11. Design and implement IEC programmes to educate, and disseminate information, in the area of HIV&AIDS prevention and management 12. Appoint focal person to implement HIV&AIDS and STD programmes within each institution and the workplace 13. Train SC institution and workplace peer educators and focal persons 14. Review manuals on HIV&AIDS for school and workplace focal persons 15. Provide guidance and counselling, and support and assistance to pupils and staff in HIV&AIDS and STD issues 16. Provide material support to those students orphaned as a result of HIV&AIDS (and other events), in order that they can complete their education.	Ongoing and as required from 2010	9. TED,NCTE 10. SHEP, NCTE 11. SHEP 12. AS 13. AS 14. AS 15. BED, GEU, DEO, REO 16. ??	8. CRDD, AS SHEP, NGO, DP, Univs, Polys 9. DEO, MoH, DA, GAC, NGO 10.DEO, MoH, DA, GAC, NGO 11.SHEP, heads of agencies 12.GAC, AF(M) 13.PBME, AF, HRMD, DA, NGO 14.PBME, NGO FGOs, DPs
	• National curriculum regularly updated, published and circulated to all SC institutions (ongoing) • Continuous INSET to SC teachers (ongoing) • Curriculum examined at WAEC level and other appropriate examining bodies [?? • Next revision of SHS curriculum to be in 2014	**17**. Provide General and Technical SHS, TVI and Agric colleges with up-to-date relevant curricula **18**. Ensure that all SC national curricula are relevant to personal and national development	1. Review SHS, TVI, Agric college curricula in collaboration with key stakeholders to ensure relevance to national needs, skills development 2. Print syllabus updates and distribute as appropriate 3. Develop/up-grade teacher training programmes (INSET and PRESET in CoE) to train teachers in the new curricula and appropriate skills including ICT pedagogy 4. Conduct WAEC (and other – Association of Artisans?) examinations based upon new curricula 5. Institutionalise remedial programmes as a core part of SHS programme 6. Ensure textbooks and digital materials are revised and conform with new curricula	Ongoing from 2010	1. CRDD, NCTE 2. CRDD 3. TED, NTC 4. DG 5. CRDD 6. CRDD	1.GNAT, SA, SMC, PS, WAEC, FBO 2.DEO, REO, S&L, BED, SED, TVET 3.CRDD, HRMD 4. TEU,CRDD 5.REO, DEO 6.GBDC
3. Bridge gender gap in access to education.	• GEU Work Programme in place and implemented at central, regional, district levels • Annual review of GEU by HRMD • Annual National Girls Education reports including relevant indicators completed/published • Highly trained and	**19**. Ensure that central and outlying GEUs are functional and informed by EMIS **20**. Strengthen the Girls Education Unit (GEU) including Region/District Girls Education Teams	1. Disaggregate data by sex where appropriate 2. Maintain and update statistics and relevant indicators and establish an ongoing monitoring and reporting system 3. 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 4. Coordinate GEU and Guidance and Counselling (G&C) to establish procedures and systems related to girls' education – e.g. to sanction sexual harassment or bullying of female pupils/students by male peers 5. Train at least one female counsellor per school or	Ongoing from 2010	BED (GEU) with REO, DEO	PBME, HRMD

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
	motivated GEU staff in place at all levels • Girl friendly guidance and counselling system in place and procedures implemented		institution to act as a focus for female students. The counsellor to report to the head teacher/principal and to the BoG (which must contain a minimum of 3 female members).			

SH thematic area (b): Educational

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
Quality						
4. Improve quality of teaching and learning.	• SHS textbook ratio of 1:1 for key subjects by 2012 and ongoing thereafter • 1 resource computer room per SHS or TVI (50% by 2012, 80% by 2015, 100% by 2020) • All SHS and TVI adequately supplied with science and technical teaching labs and equipment • All SC teachers have access to teaching support materials	**21**. Provide SC institutions with appropriate teaching and learning materials (including ICTs) **22**. Ensure that SC students have access to relevant up-to-date teaching/learning materials (including ICTs)	1. Review textbook policy, procurement and distribution to include relevant digital content at SC level 2. Ensure access to textbooks/relevant digital content in core subjects for all SHS and TVI students 3. Review and publish list of essential teaching support materials for SHS/TVI/TVSD, especially in science and ICTs 4. Provide teaching and learning aids to all SC institutions and teachers (including science laboratories in General SH, technical facilities/workshops in Technical SH and TVI and computer rooms and internet in *all* SC as appropriate) 5. Procure and supply computers and accessories to SHS and TVI (min 1 lab/institution)) 6. Procure and supply equipment suitable for the needs of each particular Technical SHS and TVI 7. Review guidelines on the use and maintenance of textbooks, computers, technical teaching equipment and materials in SC institutions	1. 2010 2. 2010 3. 2012 4. 2012 5. 2010 (up to 2020) 6. 2012 7. 2010 (phased)	1. ICTEP, CRDD, TVED, COTVET 2-6 as above 7. AF	1. SRIMPR, PBME, AF 2. ID, DP, GBDC 3. REO, DEO, DP, GBDC 4. DEO, NGO, SMC, DP 5. REO, DEO, DP 6. REO, DEO 7. TED, DA, DEO, DP
	• Each SC institution equipped with relevant, well-stocked library 2015 • All SHS and TVI libraries with comprehensive stock, including computers and appropriate digital resources (e.g. Encarta)- by 2015 • Public libraries	**23**. Make libraries available to SC students and staff **24**. Provide school and public libraries and facilitate community libraries	1. Construct and stock SC libraries (where none exist at present) 2. Ensure that library stock is up-to-date and relevant to students' studies and institutional requirements 3. Provide internet facilities in community libraries where conditions permit 4. Develop programme involving DAs, communities and the Private Sector, for the provision of libraries/computer/laboratories at both the institutional and the community levels.	From 2010	GES, ICTEP, TVED, COTVET with DEO, REO	

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
	provided at community level with internet facilities					
Skills Development						
5. Promote science and technical education at all levels.	• Gender-appropriate ICT and skills development opportunities within SC curricula by 2012 (reviewed periodically throughout the ESP period)	**25**. Ensure that all SC completers have appropriate skills for future study and work **26**. Ensure all SC graduates have acquired basic transferable skills	1. Modernise ICT and skills components, making them realistic and relevant to all SC leavers, and to national needs (e.g. keyboard skills, entrepreneurship, self-learning on www, communications skills, basic numeracy, day-to-day accounting, mobile technology, micro-enterprise systems, informal economy, self-employment) 2. Eliminate gender stereotyping in teaching approaches, skills development and materials 3. Provide suitable ICT and SD school facilities for SC students and their teachers 4. Provide ICT skills usage and training in PRESET and INSET courses for SC teachers 5. Where appropriate, institutionalise formal and informal apprenticeship programmes with local master crafts-persons, with industrial holdings and with the Association of Artisans	1. 2012 2. 2010 and ongoing 3. from 2010 4. from 2010	GES with DEO, REO	

SH Thematic area (c): Economic

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
Efficiency and Effectiveness						

6. Improve management of education service delivery.	• BoGs appointed in each SH school by 2010, corresponding BoG for all TVI and TVSD institution by 2012
	• BoG Policy and BoG Management Handbook revised, developed and circulated by 2011
	• Training in BoG Policy & Management Handbook given to 5 BoG members x 500 SH institutions nationwide – by 2012
	• Capitation grants (or similar) introduced by 2011 and paid in a timely manner
	• Annual reporting system on use of grants in place
	• Thorough performance review of capitation grants system in 2014
		27. Strengthen BoGs and introduce capitation grants to improve local management of SHS, TVI, Agric institutions
		
		28. Promote local-needs-based self-management of resources specific to the needs of each SC institution
			1. Benefitting from BE experience, develop and introduce guidelines for revision of the school management role of SH school BoGs and corresponding capitation grants (2010), extending to TVI and Agric colleges by 2012
			2. Revise and develop BoG Policy and BoG Management Handbook (based on evaluation findings and BE experiences)
			3. Undertake training in BoG Policy & Handbook
			    Stage 1 by 2010
			    Stage 2 by 2011
			    Stage 3 by 2012
			on basis of 5 BoG members per SC institution
			4. Provide grants with the aim of making systemic efficiency savings (2012 budget)
			5. Conduct full review of grants system in light of reports and performance (2014)
				Ongoing from 2010	GES	DDE, RDE

	• Reduce % of untrained SH teachers from 14% to not more than 4% by 2015 • Reduce % of untrained TVI, Agric teachers to not more than 5% by 2015 • Ongoing IEC in place for teacher recruitment, especially females in hard to reach areas • Provide motivational package to teachers in hardship areas	**29**. Provide effective training, recruitment and deployment of SCteachers **30**. Improve the effectiveness of SC teacher preparation, upgrading and deployment	1. Develop district-level Establishment Control instruments for the effective mobilisation and deployment of trained teachers 2. Provide 'deprived area incentive package' (allowance of +20% of basic salary). Also see SC15 3. Implement district sponsorship programme for teacher trainees in all districts 4. Provide IEC to chiefs to provide local support to teachers in remote areas 5. Increase emphasis of distance education as a means of professional development (while ensuring that university schedules take into consideration the SHS, TVI, Agric college calendars). Also see SC17 6. Strengthen supervision and inspection systems.	Ongoing from 2010	GES with DEO, REO	PBME

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
	• Career path, criteria for promotion, annual performance review, conditions of service for SC teachers drafted/revised and implemented • Reduce teacher absenteeism from 25% (2008) to 5% (i.e. those who are ill or have legitimate reasons)) by 2015 • Increase pupil time-on-task from 39% of classroom time (2008) to 80% (minimum) by 2015	**31.** Ensure that SC teachers provide value for money in terms of student contact time and effective learning **32.** Develop a professional, well motivated SC teaching cadre	1. Define and institutionalise a multi-level career path with a clearly defined promotion policy based on equity and merit 2. Provide appropriate incentives and rewards packages to SH teachers who are properly licensed (+15% of salary), are tech/voc teachers (+10% of salary), are maths-science teachers (+3 incremental credits at point of entry), who remain in service and who attend school regularly – from 2010, extending to TVI as appropriate 3. Review policies and procedures for promotion and staff development, allowances, teacher appraisal, support and disciplinary procedures 4. Draw up and circulate guidelines to all SC instituiuons and communities (through BoGs when operational) on timetabling to maximise teacher-student contact time – with oversight (by BoGs/parents) of time-on-task with direct reporting to DEO and GES 5. Prioritise management training programme for head teachers/principals to improve their supervisory, school management and planning skills 6. Conduct internal annual reviews of staff (including appraisal by students, BoGs, head teachers, principals) with reports forwarded to DDE and RDE using School Report Card system (also see SC18)	Ongoing from 2010	GES with DEO, REO	PBME
	• Reduce subsidies to teachers in training by 2020 • Replace Study Leave by on-the-job training and qualification improvement scheme • Reduce proportion of boarding 2nd cycle students from XX% to YY%	**33.** Remove the 'subsidy culture' from the SC education sub-sector **34.** Make efficiency savings in the SC sub-sector	1. Replace stipend (to teachers in training) by capped loans repayable from salary after they enter teaching 2. Replace paid study leave by government-sponsored incentives scheme linked to promotion based on qualifications obtained through OU (e.g. for 1st degree upgrade) or UCW distance/taught qualification (Adv Diploma, Masters) to be undertaken part-time while teaching. [Study Leave system to be cancelled from 2011 following IEC and national publicity] 3. Reduce boarding subsidy by transporting greater numbers of students o school, by locating new schools nearer population centres and by placing strict limits on boarding places (with places reserved for disadvantaged children – hard-to-reach, SENs)	Ongoing from 2010	GES with DEO, REO	PBME, UDE
Delivery and Accountability						

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
	• Introduce a School Report Card (SRC) system that assists parents to make independent assessments that may be sent directly to DEOs – by 2011 – operative by 2012 • Introduce a similar Performance Agreement undertaking between DEOs, REEs and GES	**35.** Develop an open mutual-accountability scheme for parents, teachers, SC institutions and Districts (likewise, DEO, REOs, GES) **36.** Improve accountability relationships between parents, Institutions and District Education Offices (DEO); (similarly REOs and GES).	1. Clarify the role of the BoG in school accountability (links to SC12) 2. Issue guidelines on how BoGs will make the SRC accountability system operable 3. Institute public signing ceremony of Performance Agreements between DEO, REO and GES, with a publicly available annual review of Performance Agreement outcomes 4. Introduce Annual Awards ceremonies for top performing SC institutions in Districts and top performing DEOs and REOs nationwide (with national publicity)	Ongoing from 2010	GES with DEO, REO	PBME
	• Establish the National Inspectorate Board (NIB) • NIB review of inspection instruments and criteria for teacher supervision, published before end 2010 • Train supervisors and inspectors in revised inspection instruments; 1st phase by end 2011, ongoing thereafter • Ensure 95% attendance of teachers in basic schools by 2015	**37.** Establish and operationalise an effective NIB that monitors and assists SC institutions **38.** Develop effective teacher monitoring systems	1. Establish NIB independent of MoE 2. Conduct review of monitoring and inspection systems for management at ministry, agency, regional, district levels and at all school/institutional levels 3. Design and implement effective school inspection instruments and teacher supervision systems 4. Develop and maintain a database of inspection outcomes, linked to EMIS and made publicly available through the news media and internet 5. Provide material and logistical support for supervisors and inspectors 6. Develop and implement a system that effectively monitors and deals with teacher absenteeism and tardiness (by means of support and sanction)	Ongoing from 2010	GES with DEO, REO	PBME
Teacher Supply and Deployment						

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
	• National and regional analyses of SHS and TVSD teacher imbalances by end of 2010 • Reduction in disparate SHS/TVSD teacher deployment by 2015 • Disparities in PTRs reduced from current levels	**39**. Ensure effective deployment of SC teachers nationally, between districts and between schools within districts **40**. Rationalise the deployment of SC teachers	1. Determine the actual numbers of teachers (a) on District payrolls, (b) actually needed in each District - and resolve disparities 2. Within Districts, determine the actual numbers of teachers (a) on the payroll in each school, (b) actually needed in each school - and resolve disparities 3. Hence determine realistic vacancies in Districts (or overstaffing) 4. For SHS and TVSD providers (and for each specialist area within them, determine what is an economic but realistic PTR 5. Transfer teachers to reduce the number of uneconomic courses	Ongoing from 2010	GES with DEO, REO	PBME

3 NON-FORMAL EDUCATION (NF)

> **Strategic Goal:** *Provide opportunities for those outside the formal education system to have free access to meaningful high-quality user-friendly education and training, whether through inclusive or complementary provision, approved or informal apprenticeships, distance education or technical and vocational skills development initiatives (TVSD)*

NF Thematic area (a): Socio-humanistic

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
Access						
1. Improve equitable access to and participation in quality education at all levels.	• Increased enrolment of out of school children, youths and adults in non-formal institutions by 2014 • Emphasise transferable skills development in all such courses • A fully inclusive education system achieved by 2016	**1.** Ensure that all citizens have access to education and training opportunities (that recognise and build on prior learning whether formal or non-formal) **2.** Provide education and training opportunities for those outside the formal system	1. Conduct study of numbers/location of out-of-school young people, the education and training opportunities available to them, and related costs and benefits of provision 2. Evaluate pilot complementary school schemes (e.g. those provided by Schools for Life (SFL) and similar skills development provision 3. Support programmes that will extend complementary schooling (e.g. by providing capitation grants, where desirable, feasible and accountable) 4. Encourage and reward providers of informal apprenticeships and trade courses 5. Reach and educate excluded children (i.e. the 'unobtainable' last 10% - 20% of NER – i.e. out-of-school, hard-to-reach, truants, street children, intra-cycle dropouts (e.g. after JHS) and adolescent mothers either within the formal system or within complementary/alternative schooling	1. 2010 2. 2010 3. 2011 4. 2010 and ongoing 5. 2011 and ongoing	COTVET NFED	NGOs such as SFL, AFC
	• Revise and validate national functional literacy test(s) by 2011 • 5% sample of adult population tested every 2-years from 2010 to determine adult literacy rate • Identified, approved and targeted literacy programmes operational by 2011. • Literacy rate improved by 2% points per year from 2010 to 2020 (to	**3.** Provide conditions for universal functional literacy **4.** Ensure that Ghanaians are functionally literate	1. Review national functional literacy definition (to include computer literacy where relevant) and validate literacy tests in 2010, conducting national functional literacy tests bi-annually from 2010, 2012 2. Evaluate functional literacy programmes (to include numeracy and computer literacy) , revising as necessary (using community centres where they exist) 3. Ensure that the curriculum is relevant to the needs of the learners (youths, adults, mothers) 4. Conduct training in micro-credit scheme as appropriate	1. 2010 2. 2011 3. 2011 4. 2012	1. NFED COTVET 2. NFED COTVET 3. NFED COTVET 4. NFED COTVET	1. NGO, USAID, PBME 2. PBME 3. NGO, DP 4. NGO, DP

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
	reach 85% by 2020)					
	• Establish 5 additional TVIs by 2015 to provide <mark>15%</mark> more places for post JHS school leavers without SHS places • 25% enrolment growth in TVIs nationally by 2015 • Open University access by 2015	**5.** Expand and improve post-basic education, non-formal and TVSD opportunities **6.** Support the provision of non-formal education and training venues and institutions	1. Revise institutional mapping for post-basic levels by December 2010 2. Use mapping and other needs-assessments (including manpower needs) to determine pre- voc skills development needs at post-basic level 3. Assess the cost and application of distance and on-line approaches to education (including the 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 4. Establish 5 additional TVIs regionally on needs basis 5. Conduct enrolment drive for TVET and OU	1. 2010 2. 2011 3. 2011-2015 4. 2010-15 5. From '10	1. PBME 2. PBME 3. PBME 4. PBME 5. NCTE	1. SED, TVET, COTVET 2. SED, TVET, NCTE, COTVET 3. SED, DP, GETfund 4. NCTE 5. NCTE COTVET (together with private sector Trade Associations)
	• All public libraries and resource centres with minimum stock, storage and retrieval systems (including electronic), and internet access available free to communities by 2015 • IEC system for libraries/resource rooms from 2012	**7.** Provide public library facilities and support the development and use of community and private libraries **8.** Provide opportunities for self-study in communities, districts and regions.	1. Construct and/or rehabilitate 10 regional libraries 2. Design and publish IEC materials for the promotion of public libraries 3. Develop programme involving DAs, communities and the private sector, for the provision of well-stocked libraries at all levels, especially communities 4. Provide internet cafes within community centres (or libraries) in localities where connection is possible (possible opportunity for cost recovery?) 5. <mark>Distance education.</mark>	1. 2010 - 2015 2. 2012-2015 3. 2004-2015 4. 2012	1. GLB 2. PBME 3. GLB 4. GES	1. DA, NGO, DP, GBT 2. DA, GLB, NGO, DP 3. DA, DEO, REO, PS, NGO, DP 4. GLB
	• Build NF training centres (TVI, TVSD) closer to communities where possible • Transport available for all eligible NF students by 2020	**9.** Provide free bussing to registered children, youths and adults who live more than 5 km and less than 15 km from training centres **10.** Make access to NF education more possible for more people.	1. Conduct mapping of existing and proposed NF training centres and prepare feasibility study for possible extension of sites. 2. Invite tenders from local transport providers 3. Produce and issue guidelines and timetables to transport providers 4. Monitor provision of bus/transport services 5. <mark>Distance Education</mark>	1. 2010 2. 2010 3. 2011 4. 2012 (All on-going activities)	BED with DEO, REO	PBME

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
	• Costs utilities (water, electricity) transferred from MoE to appropriate GoG Ministries from 2010 budget	**11.** Absorb cost of utilities in non-formal institutions within overall government budget ==**12.** Make NF training affordable at the point of delivery==	1. Make internal GoG arrangement to cease invoicing TVI, TVSD and other non-formal providers for water, electricity (transferring to budget lines of appropriate ministries)	1 2010 onwards	GES	PBME NBSSI
	• Brochures and courses for Distance Education and Open University available at all levels by 2011 • Distance Education enrolments increased by 2% per annum over the plan period • Provide internet links at designated centres	**13.** Promote and expand distance education in its various forms (traditional and electronic **14.** Develop and provide distance education for all	1. Develop a national policy on Distance Education 2. Establish distance education/OU centres 3. Design and write distance education/OU materials 4. Design, write and publish on the web brochures on distance education and OU courses 5. Conduct enrolment drive for distance education/OU 6. Recruit and/or train administrative personnel, and qualified and experienced tutors/avatars 7. Design appropriate websites and designate OU venues and internet cafes for distance teaching and learning	1. 2010 2. 2011 3. 2011 4. 2011 5. 2011 6. 2011 7. 2011	1. PBME 2. NCTE 3. NCTE, OU 4. NCTE, OU 5. NCTE, OU 6. NCTE, OU 7. NCTE. OU	1. NCTE,TED 2. TED, OU 3. Univs 4. Univs 5. GES 6. Univs 7. Univs
Equity						
	• 50% female enrolment in and graduation from non-formal and TVSD by 2015 • 100% non-formal enrolment of hard-to-reach and out-of-school youths and adults by 2020 • All eligible people with non-severe SENs integrated in non-formal and TVSD by 2015 • IEC programme for disadvantaged ongoing and periodically reviewed	**15.** Ensure equal opportunities for non-formal education and training for all out-of-school children, young people and adults **16.** Provide equitable educational opportunities at post basic, non SH and tertiary levels	1. Conduct IEC programmes to raise awareness of the importance of non-formal education and training for females and those who are variously disadvantaged 2. Support eligible hard-to-reach youths and adults by paying costs of complementary, TVSD, distance education and other related courses 3. Ensure that infrastructures facilitates the needs of youths and adults with special needs (e.g. wheelchair friendly, adapted tools and machinery))	Ongoing from 2010	BED with REO, DEO	PBME, CoE, UDEs, SFP, AFC (together with private sector Trade Associations)

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
Welfare						
	• Pay fees on all approved training schemes • Provide stipend to all trainees	**17.** Provide motivation packages to encourage the take-up of non-formal opportunities. **18.** Make it possible for people to benefit from non-formal opportunities.	1. Pay fees of all post BE students enrolled on approved courses (including –informal apprenticeships and trade courses) 2. Provide 'training wage' of ¢50/month for those on registered trade, apprenticeship, TVSD and TVET courses	1. 2010 2. 2012	COTVET NFED	NGOs, DPs (together with private sector Trade Associations)
2. Mainstream issues of population, family-life, gender, health HIV / AIDS / STI, conflicts, fire and road safety, civic responsibility, Human rights and environment in the curricular at the SC level.	• HIV&AIDS programmes operational in post basic (non SHS) by 2010 • All new and current TVI teachers trained in STD/ HIV&AIDS basic counselling, prevention, care and support by 2012 • HIV&AIDS workplace programmes in place by 2012	**19.** All TVI and tech voc institutions participate in STD/HIV&AIDS programmes **20.** Identify and promote STD and HIV&AIDS prevention, care and support in NF education	1. Provide HIV&AIDS programmes in TVI teacher training syllabuses and conduct INSET courses for currently serving NF teachers 2. Establish HIV&AIDS clubs in complementary schools, TVIs and tech voc institutions 3. Design and implement IEC programmes to educate, and disseminate information, in the area of HIV&AIDS prevention and management 4. Train student peer educators and workplace peer educators and focal persons in HIV&AIDS 5. Appoint focal person to implement HIV&AIDS programmes within the workplace 6. Develop manual and guidelines for the operation of NGOs working on HIV&AIDS programmes in complementary classes, TVI and tech voc institutions 7. Review manuals for workplace (officers) on HIV&AIDS 8. Appoint focal person to implement HIV&AIDS programmes within the workplace	1. 2010 2. From 2010 3. 2011 4. 2011 5. 2011 6. 2012 7. 2011 8. 2012	1. TED/ NCTE 2. SHEP NCTE 3. SHEP /NCTE 4. SHEP 5. AS 6. AS 7. AS 8. AS	1. CRDD, AS SHEP, NGO Unis, Polys 2. DEO, SHEP, NGO 3. DEO, SHEP 4. DEO, MoH, DA, NGO 5. DEO, MoH, DA, NGO 6. BED, SED, NCTE, DP 7. SHEP 8. SHEP, NGO, GHANET,

NF Thematic area (b): Educational

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
Quality & Skills Development						
3. Promote science and technical education in Non- Formal education.	• A comprehensive relevant TVSD NF programme established by 2012 • Trained, specialist staff, in all areas, sub-sectors and institutions by 2015	**21.** Identify key job-market training areas and provide competency based training in the formal and non-formal subsector **22.** Ensure relevant and diversified education, training and skills development for employability and self employment.	1. Review of curriculum and development of core curriculum for industrial areas 2. Strengthen the non-formal components of COTVET, especially in relation to competency-based training (CBT) and job-market readiness 3. Identify various areas of CBT that are relevant to both learners' and industrial needs (e.g. engineering, electronics, craftsmanship, entrepreneurship, self-employment skills, use of ICTs, agriculture, business management) and develop and implement related programmes 4. Train staff to meet course/programme requirements 5. Design and implement system to monitor and evaluate the performance of students and trainers on courses and industrial attachments	1. From 2010 2. 2010 – 2012 and beyond 3. From 2012 4. 2013	COTVET, TVED, NTCE	CRDD, AGI. MoMYE, MoF
	• Non-gender biased ICT and TVSD opportunities available for post-basic trainees by 2012 (ongoing thereafter)	**23.** Ensure that appropriate skills are provided for personal development and work **24.** Ensure all post basic trainees acquire basic transferable skills.	1. Modernise ICT and skills/TVSD components, making them realistic and relevant to those outside formal systems, and to national needs (e.g. keyboard skills, entrepreneurship, self-learning on www, communications skills, personal numeracy, day-to-day accounting, mobile technology, micro-enterprise systems, informal economy, self-employment) 2. Eliminate gender stereotyping in courses, skills development and training materials 3. Provide suitable ICT and TVSD facilities in local communities (possibly on a shared basis with formal institutions.	1. Ongoing from 2010 2. Ongoing 3. 2010 and ongoing	GES with DEO, REO	

NF Thematic area (c): Economic

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
Efficiency and Effectiveness						
4. Improve Management of education service delivery in the Non-Formal sector.	• Reduce % of untrained trainers from XX% to not more than YY% by 2015 • Ongoing IEC in place for recruitment, especially females, in hard to reach areas • Provide motivational package to NF trainers in hardship areas	**25.** Provide effective training, recruitment and deployment of NF trainers **26.** Provide effective preparation, upgrading and deployment of non-formal trainers	1. Develop district-level Establishment Control instruments for the effective mobilisation and deployment of NF trainers 2. Provide 'deprived area incentive package' (allowance of +20% of basic salary) 3. Implement district sponsorship programme for NF trainers in all districts 4. Provide IEC to chiefs to provide local support to NF trainers in remote areas 5. Review policy on study leave (with a view to reducing the number of NF trainers taking study leave annually, to reduce financial burdens and to place greater emphasis on distance education as a means of professional development) 6. Strengthen supervision and inspection systems.	Ongoing from 2010	GES with DEO, REO	PBME
Delivery and Accountability						
	• Introduce a client reporting system that enables users to make assessments of their NF courses that may be sent directly to DEOs - operative by 2012	**27.** Develop user-driven accountability schemes for NF courses **28.** Improve accountability in the non-formal education sector	1. Prepare and issue guidelines on how NF providers can develop an operational accountability 2. Develop and provide a simple assessment proforma for client-based course assessment 3. Inaugurate District Annual Awards ceremonies for top performing NF providers	Ongoing from 2010	GES with DEO, REO	PBME
Teacher Supply and Deployment						
	• National and regional analyses NF trainer imbalances by end of 2010 • Equitable distribution of NF trainer deployment by 2015 • A rewards system for trainers in informal apprenticeship courses in place by 2015	**29.** Rationalise the deployment of NF trainers, with greater emphasis on the informal sector **30.** Ensure effective deployment and retention of NF trainers	1. Within Regions determine the actual numbers of NF trainers (a) on District payrolls, (b) actually needed in each District - and resolve disparities 2. Within Districts, determine the actual numbers of NF trainers (a) on the payroll in each institution, (b) actually needed in each institutions - and resolve disparities 3. For each specialist TVI/TVSD area, determine the trainer requirements and train or transfer trainers accordingly to make up shortfalls 4. Devise and implement a rewards system for trainers in informal apprenticeship courses	Ongoing from 2010	GES with DEO, REO	PBME

4 INCLUSIVE AND SPECIAL EDUCATION (IS)

> **Strategic Goal:** *To provide education for those with physical and mental impairments, orphans, and those who are slow or fast learners, by including them, wherever possible, within the mainstream formal system or, only when considered necessary, within special units or schools*

IS Thematic area (a): Socio-humanistic

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
Access						
1. Improve equitable access to and participation in quality education in Inclusive and Special Education.	• IEC programme for disadvantaged in place by 2010 • Support systems in place for disadvantaged children by 2015 • An inclusive education system achieved by 2015, including girls and boys with non-severe SENS integrated into mainstream schools • Increase provision of education for disadvantaged children (50% included by 2012, 80% by 2015 and 100% by 2020).	**1.** Include disadvantaged children within the existing education system or provide special facilities for them. **2.** Ensure that the education system caters for those who are disadvantaged[3]	1. Assess the extent of disadvantaged children (physically and mentally disabled, orphans, slow/fast learners), their distribution and needs 2. Organise screening and identification of disadvantaged children via district assessment centres 3. Institute district sponsorship schemes and scholarships for needy children 4. Evaluate, and build upon, programmes for the disadvantaged that are already in operation, including complementary and alternative schooling, special units and special schools 5. Provide Special Schools with appropriate teaching and learning aids, including special library provision to include hearing aids, Braille texts, and adapted ICTs 6. Provide material support for orphans (e.g. as a result of HIV&AIDS or for other reasons), street children and other similarly disadvantaged children so that they can complete their education (including accommodation within, or within walking distance of, local schools) 7. Organise sensitisation workshops for parents of disadvantaged children and for the children themselves	1. 2010 ongoing 2. 2010-ongoing 3. 2010 ongoing 4. 2010-2020 5. 2010 ongoing 6. 2010 ongoing 7. 2010 ongping	1. PBME 2. BED SED 3. SpED 4. BED 5. BED 6. SpED 7. SpED	1. BED NGO NFED SpED, DP 2. MoWAC, DA NGO, DP MoMDE 3. MoH, NGO BED, DP 4. DA NGO, DP, SS CBO,FBO 5. MoH DA DP NGO, BED 6. BED NGO CBO DA, DP 7. BED NGO CBO DA
2. Improve access to quality education for people with disability.	• Integrate all children with non-severe disabilities in mainstream BE and SH schools by 2015	**3.** Include all children with non-severe physical and mental disabilities within mainstream institutions. **4.** Follow inclusion principles where possible.	1. Ensure that school infrastructure and teaching materials facilitate pupils/students with special physical needs 2. Train at least one teacher per JHS and SHS as a focal person for children with special requirements 3. Ensure that all schools/teachers are able to identify and cater for children who are ()a) slow learners, (b) fast learners 4. Provide at least one Special Needs coordinator to serve schools on a cluster basis	1. 2010 ongoing 2. 2011 ongoing 3. 2011 ongoing	1. SpED 2. SpED 3. SpED	1. BED 2. CoEs UDEs 3. NIB

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[3] For the purposes of this section, disadvantaged children comprise those with physical and mental disabilities (whether severe or non-severe), orphans, and children who are very slow or very fast learners. Children who are disadvantaged for other reasons (gender, place of domicile, poverty) are included within the BE and SH sections of the Work Programme.

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
	• Review Special School provision by 2010, increasing if necessary • Increase enrolment in Special Units in mainstream schools to 2000 in 2012, 4000 in 2015	**5.** Provide special schools or education units or for those severely disabled **6.** Provide education for children with severe disabilities	1. Conduct a study of severely disabled children, the extent and their requirements 2. Apply findings of study to review the provision of Special Units, extending to more schools across a wider geographical spread 3. Review provision of Special School, establishing new schools where necessary 4. Locate special schools close to mainstream formal schools to foster socialisation and inclusion	From 2010 and ongoing	1. SpED 2. SpED 3. SpED	1. PBME 2. NGO,CBO, FBO 3. PBME, GES
	• Transport available for all eligible SSU students by 2020	**7.** Provide transport and/or guides to non-boarding SSU students who live more than 5 km and less than 15 km from school. **8.** Make transport and/or guides available to non-boarding SSU students.	1. Invite tenders from local transport providers 2. Produce and issue guidelines and timetables to transport providers 3. Monitor provision of transport services 4. Develop and implement guidelines for the conduct and hire of guides to assist children to (and around) Special Schools and Units	All on-going activities	SpED, BED with DEO, REO	PBME
Equity						
	• Abolish all extra fees (e.g. sports) by 2010 • Extend feeding programme from 2011 • Provide school uniform to needy children from 2011 • Reduce home-school distance from 2010	**9.** Motive seriously disadvantaged children (severely disabled, orphans, street children, etc.) and their parents to attend mainstream or special schools. **10.** Remove barriers to education for all children.	1. Apply means tests to eliminate fees and provide school uniforms for all seriously disadvantaged children 2. Ensure that feeding programmes are available for seriously disadvantaged children 3. Provide transport to bring schools nearer home for vulnerable children	2010 and ongoing	SpED	PBME, UNICEF DP, NGO, CBO, FBO
Welfare						

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
	• Guidelines for School Health, Sanitation and Safety distributed and applied (ongoing) • Expanded and improved Health and Hygiene systems at all levels to 100% coverage by 2015 • All special schools rehabilitated in terms of safety, sanitation and health by 2015 • Provide first aid facilities to all BE schools by 2015 • Potable water in all special schools by 2020	**11.** All special schools and units meet agreed norms in health, sanitation and safety **12.** Ensure that Health, Sanitation and Safety systems are applied in Special Schools and Units (as well as mainstream schools)	1. Ensure that national guidelines on minimum standards for health, sanitation and safety are appropriate for all special schools and units 2. Provide adequate safety, sanitation and basic health care facilities and access for children with disabilities, (special toilets, wheel-chair-friendly schools) 3. Establish effective guidance and counselling systems for pupils with specials needs 4. Ensure each institution has a designated school health officer trained in basic first aid with access to a well-maintained First Aid kit 5. Incorporate basic rudimentary training in Primary Health care into CoE courses to improve mainstream teachers' awareness of health issues 6. Ensure that there is potable water available within Special Schools and Units	Ongoing from 2010	SpED with SHEP	NCTE, MoH, DPs, NOOs, PBME

IS Thematic areas b): Educational and (c) Economic?

The guiding principle of *Inclusive and Special Education* is that disadvantaged children should be included in mainstream schools whenever possible. The work programmes for mainstream schools are provided within the BE and SH sections (pages 6 to 23

The following educational and economic themes therefore apply mainly to Special Schools and Units. For convenience, the abbreviation SSU has been used for *Special Schools and Uni*ts.

IS/SSU Thematic area (b): Educational

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
Quality						
3. Improve quality of teaching and learning.	• Textbook ratio of 1:1 for key subjects by 2012 and ongoing thereafter • All SSUs adequately supplied with science and technical teaching labs and equipment • All SSU teachers have access to requisite teaching support materials	**13.** Provide Special Schools and Units (SSU) with appropriate teaching materials for severely disadvantaged individuals **14.** Ensure that Special Schools and Units (SSU), and their pupils, have access to appropriate teaching/learning materials (including ICTs).	1. Adhere to textbook policy, procurement and distribution 2. Ensure access to appropriate textbooks in core subjects for all SSU students 3. Provide teaching and learning aids to all SSUs schools/teachers 4. Procure and supply adapted computers and accessories to SSUs 5. Review guidelines on the use and maintenance of textbooks, special TLMs and materials in SSUs	8. ongoing from 2010	SpED, BED	SRIMPR, PBME, AF ID, DP, GBDC, REO, DEO, DP, NGO, TED
	• All SSUs equipped with appropriately stocked libraries by 2015 • Public libraries provided at community level with specially adapted ICTs for use by severely disabled people	**15.** Equip school and public libraries with special facilities for the development of those who are severely disadvantaged. **16.** Equip Special School and Units (SSU) libraries and community libraries with special	1. Construct and stock SSU libraries (where none exist at present) 2. Ensure that library stock is up-to-date and relevant to those with special needs 3. Provide special internet facilities in community libraries where conditions permit.	From 2010	GES with DEO, REO	

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
		facilities.				
	• National SSU curriculum regularly updated and circulated to all SSUs (ongoing) • Continuous INSET to SSU teachers (ongoing) • Job-market training programmes operational (ongoing)	**17.** Ensure that SSU curricula are up to date. **18.** Ensure that the curricula of Special Schools and Units (SSU) are relevant to personal development	1. Review SSU curricula in collaboration with key stakeholders to ensure relevance to personal needs and essential skills development 2. Print syllabus updates and distribute to schools 3. Develop/up-grade teacher training programmes (INSET and PRESET) to train teachers in the new curricula 4. Institutionalise remedial programmes as a core part of SSU and mainstream school programmes	Ongoing from 2010	CRDD, NCTE with SpED, TED	GNAT, SA, SMC, PS, FBO DEO, REO, S&L, BED, CRDD, HRMD TEU,CRDD, GBDC
Skills Development						
4. Promote science and technical education Inclusive and Special and education.	• Appropriate skills development opportunities within the SSU curriculum by 2012 (reviewed periodically throughout the ESP period)	**19.** Ensure that SSU completers have appropriate life skills including job-market training for the severely disabled **20.** Ensure all SSU graduates acquire basic life skills	1. Modernise SSU skills components, making them realistic and relevant to all leavers, taking into account their special disabilities. (This may include ,. keyboard skills, self-learning on www, communications skills, personal numeracy, mobile phone usage, the informal economy, self-employment) 2. Eliminate stereotyping of any kind in teaching approaches, skills development and materials 3. Provide suitable ICT facilities for SSU students and their teachers 4. Provide PRESET and INSET courses in core skills for SPED teachers, including sign language	1. 2012 2. 2010 and ongoing 3. from 2010 4. from 2010	SpED, GES with DEO, REO	

IS/SSU Thematic area (c): Economic

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
Efficiency and Effectiveness						

5. Improve management of education service delivery	• SMCs appointed in each SSU by 2010
	• SMC Policy and SMC Management Handbook revised, developed and circulated
	• Training in SMC Policy & Management Handbook given to 5 SMC members x 500 SH schools nationwide – by 2012
	• Capitation grants on steam by 2011 and paid in a timely manner
	• Annual reporting system on use of grants in place
		21. Establish SMCs and introduce capitation grants to improve local management of SSUs
		
		22. Promote local-needs-based self-management of resources specific to the needs of each SSU.
			1. Benefiting from BE experience, develop and introduce guidelines for SSU management in collaboration with SMCs (2010)
			2. Revise and develop SMC Policy and SMC Management Handbook (taking in account the special needs of SSUs)
			3. Undertake training in SMC Policy & Handbook
			    Stage 1 by 2010
			    Stage 2 by 2011
			    Stage 3 by 2012
			on basis of 5 SMC members per Special School
			4. Provide grants with the aim of making systemic efficiency savings (2011 budget)
			5. Conduct full review of grants system in light of reports and performance (2014)
				Ongoing from 2010	SpED, GES	DDE, RDE

	• Career path, criteria for promotion, annual performance review, conditions of service for SSU teachers drafted/revised and implemented	**23.** Ensure that SSU teachers provide value for money in terms of pupil contact time and effective learning **24.** Develop a professional, well motivated SSU teaching cadre.	1. Define and institutionalise a multi-level career path with a clearly defined promotion policy based on equity and merit 2. <mark>Training in use of special computers/software</mark> 3. Provide appropriate incentives and rewards packages to SSU teachers who are properly licensed (+15% of salary), are tech/voc teachers (+10% of salary), are maths-science teachers (+3 incremental credits at point of entry), who remain in service and who attend school regularly – from 2010 4. Review policies and procedures for promotion and staff development, allowances, teacher appraisal, support and disciplinary procedures 5. Draw up and circulate guidelines to all schools, and communities (through SMSs when operational) on timetabling to ensure maximum teacher-pupil contact time – with oversight (by SMCs/parents) of time-on-task with direct reporting to DEO and GES 6. Prioritise management training programme for head teachers to improve their supervisory, school management and planning skills 7. Conduct internal annual reviews of staff (including appraisal by students, SMCs and head teachers) with reports forwarded to DDE and RDE using School Report Card system (also see SH18)	Ongoing from 2010	SpED, GES with DEO, REO	PBME
Delivery and Accountability						

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
	• Introduce a SSU School Report Card (SSUSRC) system that enables parents to make independent school assessments that may be sent directly to DEOs – by 2011 – operative by 2012 • Introduce a similar Performance Agreement undertaking between DEOs, REEs and GES	**25.** Develop an open mutual-accountability scheme for parents, SSUs, teachers and Districts (likewise, DEO, REOs, GES) **26.** Improve accountability relationships between parents, SSUs and District Education Offices (DEO); (similarly DEOs, REOs and GES).	1. Clarify the role of the SMC in school accountability 2. Issue guidelines on how BoGs will make the SHSRC accountability system operable 3. Institute public signing ceremony of Performance Agreements between DEO, REO and GES, with a publicly available annual review of Performance Agreement outcomes 4. Introduce Annual Awards ceremonies for top performing SSUs in Districts and top performing DEOs and REOs nationwide (with national publicity)	Ongoing from 2010	GES with DEO, REO	PBME

5 TERTIARY EDUCATIONS (TE)

> **Strategic Goal:** *Increase equitable access to high quality tertiary education that provides relevant courses to young adults within Colleges of Education, Polytechnics and Universities, and for research and intellectual stimulus*

TE Thematic area (a): Socio-humanistic

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
Access						
1. Improve equitable access to and participation in quality education at the tertiary level.	• Upgrade Teacher Training Colleges to Colleges of Education • Annual intake of 5,000 CoE students by 2015	**1.** Make available initial training of teachers within CoEs **2.** Provide fee free in Colleges of Education (CoE)	1. Conduct national assessment of teacher education requirements and provision by 2010 2. Assess upgrading requirements, with necessary construction and refurbishment, and consolidation of 3-year *in-in-out* courses by 2020 3. Provide a minimum of 5 CoEs per Region by 2015	1. 2010 2. 2012 and ongoing 3. 211	NCTE	
	• Courses reviewed by 2012 with emphasis on relevance and affordability • Annual intake of 10,000 students by 2015 (including those enrolled on distance education courses)	**3.** Provide an effective operational Polytechnic system **4.** Provide fee free education in Polytechnics	1. Conduct national assessment of polytechnic provision by 2012 2. Assess course revision requirements, with emphasis on personal and industrial competency, vocational education, and with necessary construction, materials provision and refurbishment 3. Phasing-in of new courses by 2015 4. Review distance-education provision coordination and options (as above) 5. Eliminate geographical disparities in course options and student facilities	1. 2011 2. 2011 3. 2012 ongoing 4. 2011 5. 2012 ongoing	NCTE	
	• Annual intake of 12,000 full and part time students by 2016 • Improve facilities within existing universities using GETFund	**5.** Provide an effective operational University system **6.** Provide fee free quality education in existing universities	1. Conduct course provision assessment in relation to national needs 2. Conduct refurbishment assessments of existing universities 3. Implement phased refurbishment 4. Expand student intake without loss of quality	5. 1010 6. 1011 7. 1012 8. ongoing	NCTE	

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
	• Establish a University of Health and Allied Sciences at Ho by 2014 • Establish a University of Energy and Natural Resources in Sunyani by 2014	**7.** Establish two new public sector universities – 1st phase **8.** Establish two new public sector universities	1. Tender for university campus design and indicative costs (2 universities) – design tender awarded 2012 2. Prepare and submit Universities Bill to Cabinet for approval 3. Tender for campus acquisition/construction (2 universities) on phased basis – tender awarded 2013 4. Commission building of UHAS (Ho) and UENR (Sunyani) for 1st phase completion by 2014	1. 2012 2. 2014 3. 2014 4. 2015	NCTE	
	• Open University (OU) established and awarding diplomas, first and higher degrees from 2015 • Open learning opportunities on all tertiary courses	**9.** Provide open learning, including a degree-awarding Open University **10.** Provide open learning opportunities.	1. Submit OU Bill for Cabinet Approval 2. Prepare detailed costed proposals for the establishment of an OU 3. Tender for OU facilities (Head and Regional offices) 4. Commission the establishment (offices and staffing) of the OU 5. Development of an e-learning strategy for open learning	1. 2010 2. 2010 3. 2011 4. 2012 for 2014 start-up	NCTE	
Equity						
	• At least 40% of cohort entering tertiary education (all kinds) is female by 2015 • Tertiary education institutions provide facilities, tuition and amenities that enable students with disabilities • Boarding and travel grants available for students from remote/hard-to-reach areas	**11.** Ensure equal tertiary education opportunities for all academically eligible students **12.** Ensure that every academically eligible person is able to benefit from tertiary education	1. Conduct IEC programmes to raise awareness of the importance of tertiary education for females and those who are variously disadvantaged 2. Encourage females into hitherto traditionally male dominated faculties/departments, and positively discriminate in the supply of tertiary grants to female applicants 3. Support eligible hard-to-reach SH students by providing, where necessary and appropriate, free boarding ,and to-and-from home transport each term 4. Ensure that TE infrastructure facilitates studies for pupils/students with special needs (e.g. wheelchair friendly, Braille texts, audio-textbooks)	Ongoing from 2010	NCTE	
Welfare						
	• HIV&AIDS and STD programmes operational in all tertiary campuses • CoEs develop teacher training courses in STD and HIV&AIDS (counselling, care, prevention, support) by 2010	**13.** Include tertiary institutions within broad initiatives to mitigate HIV&AIDS pandemic and STD **14.** Identify and promote STD/HIV&AIDS prevention, care and support within tertiary institutions.	1. Review HIV&AIDS programmes in CoE teacher training syllabuses 2. Support 'HIV&AIDS Anonymous' clubs in tertiary institutions 3. Support NUGS in HIV&AIDS student counselling initiatives 4. Design and implement IEC programmes to educate, and disseminate information, in the area of HIV&AIDS prevention and management	Ongoing and as required from 2010	1. NCTE 2. Univs, Polys, CoEs 3. NCTE 4. NCTE, SHEP	NUGS

TE Thematic area (b): Educational

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
Quality						
2. Improve the quality of teaching and learning at the tertiary level.	• Review existing standards and norms by 2011 • Develop mechanisms for validation of TE data – operational by 2012	**15.** Publish an annual TE review **16.** Establish mechanisms for monitoring, evaluation and review of tertiary standards and norms.	1. Review norms and standards prevalent in the TE system 2. Conduct periodic reviews of standards and norms and publish them in an Annual Review 3. Develop effective validation tools and, where necessary, sanctions for non-compliance	Ongoing from 2010	NCTE	
3. Strengthen links between tertiary education and industry.	• Revised university block grants system in place and ongoing [based on teaching, administration and research criteria - including research published in recognised journals and/or in ISBN publications) • Academic programmes reviewed in 2012 • 60% of all coursework science based by 2020 • Competitive tender process for research funding in place and ongoing • 50% of all research funding from private and non-governmental sectors by 2015	**17.** Develop relevant academic and research programmes **18.** Promote academic programmes and research activities relevant to national development in collaboration with the private sector.	1. Ensure that academic training integrates rigorous entrepreneurial training and career counselling into the academic programme of all tertiary institutions 2. Review tertiary programmes to ensure relevance to national development, while increasing 3. Undertake consultation with the private sector, particularly industry, to identify pertinent areas for research and development 4. Develop processes and strategies for accessing research funding 5. Strengthen capacity within tertiary institutions to conduct relevant research 6. Strengthen the capacity of the Research unit of SRIMPR division of the PBME	1. 2012 and ongoing 2. 2012 Others: ongoing	NCTE	PBME
	• NCTE to establish a documentation centre by end 2010	**19.** Establish and maintain a NCTE documentation centre. **20.** Make available public records of tertiary sector development and provision.	5. Organise and record TE literature , and associated documents, records, statistics	2010 and ongoing	NCTE	

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
	• Biannual digest of research findings published and submitted to NCTE	**21.** Make research findings publicly available **22.** Promote the dissemination of research findings for development	1. Develop guidelines on the publication and dissemination of research findings 2. Ensure that research findings are relevant to national development, and industry, are widely available 3. Promote and develop the use of electronic libraries for the storage and publication of research papers and findings	1. 2010 2. 2010 and ongoing 3. Ongoing	NCTE	
Skills Development						
4. Promote science and technical education at the tertiary level.	• ICT and skills development opportunities available within all tertiary courses and institutions by 2012 (reviewed periodically throughout the ESP period)	**23.** Ensure that tertiary graduates have appropriate broad skills for future study and work **24.** Ensure all tertiary graduates have acquired basic transferable skills.	1. Update ICT and skills components, making them available and a normal part of tertiary coursework, and to national needs (e.g. self-learning on www, communications skills, mobile technology, micro-enterprise systems, informal economy) 2. Eliminate gender stereotyping in coursework, skills development and materials 3. Provide suitable ICT and SD facilities for tertiary students, lecturers and researchers	1. 2012 2. 2010 and ongoing	NCTE	Univs, Polys, CoEs

TE Thematic area (c): Economic

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
Efficiency and Effectiveness						
5. Improve management of education service delivery at the tertiary level.	• Reduce tertiary non-teaching staff from 40,000 to 20,000 by 2020 • Review academic staff requirements by 2012	**25.** Develop an efficient tertiary subsector **26.** Make efficiency savings in the tertiary sector.	1. Set clear realistic staffing targets – for both academic and non-academic staff (with focus on the latter) 2. Negotiate redundancy/incentive packages with appropriate unions with corresponding job elimination 3. Introduce realistic client-based staff performance evaluation criteria linked to reward/sanction system	From 2010	NCTE	Univs, Poys, CoEs
	• Career path, criteria for promotion, annual performance review, conditions of service for academic staff drafted/revised and implemented by 2012	**27.** Ensure that academic staff provide value for money **28.** Develop a professional, well motivated academic cadre.	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 add value to the tertiary sector 2. Review policies and procedures for promotion and staff development, support and disciplinary procedures	From 2010	NCTE	Univs, Poys, CoEs
Delivery and Accountability						
	• Introduce a Client Report System(CRS) that enables students to make independent institutional assessments that may be sent directly to NCTE - operative by 2012 • Introduce a similar Performance Agreement undertaking NCTE and Government	**29.** Develop a mutual-accountability scheme for students institutions, academic staff and NCTE **30.** Improve accountability relationships between tertiary institutions, NCTE and Government.	1. Clarify the roles of institutions and NCTE in tertiary accountability 2. Issue guidelines on how institutions should introduce CRSs that provide a voice for students, staff and institution senior staff 3. Inaugurate public signing ceremony of Performance Agreements between institutions and NCTE, with a publicly available annual review of Performance Agreement outcomes 4. Inaugurate public Annual Awards ceremonies for top performing institutions (or Faculties of Excellence within institutions)	From 2010	NCTE	Univs, Poys, CoEs
	• Review the remit and activities of the National Accreditation Board (NAB by 2011) • Revamp NAB by 2014 • NAB review of criteria for, and supervisory roles of ,academic course provision by 2015	**31.** Ensure that the NAB is functional and fit for purpose **32.** Develop an effective tertiary level monitoring system.	1. Review the constitution and operational activities of the NAB with a view to improving quality of tertiary education through robust accreditation systems 2. Conduct review of course monitoring and inspection within tertiary institutions 3. Conduct a comparative analysis of degrees awarded in Ghana with those of neighbouring countries 4. Likewise for research	Ongoing from 2010	NCTE	NAB, NIB

6 EDUCATION MANAGEMENT (EM)

> ***Strategic Goal:*** *To improve planning and management in the delivery of education by devolving resource management and decision-making to regions, districts and institutions, while retaining central responsibility for establishing norms, guidelines and system accountability*

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
1. Improve equitable access to and participation in quality education at all levels through strong private sector partnership.	• Public-private partnership schemes in place nationally and locally by 2010 • Private schools to benefit from public sector training initiatives from • Private schools to register with NIB and DEOs from 2010	**1.** Create two-way public-private partnerships at all levels of the education system. **2.** Increase private sector participation in the education sector.	1. Determine and provide an enabling environment for the Private Sector to participate in the education process 2. Develop partnership initiative through public-funded benefits to private schools (e.g. by inclusion on INSET courses and from inspection services) 3. Strengthen the registration system for private schools, ensuring that new schools meet minimum national standards and are publicly accountable (e.g. publish financial accounts, and exam results) 4. Provide NIB/DEOs with the means of registering and inspecting private sector schools	1. 2010 ongoing 2. 2010 ongoing 3. 2010 4. 2010	1. AF (M) 2. AF (M) 3. GES 4. NIB	1. GNAPS, SED, DEO 2. BED, DEO GNAPS, DA 3. GNAPS 4. GNAPS, DEO
2. Improve management of education service delivery.	• IEC programme for the 2008 Education Bill in place by 2010 • Operational Manuals for officers in central ministry/agencies/regions/districts revised and in place by 2010 • All desk officers at all levels have supervised and agreed annual Work Programmes in place by December each year, reviewed annually thereafter • HRD and Capacity Building programme designed, in place and operational during the period 2010 - 2014 • All schools have School Performance Improvement Plans (SPIP) overseen by	**3.** Identify, clarify and strengthen education delivery at all levels of the education system. **4.** Deliver education through effective decentralised management.	1. Clarify, document and publicise (in discussion with all stakeholders) the roles of the GES in relation to REOs and DEOs in the light of full decentralisation by 2015 2. Review M&E mechanisms and accountability measures including performance appraisal and institutional performance reviews for management at ministry, agency, regional, district, and institutional levels 3. Establish sector wide management communication system using WAN (Wide Area Network) 4. Hold quarterly meeting of *Education Sector Technical Advisory Committee* (ESTAC) and monthly meetings of BE, SE, NF, IS, TE sub-sector groups 5. Develop public awareness programmes (IEC) on the basic elements of the 2008 Education Act and other sector initiatives to sensitise stakeholders on their rights and responsibilities in the provision, management and administration of education 6. Review HRD needs and competencies within central and decentralised management systems and provide targeted training to upgrade the technical competence of selected staff 7. Revise guidelines for SPIPs and distribute to all districts and BE and SH schools 8. Identify 'good practices' for all levels of management	1. 2010 2. 2010 and ongoing thereafter 3. 2014 4. 2010 ongoing 5. 2010 ongoing 6. 2010 ongoing 7. 2010 ongoing 8. 2010 -	1. Ch Dir, GES 2. PBME 3. PBME 4. Ch Dir 5. PBME 6. HRD(M) 7. AF 8. HRD(M)	1. REO, DEO 2. GES, REO, DEO 3. ICT Div 4. Dir-PBME Agencies 5. Agencies, REO, DEO 6. PBME, BED, DP, ICU, SED 7. HRD, AF, DEO, NGO 8. REO, DEO,

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
	either SMC/BoG published and reviewed annually • M&E systems devolved to regions and districts from 2010		within all sub-sectors 9. Revise and publish operational manuals, with guidelines on 'good practice', for use at all levels of educational management 10. Prepare detailed work programmes for desk officers at all levels of management 11. Prioritise and concentrate INSET on management training of head teachers of BE and SH schools 12. Enforce all rules and regulations pertaining to the delivery of education, especially those relating to reporting and accountability	2012 9. 2010 – 2012 10. 2010 annually 11. 2012 - 2016 12. 2010 ongoing	9. HRD (M) 10. PBME 11. HRMD 12. Ch Dir	DP NGO 9. MoE with REO, DEO 10. REO, DEO, DP, NGO 11. REO, DEO, DP, NGO 12. All MDAs
	• Monitoring and evaluation (M&E) systems revised and operational by end of 2010 • Annual review, appraisal and audit systems at all levels from 2010 onwards • Payroll head counts conducted annually • Areas for efficiency savings in the sector identified annually • Hold joint annual review each June	**5.** Strengthen M&E, accountability and efficiency measures across the whole sector at all levels. **6.** Ensure that the education system is efficient and publicly accountable.	1. Establish operational rules and procedures for the NIB , relating these to district M&E of schools 2. Strengthen, and make transparent, M&E and accountability measures including performance appraisal and performance reviews for management at ministry, agency, regional, district, school and institutional levels 3. Conduct annual headcounts to ensure accuracy in the Ministry of Education payroll (eliminating ghost names and double-counting) 4. Identify, through public debate, areas for efficiency savings (e.g. reduced boarding, elimination of paid study leave, non-productive staff, higher PTRs, effective teacher distribution) and implement on a phased basis 5. Prepare an *Education Sector Performance Report* each year, presenting it to an annual stakeholder joint annual review	1. 2010 2. 20010 ongoing 3. 2010 annually 4. 2010 ongoing 5. 2010 ongoing	1. NIB 2. PBME 3. PBME 4. PBME 5. PBME	1. PBME, REO, DEO 2. AF, PBME agencies DEO, REO 3. REO, DEO 4. BED, SED, DEO, REO, all MDAs 5. All MDAs
	• EMIS reviewed and strengthened by December 2010 • Education Statistics Abstract published annually (containing national-level data, including the ESP indicators) and available on-line • Electronic EMIS collection and publication systems established in all districts by 2015	**7.** Strengthen the Education Management Information System (EMIS) and improve the availability of education statistics (through provision of relevant software and publication including an up-to-date website) **8.** Make available accurate accessible education sector data regularly.	1. Design a reliable, accessible, EMIS to include all ESP indicators, to track and publish financial data, to link to the payroll, and to enhance sector M&E 2. Identify and monitor the contribution that the private sector makes to education 3. Establish electronic EMIS systems in all districts (decentralised but networked to the national EMIS) 4. Train officials at district and regional levels on the provision and use of accurate EMIS data 5. Statistics Unit of PBME adequately staffed and updated in effective data collection, distribution (on-line and printed) and analysis 6. Conduct periodic in-service training in use of EMIS at MoE, GES, regional and district levels 7. Rehabilitate, up-date (with subscriptions to relevant journals) and computerise the MoE Documentation Centre (e.g. access to Ebiscol 8. Conduct, publish and make available on-line district and national annual education census, gender-	1. 2010 onwards 2. 2010 onwards 3. 2010 ongoing 4. 2010 ongoing 5. by 2015 6. 2010-2015 7. 2010 ongoing 8. 2010 ongoing	1. PBME 2. PBME 3. PBME 4. PBME 5. PBME 6. PBME 7. PBME 8. PBME	1. BED, SED, AF, DP 2. GNAPS 3. DEO, REO 4. HRD (M) 5. DEO, REO 6. DEO, REO, DP 7. Agencies 8. Agencies, REO, DEO

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
			disaggregated where appropriate			
	• Educational needs at all levels updated annually • Resource allocation formulae designed and applied annually • Publish resource distributions annually	**9.** Develop and implement equitable resource allocation systems that are available to public scrutiny **10.** Ensure equitable, regular and adequate resource allocation.	1. Use mapping and other needs-assessments (including manpower needs) to determine physical, financial and human resource needs at all levels 2. Review and apply the 'disadvantaged criteria formula' 3. Design resource allocation formula to ensure equity across districts at all levels, and across schools within districts 4. Publish resource distribution allocations, posting outcomes in public places	1. 2010 ongoing 2. 2010 3. 2010 4. 2010 ongoing	1. PBME 2. AF 3. PBME 4. PBME	1. AF, DA, DEO, REO 2. AF, GETfund 3. DA, REO, DEO 4. DEO, REO, schools
	• Every BE school with properly constituted and registered SMC , ongoing from 2010 • Every SH school with publicly accountable and registered SMC or BoG by 2011 • Every BE and SH school receives an annual capitation grant (through DEO) to be accounted for in relation to its SPIP • School fees and levies abolished by 2012 • School Report Card (SRC) system introduced enabling parents to make independent school assessments that are sent directly to DEOs, designed by 2011, operational by 2012	**11.** Manage and oversee all pre-tertiary schools through community-elected SMCs or BoGs, each school with a SPIP. **12.** Ensure effective Involvement of civil society in education delivery and oversight.	2. Extend the SMC system to cover all SH schools through the Board of Governor (BoG) system 3. Ensure that SH school BoGs are representative of parents and communities, thereby providing SH civil society and community oversight 4. Review SMC and BoG guidelines (with greater emphasis on financial resource management and its relation to SPIPs) and distribute these to schools through the DEO 5. Design and implement systems to monitor and evaluate the operations of SMCs and BoGs (these operations to include the annual production and public posting of a SPIP) 6. Review capitation grants , to cover fee abolition (see below), extending them to SH schools 7. Enforce the abolition of school fees/levies 8. Develop and introduce a School Report Card (SRC) system that enables direct reporting between parents and DEOs (through SMCs or BoGs) 9. Design and inaugurate a national rewards system for schools that perform well under the SRC system (with attendant local and national publicity)	1. 2010 ongoing 2. 2010 – 2011 3. 2012 4. 2010 ongoing 5. 2010 ongoing 6. 2010 7. 2011 8. 2012	1. BED 2. BED 3. BED 4. SED 5. SED 6. AF 7. BED 8. BED	1. DEO, REO, AF, REO 2. DEO, REO DA 3. DEO, DA 4. DEO, DA, REO, AF 5. AF, DEO, DA, REO 6. DEO, DA 7. DEO, REO 8. DEO, REO, DA, NGO

Policy Objectives	Indicative Targets (Outcomes and Outputs)	Outline Strategy Est. Cost (¢m)	Indicative Activities	Time Frame	Unit-Agency responsible	Collaborating MDAs
	• Regulations for the management of schools in partnership with religious bodies revised, published and circulated by 2010	**13.** Create two-way public-FBO partnerships at all levels of the education system. **14.** Review the management of institutions in partnerships with religious bodies.	1. Collaborate with Faith Based Organisations (FBO) to focus their support on the holistic development of institutions and students and not the partisan interests of particular religious denominations 2. Review partnership arrangements with FBOs and secure their participation within the education sector 3. Develop and publish regulations regarding the management of institutions in partnership with FBOs 4. Strengthen and enact the rules and bye-laws that guide the use of school facilities by FBOs	1. 2010 2. 2010 3. 2010 4. 2010 ongoing	1. CD 2. CD 3. BED 4. BED	1. DG, FBO DA, DEO, NCTE 2. DG, FBO, NCTE 3. SED, FBO, DEO, REO 4. SED, FBO, DEO, REO
	• National Guidelines on Cost Sharing and Cost Recovery in Education revised and published by December 2011 • See EM2 above	**15.** Provide and enforce guidelines on cost sharing and cost recovery. **16.** Develop a cost-effective education sector.	1. Revise guidelines on 'Cost-Sharing and Cost Recovery' and circulate to all deliverers at all levels within the education system by 2011 2. Make guidelines available to all stakeholders – including the general public, districts and regions 3. Require all tertiary institutions to submit Cost Recovery proposals to Government by December 2012 and annually thereafter 4. Monitor schools and tertiary institutions to ensure adherence to guidelines on fees/costs and financial reporting	1. 2011 ongoing 2. 2011 ongoing 3. 2012 ongoing 4. 2005 ongoing	1. PBME 2. NCTE 3. PBME 4. PBME	1. NCTE and agencies 2. NCTE, DA, DEO, REO 3. NCTE, AF, DEO, REO 4. NTCE, DA, DEO, REO, SMC, BoG