Ministry of Education
GHANA

EDUCATION SECTOR MEDIUM-TERM DEVELOPMENT PLAN

2018 - 2021

Foreword

Building on Ghana's achievements in expanding education, this plan sets out the vision and the policies for realising the ambition of transforming Ghana into a 'learning nation'. It recognises the strengths and weaknesses of the current system and describes strategies to address the challenges in order to give every Ghanaian child the opportunity to succeed and to contribute to national development.

The substance of the Education Strategic Plan (ESP) 2018–2030 revolves around the ambition to improve the quality of education for all in Ghana. Under the plan every sub-sector of the education system has a strategic goal and is based on three policy objectives: i) improved equitable access to, and participation in, inclusive education at all levels; ii) improved quality of teaching and learning and science, technology, engineering, and mathematics (STEM) at all levels; and iii) sustainable and efficient management, financing, and accountability of education service delivery. With so many possibilities for how to achieve these objectives, some careful prioritisation has been necessary; the lens used for this centred on the impact of a strategy or activity on: learning outcomes, accountability for learning outcomes, and equity. These underline Ghana's serious commitment to improving the quality of education and ensuring that every child benefits from this.

The ESP 2018–2030 puts Ghana on the road towards meeting the Sustainable Development Goals (SDGs) and represents a deliberate reorientation towards this aim, as it replaces the previous ESP 2010–2020. This plan not only sets the long-term vision but also how this will be operationalised in the medium term, through the accompanying Education Sector Medium-Term Development Plan (ESMTDP) 2018–2021. These two documents have both been informed by extensive analysis (including the equity, system capacity, and cost and finance analysis), which was commissioned specifically for the ESP, as well as by a broad range of evidence and research produced by partners and the Ministry of Education (MOE). This comprehensive evidence base is brought together in the Education Sector Analysis (ESA) 2018, which summarises the challenges to which the strategies in the ESP are designed to respond.

A lot of time and effort have brought us to this stage and the MOE is very grateful to all those who have contributed to this process. This mission to develop an ESP covering the SDGs time span began in 2016. The process faced various set-backs and it has taken the hard work of many people to bring the project to successful completion. There has been wide consultation and collaboration with partners, ensuring a participatory process that has spanned the entire country. The end result is a testament to the perseverance of everyone involved, and to the MOE's determination to have a plan that will drive the agenda in education. The ESP will be a working document that is embedded in planning processes from the district to the national level, and so will shape the future of Ghanaian education.

Dr Matthew Opoku Prempeh (MP)
Hon. Minister of Education

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Acronyms

ABFA	Annual Budget Funding Amount
ADEOP	Annual District Education Operational Plan
AEA	Alternative Education Agency
AF	Administration and Finance
AU	African Union
BECE	Basic Education Certification Examination
BED	Basic Education Division
BGL	Bureau of Ghana Languages
CA	Cost absorbed
CBE	Complementary basic education
CBT	Competency-based training
CENDLOS	Centre for National Distance Learning and Open Schooling
COE	College of Education
COTVET	Council for TVET
CSO	Civil society organisation
CSSPS	Computerised School Selection and Placement System
DA	District Assembly
DEO	District Education Office
DEOC	District Education Oversight Committee
DHS	Demographic and Health Survey
DOC	Department of Children
DP	Development partner
DSW	Department of Social Welfare
EGMA	Early Grade Reading Assessment
EGRA	Early Grade Maths Assessment

EMIS	Education management information system
ESMTDP	Education Sector Medium-Term Development Plan
ESP	Education Strategic Plan
ESPR	Education Sector Performance Report
ESTAC	Education Sector Technical Advisory Committee
FBO	Faith-based organisation
FCUBE	Free Compulsory Universal Basic Education
FPMU	Funds Procurement Management Unit
G&C	Guidance and Counselling
GAAS	Ghana Academy of Arts and Sciences
GBDC	Ghana Book Development Council
GBU	Ghana Book Union
GER	Gross enrolment rate
GES	Ghana Education Service
GHS	Ghanaian Cedi
GETFund	Ghana Education Trust Fund
GEU	Girls' Education Unit
GIL	Ghana Institute of Languages
GNAPS	Ghana National Association of Private Schools
GNAT	Ghana National Association of Teachers
GNECC	Ghana National Education Campaign Coalition
GoG	Government of Ghana
GPE	Global Partnership for Education
GPEG	Ghana Partnership for Education Grant
GPI	Gender Parity Index
GSS	Ghana Statistical Service

ICT	Information and communication technology
IE	Inclusive education
IEC	Information education campaign
IGF	Internally generated funds
INSET	In-service training
ISE	Inclusive and special education
ISH	Integrated school health
ITEI	Initial teacher education institutions
JHS	Junior high school
M&E	Monitoring and evaluation
MDA	Ministries, departments, and agencies
MMDA	Metropolitan Municipal District Assembly
MMDCE	Metropolitan Municipal District Chief Executive
MOGSP	Ministry of Gender and Social Protection
MOE	Ministry of Education
MOF	Ministry of Finance
MOH	Ministry of Health
MOU	Memorandum of understanding
mSRC	Mobile School Report Card
NAB	National Accreditation Board
NABPTEX	National Board for Professional and Technician Examinations
NaCCA	National Council for Curriculum and Assessment
NCR	No (or negligible) cost required
NCTE	National Council for Tertiary Education
NDPC	National Development Planning Committee
NEA	National Education Assessment

NEAU   National Education Assessment Unit

NER   Net enrolment rate

NESAR   National Education Sector Annual Review

NFE   Non-formal education

NFED   Non-Formal Education Division

NFLP   National Functional Literacy Programme

NGO   Non-governmental organisation

NIB   National Inspectorate Board

NMTDPF   National Medium-Term Development Policy Framework

NRF   National Research Fund

NSS   National Service Scheme

NTC   National Teaching Council

NTVETQF   National TVET Qualification Framework

ODeL   Open and distance learning

OERs   Open Education Resources

OGM   Office of Government Machinery

OOSC   Out-of-school children

PBME   Planning, Budget, Monitoring and Evaluation Division of the MOE

PHC   Population and Housing Census

PTPDM   Pre-Tertiary Teacher Professional Development and Management

PTR   Pupil–teacher ratio

PWD   Person with disability

RCC   Regional Coordinating Council

REO   Regional Education Office

SBI   School-Based In-Service Training

SDG   Sustainable Development Goal

SED	Secondary Education Division
SEN	Special educational need
SHEP	School Health Education Programme (GES)
SHS	Senior high school
SHTS	Senior High Technical School
SIP	Social Intervention Programme
SLTF	Student Loan Trust Fund
SMC	School Management Committee
SPAM	School Performance Appraisal Meeting
SpED	Special education division
SPIP	School Performance Improvement Plan
SPP	School Performance Partnership
SPPP	School Performance Partnership Plan
SRC	School Report Card
SRIM	Statistics, Research, and Information Management
STEM	Science, technology, engineering, and mathematics
TEI	Tertiary education institution
TLM	Training and learning material
TVI	Technical and vocational institution
T-TEL	Transforming Teacher Education and Learning
TTI	Technical Training Institute
TVET	technical and vocational education and training
UDL	Universal Design for Learning
UDP	Universal Design Principles
UDS	University of Development Studies
UHAS	University of Health and Allied Sciences

UIS	UNESCO Institute of Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
VEF	Voluntary Education Fund
WAEC	West African Examination Council
WASH	Water, sanitation, and hygiene
WASSCE	West African Senior Secondary Certification Examination
WITED	Women in Technical Education

Introduction

The Education Sector Medium-Term Development Plan (ESMTDP) 2018–2021 is informed by the National Medium-Term Development Policy Framework (NMTDPF) and the Education Strategic Plan (ESP) 2018–2030. The ESMTDP seeks to harmonise new government policies/priorities and other critical issues within the sector that have emerged out of research and studies carried out by the Ministry of Education (MOE), its agencies, and various stakeholders.

The document is structured into six chapters, which cover, in turn, the performance review and current situation; prioritised development issues for 2018–2021; development projections, goals, and strategies; development programmes and sub-programmes; an action plan and financial strategy; and, finally, an implementation and monitoring and evaluation (M&E) strategy.

The three main policy objectives adopted from the NMTDPF are improving access and quality, strengthening school management systems, and ensuring sustainable sources of financing for education. The ESMTDP outlines strategies to be undertaken to address these areas along each of the seven sub-sectors within the education sector, including: (i) basic education; (ii) secondary education; (iii) technical and vocational education and training (TVET); (iv) non-formal education (NFE); (v) inclusive and special education (ISE); (vi) tertiary education; and (vii) education management and financing. These sub-sectors align with the education strategic goals captured in the ESP 2018–2030. As explained in the present document, the NMTDPF can be mapped on to the ESP 2018–2030 policy objectives and strategies. These detailed strategies and associated activities were informed by a thorough analysis of the education sector in Ghana, called the Education Sector Analysis (ESA). The ESA highlights the strengths and weaknesses in the sector, including inequities in access, participation, and learning outcomes, as well as in the capacity of the system to address these. In this way, the analysis helped to identify the policy responses to the challenges raised, which are presented in the ESP. The detail of how these responses will be implemented from 2018 to 2021 is found in the present document. The ESMTDP should be read in conjunction with the ESP 2018–2030, which gives more background information and detail on policy development and other areas, such as the sector-wide cost and finance analysis, and monitoring and reporting mechanisms.

1 Performance review and current situation

1.1 Vision, mission, and functions

The MOE, established under the Civil Service Law 1993 and the PNDC Law 327, is mandated to provide relevant education to all Ghanaians as a vehicle for human growth and national development. The goal of the MOE is to formulate and implement policies that will ensure the provision of quality and accessible education to all Ghanaians to meet the needs of the labour market, and to accelerate the acquisition of requisite skills to achieve human development, good health, poverty reduction, national integration, and international recognition.

The MOE's vision, mission, function, and core values are outlined below.

Vision

A dynamic sector that prepares and equips all Ghanaians with relevant education and skills to promote socioeconomic development and national orientation.

Mission

To provide relevant education, with an emphasis on science, information, communication, and technology, to equip individuals for self-actualisation and peaceful coexistence, as well as providing them with attitudes and skills for the workplace for national development.

Functions

For the purpose of achieving its objectives, the MOE performs the following functions:

- initiates and formulates policy options on education for the consideration of government;
- initiates and advises on government plans;
- undertakes research as may be necessary for the effective implementation of government policies;
- reviews government policies and plans;
- coordinates the implementation of sector policies and strategies; and
- conducts periodic monitoring and evaluation

Agencies and divisions

The MOE has a variety of agencies and divisions, as outlined in Figure 1.

Figure 1:   Organogram of the MOE
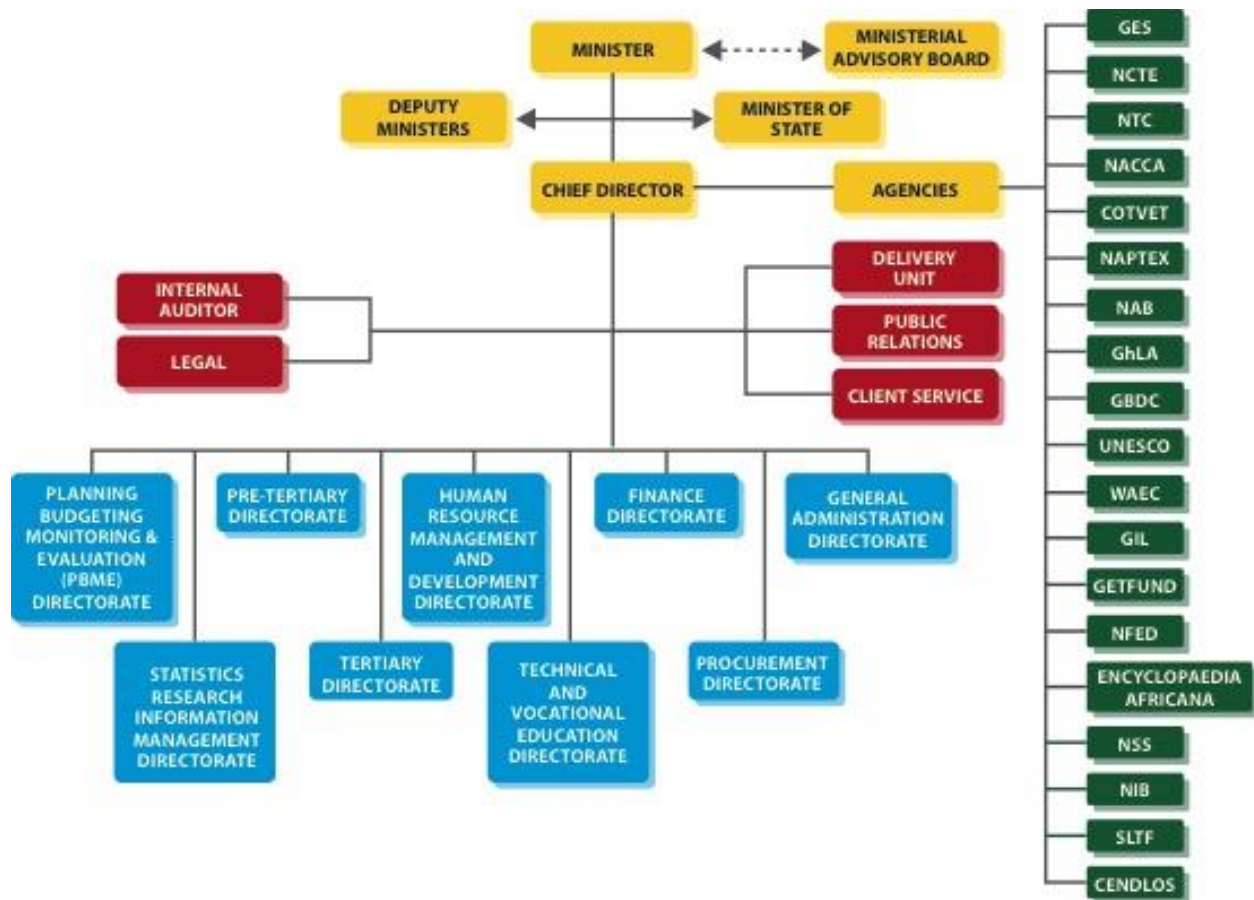
Structure of education sector

The Government of Ghana (GoG), through the 1992 Constitution, recognises its responsibility to ensure that every Ghanaian child of school-going age has a right to education to the level and extent possible within the resources of the nation. Ghana's education system consists of three levels (Education Act, 2008):

- basic education or first-cycle education, consisting of two years of kindergarten, six years of primary school, and three years of junior high school (JHS);
- second-cycle education, consisting of three years of senior high school (SHS), technical/vocational; business or agriculture training; or an apprenticeship; and
- tertiary education, consisting of Colleges of Education (COEs), polytechnics, universities, and other degree- and diploma-awarding institutions.

IE is provided as part of the formal education delivery to ensure that the needs of all persons with diverse educational needs are taken into account. NFE focuses on providing literacy and lifelong learning to all adults, youth, and children who, for whatever reason, did not gain these skills during their formal education.

The Education Act also established three new national bodies – the National Inspectorate Board (NIB), the National Teaching Council (NTC), and the National Council for Curriculum and Assessment (NaCCA), to oversee the operations of the pre-tertiary sub-sector.

1.2   Performance from 2014 to 2017

Situational analysis

Education financing

Ghana has devoted substantial resources to the education sector in recent years and has exceeded associated international benchmarks when including internally generated funds (IGF), outperforming all other west African countries. Education expenditure has been growing at a faster rate, in both nominal and real terms, than the total government expenditure. The vast majority of funding to the education sector comes from the GoG budget, with government contributing 87% in 2012 and 78% in 2015. The Ghana Education Trust Fund (GETFund) (an earmarked proportion of VAT) and Annual Budget Funding Amount (ABFA) (earmarked from oil revenue) have contributed increasing amounts to overall education expenditure since 2012 – predominantly funding government expenditure on goods and services and capital. The proportion of education spending from IGF has increased in recent years, to 17% in 2015, but this is likely to decrease as free SHS is rolled out over the next two years.

A large part of the discretionary GoG budget (as opposed to statutory funds) is spent on the wage bill, which accounted for nearly 100% of GoG expenditure in 2015. It may appear as if little is left for goods and services and capital but as the GETFund and ABFA have grown they have become a key source of funding for goods, services, and capital. As these sources are earmarked for education and cannot be used for salaries, the division of revenue is a purely pragmatic one.

Primary education consistently accounted for the largest share of education expenditures until 2015, when it was overtaken by JHS, SHS, and tertiary. Growth in expenditure in the JHS sector is primarily due to a rapid increase in the number of teachers employed in the sector. This was before the introduction of the free SHS policy, the growth of which will also affect the division of government spending between the sectors. NFE, ISE and TVET have all consistently attracted the least educational expenditure, often below 3% of the total education budget. Per-student spending at the school level varies significantly by region and is strongly correlated with regional distributions of poverty in Ghana. Efforts by the GoG to ensure equity in education spending have met with some success but equity and quality remain priorities for government spending.

Education management

Management can be thought of in terms of two broad categories that are closely linked: teacher management and systems management. In terms of teacher management, absenteeism, attrition, and time on task have been widely recognised as problems, with overall teacher absenteeism as high as 14% in 2014/15 and varying considerably by region. Furthermore, teacher attrition increased to 4% in 2016, from 2% in 2009. Deployment of teachers is also an

area of concern, with large regional disparities in pupil–teacher ratios (PTRs) and weak correlation at district level between the number of students and teachers, especially at the kindergarten and SHS levels. Various policy actions are planned and/or ongoing in response to these issues, including the Pre-Tertiary Teacher Professional Development and Management (PTPDM) policy to ensure proper licensing and registration of teachers.

System accountability at the pre-tertiary level is the responsibility of three autonomous bodies: the NIB, the NTC, and NaCCA. However, these boards have not performed effectively, due to inadequate funding, staff shortfalls, and weak enforcement powers. In addition, the education sector as a whole lacks a clear accountability framework. Work is ongoing to strengthen accountability systems, as well as data collection and research capabilities at the basic, secondary, and tertiary levels. Initiatives to harmonise various data collection systems are also in progress. In addition, while the private sector accounts for over 20% of enrolment at the basic level, over one-third of technical and vocational institutions (TVIs), and nearly half of all tertiary institutions, there is minimal monitoring, collaboration, or regulation of/with the private sector. A significantly lower proportion of teachers in private schools are trained compared to the public sector and little research has been done on learning outcomes in private schools.

The internal efficiency of the education system itself is a concern. Considering progression from primary to SHS, for every 100 children who enter Primary 1, only 38 complete SHS. This is reflected in results from the cohort simulation model, which show that the proportion of repeaters in each grade of the pre-tertiary system is significantly higher than was previously thought. In SHS, for example, repetition rates are above 12% in every grade. In addition, the preparation of the simulation model highlighted an anomaly in the Ghana Statistical Service (GSS) population projection concerning the number of 0-year-olds in 2011, which was then reflected in the school-going population of four-year-olds in 2015, five-year-olds in 2016, and onwards. For the purposes of costing, this was smoothed off to create a consistent rate of growth in the incoming school-aged population. All reporting of the gross enrolment rate (GER), net enrolment rate (NER) etc. in this analysis are still based on the official GSS population projections, as explained in Annex B.

Basic education

Generally speaking, indicators of access at the basic education level have improved considerably, but there are still large inequities by income, region, and gender. GERs exceed 100% for kindergarten and primary and are over 85% for JHS. NERs are generally much lower, indicating a large proportion of children enrolled in school who are not of the appropriate age. Gender parity at the national level has been achieved at all sub-levels of basic education. However, inequities exist when looking at gender parity at a regional level, and, depending on the region, this disparity could be against girls or boys. The majority of the growth in the number of schools has come from the private sector, which constitutes about a third of the total basic schools in the country. While over 20% of basic school pupils are enrolled in private schools, these are unevenly distributed across the country, accounting for over 60% of enrolment in kindergarten in the Greater Accra region and less than 10% in the Upper West region. Over 450,000 children are out of school, mostly those from the poorest households and within the three northern regions. Completion rates vary substantially by income and region, with those from the lowest income quintile 0.37 times as likely to complete JHS compared to those from

the highest income quintile. The proportion of children with disabilities in basic education makes up less than 0.5% of enrolment, despite such children accounting for 1.6% of the total population at this age.

Regarding quality, although the proportion of trained teachers has increased over time, at the kindergarten level it reached just 65% in 2016/17. Learning outcomes are an area of concern, with wide variations in Basic Education Certificate Examination (BECE) results across regions and by gender. In particular, the three northern regions perform poorly, especially compared to Greater Accra, and these effects are exacerbated when looking at gender disparities by region, where results are skewed against girls in all four core subjects. Early Grade Reading Assessment (EGRA) results show that in both 2013 and 2015 only 2% of pupils in Primary 2 could read at grade level, with 50% of those tested unable to recognise a single word. The 2015 Early Grade Maths Assessment (EGMA) found that while 46–72% of pupils scored well on procedural knowledge subtasks, conceptual knowledge subtasks were much more challenging: sometimes nearly 75% of pupils were unable to answer a single question correctly. These assessments also show that urban areas significantly outperform rural areas in both reading and mathematics.

Education management at the basic level points to weak accountability mechanisms at the school, community, and district levels. School leadership and management, particularly in the administration of the capitation grant, is also weak. There are a few initiatives in place to strengthen data collection and research systems: the mobile School Report Card system (mSRC), which collects timely school-level data, has been piloted in 20 districts and a Basic Education Research Group has been set up.

Secondary education

Access at the SHS level has made substantial progress, with GERs reaching 50% in 2016/17, up from 37% in 2011/12. However, this varies substantially by region. The transition rate between JHS and SHS reached 68% in 2016/17 and is expected to continue improving with the introduction of the free SHS policy in 2017. Gender parity has nearly been achieved, and reached 0.96 in 2016/17, but there are substantial inequities to access across wealth quintiles. Students from the poorest 20% of households, the most deprived districts, and/or from rural areas are about five to six times less likely to access SHS. Learners with disabilities are also underrepresented: they make up only 0.2% of enrolment in SHS, despite accounting for 1.7% of the overall population at this age.

Textbook–student ratios have declined substantially since 2011/12, reaching 0.5 in 2016/17 for math, and textbook production is often delayed. There is also a need for investment in infrastructure to address increasing student–classroom ratios, which reached 48 in 2016/17, despite the much lower student-teacher ratio of 20 in 2014/15. In terms of learning outcomes, results from the West African Senior Secondary Certificate Exam (WASSCE) have been poor for both core and elective science and mathematics subjects, particularly in 2015. These results diverge substantially across regions, with the three northern regions performing the most poorly. Gender disparities in performance against girls exist across all regions for maths, science and social studies, and, in the three northern regions, for English as well. There are large disparities

in performance between schools even within the same region: in some schools, nearly 100% of students qualify for tertiary education, while in others 0% do so.

School management and leadership is key both for the roll-out of the free SHS policy, and to address weak examination results. A research agenda at the secondary level is in place that will continue to produce pertinent research, especially related to learning outcomes. Disbursements for the free SHS policy were rolled out in a timely fashion for the first term of the 2017/18 academic year, which allowed for adequate planning and implementation.

TVET

Access to TVET institutions has steadily increased both in terms of Senior High Technical Schools and TVIs. However, efforts to improve access within this sub-sector are constrained by poor public perception: TVET is usually thought of as an option for underperforming students and many who are placed in these institutions often do not end up attending. Only 2.1% of students selected these institutions through the placement system in 2013. This is further compounded by a low absorption capacity for existing TVIs, and the poor state of training facilities and equipment. The participation of women and persons with disabilities (PWDs) in this sub-sector is particularly low, especially in traditionally male dominated areas such as engineering and construction: 26% female enrolment was registered for 2015/16 and in Senior High Technical Schools this number was just 11% in 2016/17. Currently, TVET is limited in scope and does not cover the diverse needs of learners. The relevant institutions are also ill-equipped to provide an adequate education.

There is a mismatch between the skills supplied and the demand for skills in the labour market, and there is low industry investment and involvement in this sub-sector. In addition, only 52% of TVI teaching staff possess technical qualifications. Staffing norms and standards vary substantially throughout the country. Learning outcomes in this sub-sector are also poor, especially for students at the Technician level, with only 30% of students on average passing the Technician I examinations.

Data collection mechanisms for the TVET sub-sector are inadequate, especially as this sub-sector is administered across more than 15 ministries, with weak collaboration. In addition, detailed data on teacher training and facilities are lacking, leading to an ineffective diagnosis of this sub-sector. The TVET sub-sector also suffers from a lack of harmonisation and coherence, and its operations are hampered by its fragmented nature. This sub-sector also receives less than 3% of the overall education expenditure.

Inclusive and special education

According to the Population and Housing Census 2010, the overall prevalence of children with disabilities aged between 4- and 17-years-old in Ghana was 1.6%, or 130,000 children, in 2010, with wide regional disparities. However, this may be underestimated due to low detection rates. However, enrolment of children with disabilities ranges from just 0.2% to 0.4% of total enrolment between kindergarten and SHS. Children with disabilities have lower attendance rates compared to children without disabilities at all levels of pre-tertiary education, and the lowest attendance rates are at the SHS and TVET levels. It is also clear that children with disabilities

are not progressing through the education system, and a large proportion are over-age. The lack of facilities in basic and secondary schools disproportionately affects children with disabilities, with almost no regular basic schools having hand-rails, and only 8% equipped with ramps. Anecdotal evidence suggests that there is stigma towards children with disabilities.

The proportion of trained teachers in special schools is higher than that in regular schools and PTRs are lower in special schools compared to regular schools, ranging from 7:1 to 11:1. There are consistent gaps in learning outcomes in reading, writing, and maths for pupils with and without disabilities; these differences are particularly stark for writing in Ghanaian languages and mathematics, but exist across all other areas as well. Data collection for inclusive and special education is limited, leading to an inability to effectively diagnose this sub-sector and a reliance on national-level surveys. This sub-sector is also severely underfunded: in 2015, only 0.6% of total recurrent education expenditure was spent on inclusive and special education, which is concerning given the needs of the learners concerned.

Non-Formal Education

At the end of basic education, only 54% of males and 43% of females have acquired literacy skills that persist through adulthood. There is hence a strong need for adult literacy programmes, even for those who have attended formal schooling. The main intervention that the MOE employs to improve literacy rates for those working in the informal economy is the National Functional Literacy Programme. The latest batch of the National Functional Literacy Programme enrolled over 17,000 learners; however, this falls severely short of addressing the needs of the more than 1.2 million illiterate adults in Ghana, who are mostly concentrated in the three northern regions and within the lowest income quintiles. While other initiatives have also been employed, such as delivering literacy programmes on the radio, this is severely underfunded and progress on this has slowed substantially in recent years. Attempts to develop a literacy phone application also suffer from a lack of funding. Funding gaps for this sub-sector also affect quality measures in terms of training for facilitators, teaching and learning materials (TLMs), curriculum review, supervision, and even printing of materials.

NFE received the lowest amount of government education expenditures in 2015, and this was almost entirely recurrent and demonstrated a low commitment to NFE programmes. Efforts of the Non-Formal Education Division (NFED) in providing literacy programmes are constrained by it not having agency status, thus not benefitting from the clarification and ability to implement its mandate that such a status would confer. In addition, adult literacy is a cross-cutting issue, which affects various ministries and sectors. However, at present there is no national policy on NFE and adult learning, which mitigates effective implementation and oversight, and leaves this sub-sector fragmented.

Tertiary education

Both the number of, and enrolment in, tertiary institutions have increased over time, as the GER has improved but remained low, at 14.2% in 2014/15. Private tertiary institutions directly under the MOE make up almost half of the total number of tertiary institutions, but only 19% of enrolment. Applications far exceed admissions, especially for public universities, and female admissions and applications are much lower compared to males. In 2014/15, 25% of females

and 29% of males who applied were admitted to public universities; in 2014/15, 37% of public university applicants were female and the corresponding figure for polytechnics was 35%. There are also wide income and regional disparities in completion at the tertiary level: the parity index for completion rates at the tertiary level between those from the poorest quintile and those from the richest income quintile is 0.06. Enrolment in open and distance learning (ODeL) courses has increased for some institutions but declined for others. Current course offerings across universities are often not diversified and facilities to accommodate students with disabilities are often inadequate.

Regarding quality, student-teacher ratios are much higher than the norms recommended by the National Council for Tertiary Education (NCTE), and less than 40% of teachers have terminal qualifications, a statistic that varies substantially across universities. The targeted ratio of enrolment in science subjects to enrolment in arts subjects is 60:40, but at the moment the actual ratio is 40:60, and this has remained stagnant for a number of years. The annual number of publications per lecturer per year is only 0.5 and only one Ghanaian university is ranked among the top 25 universities in Africa.

Given that most tertiary institutions are self-regulated, the NCTE and the National Accreditation Board (NAB) have limited capacity and legal authority, which constrains their efforts to serve as supervisory entities. Data for tertiary institutions are usually collected at the end of the academic year, making it difficult to effectively impact decision-making within the year. In terms of funding, the GoG typically funds between 50% and 55% of the total financial resources provided to the sub-sector, the vast majority of which goes on staff salaries. IGF is the second largest source of funding for the tertiary sub-sector and GETFund typically provides 8–10% of the sub-sector's funding. However, in spite of these funding sources, there have been substantial gaps in funding: in the 2016 academic year, there was a funding gap of 45%. The Student Loan Trust Fund (SLTF) has been beneficial in increasing access for financially disadvantaged groups; however, it faces funding challenges in financing loans for all students. The establishment of new institutions, upgrading of other institutions to tertiary status, and absorption of private institutions into the public sector by government will put further stress on funding to the tertiary sub-sector.

Reporting on the monitoring framework 2014–2017

Table 1 reports on the key indicators within the monitoring framework of the ESMTDP 2014–2017. The table is colour-coded, with green used to indicate targets that were met, yellow to indicate targets that were nearly met, and red to indicate targets that were not met.[1] Indicators that are not highlighted point to a lack of reliable data. In total, 10 indicators were met, seven indicators were nearly met, and 12 indicators were not met.

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[1] As the United Nations Educational, Scientific and Cultural Organization (UNESCO) considers parity as having been 'reached' when the GPI is anywhere between 0.97 and 1.03, GPI indicators that are within this range are considered as having been met and thus are highlighted in green.

Table 1:   Reporting on the monitoring framework of the ESMTDP 2014–2017

Policy objective	Indicator	Target (2016/17)	Level of achievement			
			2013/14	2014/15	2015/16	2016/17
Increase equitable access to and participation in education at all levels	NER kindergarten	83.5	91%	83%	80%	75%
	GER primary	113.6	107%	110%	111%	111%
	GER JHS	98.1	82%	85%	88%	87%
	Access to potable water in basic schools	62.6	44%	38%	39%	42%
	GER SHS	44.3	43.9%	45.6%	49.6%	50.1%
	Number of public SHS	658	556	562	578	620
	Access to potable water in SHS	100	97%	100%	91%	93%
	Number of GES TVIs	45	45	45	45	47
	Annual admissions to public universities	Maintain above 12,000	138,416	147,180	155,420	167,736
	Annual admissions to COEs	Maintain above 5,000	33,526	36,563	42,753	44,813
	Annual admissions to polytechnics	Maintain above 10,000	54,897	53,978	52,765	50,997
	Distance education enrolments	68,514	66,653	66,361	49,261	80,119
	GPI kindergarten	1	1.01	1.04	1.01	1
	GPI primary	1	0.99	1	1.01	1.01
	GPI JHS	1	0.95	0.96	0.97	0.98
	GPI SHS	1	0.91	0.91	0.94	0.96
	% female enrolment TVET	40 (2014/15)	29.1%	24.8%	25.7%	
	% female intake in tertiary institutions	Maintain above 40%	37.9	37.8	40.8	41.2%
	Children with non-severe SENs mainstreamed in basic education	100% (2014/15)				
	Attendance of those with SEN in schools	100% (2014/15)				

Improve the quality of teaching and learning at all levels	PTR kindergarten	45	34	35	34	30
	PTR primary	45	32	34	34	30
	PTR JHS	35	15	16	16	14
	% trained teachers primary	84	70%	75%	78%	76%
	% trained teachers JHS	90.2	84%	88%	90%	88%
	% trained teachers SHS	92.1	83%	84%	86%	90%
	Core textbook–pupil ratio primary	3	2.2	2.0	1.7	1.5
	Core textbook–pupil ratio JHS	3	2.2	2.0	1.7	1.5
	English textbook–pupil ratio SHS	1	0.59	0.56	0.50	0.51
	Maths textbook–pupil ratio SHS	1	0.59	0.56	0.50	0.50
	Science textbook–pupil ratio SHS	1	0.55	0.50	0.44	0.44
	Pupil time on task basic schools	80% (2014/15)				
Improve management of education service delivery	Teacher absenteeism	5% (2014/15)				
	Non-teaching staff in tertiary institutions	Maintain below 20,000				

1.3   Key issues/gaps

From the situational analysis, the following have been identified as key issues/gaps:

- Before the introduction of the free SHS policy, there was low participation in SHS, especially in deprived communities.
- Poor implementation of the local language policy, with teachers often unable to work in the language of instruction.
- Poor education outcomes at the basic and secondary levels, as evidenced by WASSCE, EGRA, EGMA and National Education Assessment (NEA) results.
- Low participation of females in science, technology, education and mathematics (STEM) subjects, and lower educational outcomes for girls.
- Lower access and education outcomes for students in low-income quintiles.
- Relatively high drop-out rates at Primary 6 (P6) and JHS 3.
- High numbers of untrained teachers, particularly at kindergarten level.
- High teacher absenteeism and low time on task.
- Weak accountability structures.
- Poor school leadership and management from headmasters/headmistresses.
- Centralised and weak teacher deployment system which does not respond to local needs.
- Lack of harmonisation and coherence of TVET provision.
- Negative perception of TVET.
- Low enrolment in, and lack of funding for, NFE.
- Lack of TLMs for children with disabilities and low enrolment of this population in mainstream schools.
- Lack of standards for teacher registration, licensing, and career progression.
- Lack of specialised instruction for teachers in COEs, depending on the level of basic education to be taught.
- Poor coordination with the private sector and across ministries.
- Pre-tertiary curriculum poorly linked to competencies.
- Poor coordination of the tertiary sector and data collection that is not well harmonised.
- Significant inequities in access to, and completion of, tertiary education, particularly due to income.

2   Prioritised development issues for 2018–2021

The NMTDPF 2018–2021 identifies five thematic areas for development in Ghana that are aligned with long-term goals to 2057:

Goal	Thematic area
• Build an inclusive, industrialised, and resilient economy	• Economic development
• Create an equitable, healthy, and disciplined society	• Social development
• Build safe and well planned communities while protecting the natural environment	• Environment, infrastructure, and human settlements
• Build effective efficient and dynamic institutions	• Governance, corruption, and public accountability
• Strengthen Ghana's role in international affairs	• Ghana and the international community

The education sector falls under the 'social development' thematic area.

The NMTDPF 2018–2021 also identifies development issues which tie in well with the key issues identified from the situational analysis and outlined in the previous chapter, as follows:

- poor quality of education at all levels;
- high number of untrained teachers at the basic level;
- teacher absenteeism and low levels of commitment;
- inadequate use of teacher–learner contact time in schools;
- negative perception of TVET;
- low participation in NFE;
- low prominence accorded to language learning in the school system;
- low participation of females in learning of STEM;
- inadequate and inequitable access to education for PWDs and people with SEN at all levels;
- educational system focused on merely passing exams;
- poor linkage between management processes and schools' operations; and
- inadequate funding sources for education.

3 Development projections, goals, adopted objectives, and strategies

The goal of the education sector is 'to deliver quality education service at all levels that will equip learners in educational institutions with the skills, competencies, and awareness that will make them functional citizens who can contribute to the attainment of the national goal'. This goal is in accordance with the Education Act 778 and the NMTDPF 2018–2021.

The NMTDPF outlines key issues, policy objectives, strategies, implementing and collaborating agencies, and regional/global linkages for education (as indicated in Table 2), which have been adopted/engaged/applied by the MOE. These correspond to SDG 4 and AU 2 goals, and while the MOE and its agencies will lead the implementation across the three policy objectives, there are a number of other collaborating institutions and organisations that are also involved. These include ministries such as the Ministry of Gender and Social Protection (MOGSP) and the Ministry of Finance (MOF) as well as civil society organisations (CSOs), teachers' unions, and development partners. These policy objectives and strategies map onto those developed specifically by the education sector as explained below.

Table 2: **Education sector adopted issues, policy objectives, and strategies from the NMTDPF 2018–2021**

Key issues	Strategies
Policy Objective 1.1: Enhance inclusive and equitable access to, and participation in, quality education at all levels	
• **Poor quality of education at all levels** • **High number of untrained teachers at the basic level** • **Teacher absenteeism and low levels of commitment** • **Inadequate use of teacher–learner contact time in schools** • **Negative perceptions of TVET** • **Low participation in NFE** • **Low prominence accorded to language learning in the school system** • **Low participation of females in learning of STEM subjects** • **Inadequate and inequitable access to education for PWDs and people with SENat all levels** • **Educational system focused on merely passing exams**	1.1.1: Redefine basic education to include secondary education 1.1.2: Reform curriculum, with an emphasis on competencies in reading, writing, arithmetic, and creativity at the primary level, and introduce history of Ghana, French, and optional Arabic language, at the pre-tertiary level 1.1.3: Develop standards and a national assessment test for foundational literacy and numeracy competencies at primary level 1.1.4: Continue implementation of free SHS and TVET for all Ghanaian children 1.1.5: Ensure IE for all boys and girls with SEN 1.1.6: Popularise and demystify the teaching and learning of STEM and information and communication technology (ICT) education in basic and secondary education 1.1.7: Accelerate the implementation of policy on 60:40 admission ratio of science to humanities students at the tertiary level 1.1.8: Facilitate implementation of language policy 1.1.9: Review policies to meet emerging demands in education, especially at the tertiary level 1.1.10: Expand infrastructure and facilities at all levels 1.1.11: Re-structure content of educational system to emphasise character building, value nurturing, patriotism, and critical thinking

Policy Objective 1.2: Strengthen school management systems	
• **Poor linkage between management processes and schools' operations**	1.2.1: Realign and revamp existing public TVIs to ensure effective coordination and standardisation 1.2.2: Build effective partnership with religious bodies, civic organisations, and private sector in delivery of quality education 1.2.3: Fully decentralise the management of education service delivery 1.2.4: Implement accelerated programme for teacher development and professionalisation 1.2.5: Implement reforms and strengthen the regulatory agencies that operate in the education sector 1.2.6: Establish well-resourced and functional SHS in all districts 1.2.7: Enhance quality of teaching and learning 1.2.8: Ensure adequate supply of TLMs
Policy Objective 1.3: Ensure sustainable sources of financing for education	
• **Inadequate funding sources for education**	1.3.1: Explore alternative sources for NFE 1.3.2: Provide life-skills training and management for managing personal hygiene, fire safety, environment, sanitation, and climate change 1.3.3: Improve the learning of research and innovation development 1.3.4: Ensure the implementation of the national policy on a 60:40 admission ratio in favour of STEM 1.3.5: Establish M&E systems in planning management units 1.3.6: Ensure the implementation of a policy of differentiation and diversification 1.3.7: Set up a national research fund

The three policy objectives outlined in the NMTDPF 2018–2021 map onto the ESP 2018–2030 policy objectives, as indicated in Table 3. For a detailed mapping of strategies in the NMTDPF 2018–2021 with sub-policy objectives and strategies in the ESP 2018–2030 please see Annex C.

Table 3:   Mapping policy objectives in NMTDPF 2018–2021 to the ESP 2018–2030

Policy objective in ESP 2018–2030	Matched policy objectives in NMTDPF 2018–2021
Policy Objective 1: Improved equitable access to, and participation in, inclusive quality education at all levels	1.1: Enhance inclusive and equitable access to, and participation in, quality education at all levels
Policy Objective 2: Improved quality of teaching and learning and STEM at all levels	
Policy Objective 3: Sustainable and efficient management, financing, and accountability of education service delivery	1.2: Strengthen school management systems
	1.3: Ensure sustainable sources of financing for education

4 Development of programmes and sub-programmes

There are five guiding principles for the ESP:

- Access and equity: Equal opportunity to obtain access to education and to learn, the provision of an environment that is conducive to learning, and the achievement of learning outcomes that demonstrate fair and just assessment.
- Quality: Achievement of high-level standards and system responsiveness at all levels of education.
- Relevance: Learning, including skills development, which is responsive to individual, community, and national development needs.
- Efficiency and effectiveness: Management of all resources that ensures value for money to achieve desired goals.
- Sustainability: Judicious utilisation of human, financial, and material resources to ensure balanced and continual development of the education system.

The overall goal of the education sector is 'to deliver quality education service at all levels that will equip learners in educational institutions with the skills, competencies, and awareness that will make them functional citizens who can contribute to the attainment of the national goal'. This goal is in accordance with the Education Act 778 and leads to seven education strategic goals, which are linked to the different sub-sectors of education, as follows:

Table 4:   Strategic Goal for each Education Sub-Sector

Sub-sector	Strategic goal
Basic education	Improved equitable access to, and participation in, quality basic education
Secondary education	Improved equitable access to, and participation in, quality SHS education
TVET	Strengthened competency-based skills development in TVET
Non-Formal Education	Improved opportunities for non-literate youth and adults to have free access to meaningful quality education and training
Inclusive and Special Education	Improved access for persons with disability, the vulnerable, and the talented
Tertiary education	Improved equitable access to world-class tertiary education
Education management and finance	Improved planning and management efficiency in the delivery of education

These strategic goals are drawn from the broad vision and mission for Ghana's education, policies, international commitments, and key principles.

Each of the key guiding principles are organised along three policy objectives:

- improved equitable access to, and participation in, inclusive quality education at all levels;
- improved quality of teaching and learning and STEM at all levels; and
- sustainable and efficient management, financing, and accountability of education service delivery.

Within each policy objective, sub-policy objectives are outlined, which give way to strategies and activities, and this serves as the basis for the ESP performance framework. This is the

framework which the MOE has used to consider the challenges highlighted by the ESA. It guides the process for forming appropriate strategies and activities, starting from these challenges and leading to achieving the goals laid out above. In order to ensure a coherent response to achieving the overall goal and vision of the education sector, the MOE identified the sector-level theory of change laid out in the ESP to articulate the inputs necessary to produce the required outputs, outcomes, and impact at a sector level. The theory of change is based on supporting progression through education and a more equitable education sector by providing free education from kindergarten to SHS, and then by having a more responsive and diversified tertiary sector.

4.1   Reform agenda and policy prioritisation

There are clear policy imperatives which emerge from the ESA which the MOE has embraced, such as the need to improve the quality of teaching at the pre-tertiary level through teacher education reform, and the importance of improved TVET coordination through the realignment of that sector. The policy reform imperatives emerging from the ESA resonate with government priorities and are reflected in the high-level education reform agenda and the associated delivery framework. This operational plan lays out in detail the activities that will contribute towards the achievement of the targets of this ambitious agenda in the first four years of the plan. The reform agenda has a number of pillars that predominantly affect particular levels of education (basic, secondary, TVET, and tertiary), as well as a number of key reforms to strengthen education management (see Table 5). Furthermore, some pillars represent whole sector reform agendas, such as teacher education reform and basic education curriculum reform, as well as initiatives that will be piloted in the short to medium term to consider whether they merit a scale-up effort to contribute to sector development (for example, public–private partnerships and improving inspection).

Table 5:   Education reform agenda priorities

Education management reforms	Education reforms focused on levels of education
1. Operationalisation of Pre-Tertiary Teacher Professional and Management Development framework 2. School supervision and inspection 3. Basic education decentralisation 4. Public–private partnership initiative 5. GES institutional reform 6. Legal, institutional, and regulatory reforms	1. Pre-tertiary education curriculum reform 2. Secondary education reform 3. Teacher education reform 4. TVET reform 5. Tertiary education reform 6. ICT in education reform

Meanwhile, there is recognition in Ghana of the need for thorough prioritisation of policies and strategies given the constraints of capacity and funding. The MOE therefore developed a 'lens for prioritisation', through which all proposed policies and strategies were viewed, to assess their potential to move the sector towards its goals. If a policy does not stand up strongly and positively under this lens then it may be deprioritised if there are capacity and financial limitations to effective implementation. This prioritisation lens considers three questions:

- *Does the proposal have a positive impact on learning outcomes?*

- *Does the proposal have a positive impact on accountability for learning outcomes?*
- *Does the proposal have a positive impact on equity?*

Further to this lens, the development of the ESP has thrown into sharp relief the question of the efficiency of the education system. With limited resources, the management and accountability of the system is crucial for success and this has spurred the addition of strategies to pave the way for improved efficiency in the delivery of education across sub-sectors. Improving efficiency will be a priority during the implementation of this ESP. It is expected that if efficiency improvements release capacity or financial resources these will be used to deliver improved learning outcomes, accountability for learning outcomes, and equity, in line with the 'lens for prioritisation'.

5 Action plan and financial strategy

5.1 Action plan 2018–2021

The table below gives the action plan for 2018–2021, which aligns with the ESP 2018–2030. Not all strategies which appear in the ESP 2018–2030 are listed here because some do not have associated activities in the 2018–2021 period; these will be included in the following ESMTDPs. While all strategies are important, some prioritisation is necessary. The costs indicated are cost estimates and do not imply that funding has necessarily been secured for these activities, although many are budgeted for. Where 'NCR' (no – or negligible – cost required) appears, this shows the intended time period for the activity and that it has no or negligible cost implications for the sector. Where 'X' appears, this shows the intended time period for implementation, although the activity has not as yet been costed[2]. Finally, there are costs of some activities which will be absorbed under others as they from part of ongoing activities or a wider strategy. These have been indicated by 'CA', meaning 'cost absorbed'; footnotes explain where the cost sits. Where the funding source is agreed, this has been shown and specific development partners or private support is mentioned. Where 'DP' appears this represents the potential for agreements to be reached with development partners after initial discussion, or the aspiration of the GoG regarding where resources should be directed.

Strategy in ESP 2018–2030	Activity	Output	Annual cost (GHS) millions (2018 – 2021)				Funding source	Implementing agencies	
			2018	2019	2020	2021		Lead	Collaborating
	BASIC EDUCATION								
	Policy Objective 1: Improved equitable access to, and participation in, inclusive quality education at all levels								
	BE 1.1: Increased enrolment in basic schools, particularly in disadvantaged communities								
BE 1.1.1 Improve appropriate-age enrolment in public KG, primary schools, and JHS, focusing on reducing under-age enrolment at KG and encouraging first-time over-age enrollees to attend primary rather than KG	Enforce age-appropriate enrolment and encourage over-age first-time kindergarten enrolees to attend primary (KG, primary, and JHS)	Policies on appropriate enrolment developed	NCR	0.1	0.1	0.1	GoG	GES, MMDAs	DEOs, REOs, DPs, PBME
	Provide information education campaign (IEC) in communities for parents to send their children to school at the right age, with the involvement of school management	IEC provided for communities	X	X	X			DEOs, REOs	NCCE, PBME, MMDAs, UNICEF support

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[2] These activities are likely to be in the process of being costed but it was not possible to complete the detailed costing in time for the plan.

	Develop an early childhood policy that includes issues of right-age enrolment, use of an active learning pedagogy, and specialised training for KG teachers	Policy on early childhood developed	0.06	0.06			UNICEF	BED, PBME	MOE, GES
	Explore and develop community-based child care centres in collaboration with MMDAs/CSOs, to support working mothers and children less than 4yeas	Construction of child care centres		5	5	5		GES, MMDAs	PBME
BE 1.1.2 Improve quality of supply of infrastructure in public KG, primary schools, and JHS schools to stimulate increased demand, particularly in disadvantaged districts, and to respond to changes in population and the distribution of school demand	Reduce the infrastructure gap by constructing 1,111 new KG blocks (within 3km of communities), starting from most needy communities and attached to primary schools, and operationalise them	1,111 KG blocks constructed	84	84	84	84	GoG	GES, MMDAs	PBME
	Conduct a school mapping to ascertain the detailed geographical KG primary, and JHS infrastructure requirement	Needs assessment conducted		10			GoG and private sector	GES, MMDAs	PBME
	Construct new primary classroom blocks (within 5km of communities) in both rural and urban areas	4,200 classroom backlog built over 10 years. (In addition, an average of 650 classrooms needed each year for growth in pupil numbers)	87	84	77	76	GoG	GES, MMDAs	PBME
	Construct new JHS classes (within 5km of communities) in both rural and urban areas	1,200 classroom backlog built over 10 years. (In addition, an average of 1,500 classrooms needed each year for growth in pupil numbers)	121	115	102	99	GoG	GES, MMDAs	PBME

	Refurbish and maintain basic school classrooms as necessary, including the science facilities of JHS	660 basic schools refurbished and maintained (220 each for KG, primary, and JHS)	93	93	93	93	GoG	GES, MMDAs	PBME
	Use the Annual School Census to undertake an audit of the status of infrastructural needs for all basic schools in the country	Annual audit instituted and construction plan developed	NCR	NCR			GoG	MOE SRIM, PBME	GES, MMDAs
	Develop a construction plan based on report of the Annual School census (on the status of school infrastructure), to be updated regularly	Construction plan developed and updated		0.1			GoG	FPMU	MMDAs
	Enforce the standards developed for inclusive schools infrastructure	Standards developed	NCR	NCR	NCR	NCR	GoG	NIB	GES ISE, PBME
	Pay capitation grant to all public basic schools on time as a tool for enforcing the fee-free policy of FCUBE, and transfer all existing levies to capitation grant	Capitation grant paid on time	55	68.7	75.9	83.1	GoG	GES BED REO, DEO	PBME, UDEs, NGOs, CBOs, FBOs
BE 1.1.3 Improve ease and safe access for all children, including limiting distance to school in rural areas	To be undertaken in 2022–2025								
BE 1.1.4 Target social intervention programmes, such as school feeding, school uniforms, and transport to ensure that children from disadvantaged groups are enrolled and stay in school	Coordinate and leverage targeting approaches used in other ministries and agencies and develop a mechanism for targeting social interventions	Coordination established and mechanism for targeting developed	NCR	NCR	NCR	NCR	N/A	MOE PBME	MOE Pre-tertiary, GES, MOGSP, GSS, GNECC
	Implement the school feeding programme in selected needy and deprived public basic schools	30% pupils in basic schools provided with one hot meal per day	423.8	426.5	449.6	463.1	MOGSP	MOGSP	MOE/GES

	Implement the social intervention programmes (such as school uniforms, free sandals, exercise books) for selected individuals, schools, districts, and regions, according to the targeting, starting with the three northern regions	Targeted SIPs implemented – likely to include more scholarships and material support to those orphaned by HIV/AIDS	101.0	103.0	105.1	107.2	GoG,	GES, BED, MMDAs	MOE Pre-tertiary, DEO, REO
BE 1.1.5 Identify opportunities for and implement multi-grade teaching in some basic schools with low enrolment to improve efficient use of resources	Identify schools with low enrolment and train teachers to implement multi-grade teaching	Multi-grade classes implemented	8.5	8.5	8.5	8.5	GoG	GES	NTC, NaCCA
	Integrate multi-grade teaching/peer-to-peer support for all learners in pre-service teacher training	Teachers trained in multi-grade strategies		NCR	NCR	NCR	GoG	NCTE	MOE, GES, NaCCA, NTC
	Link to Management Strategy EM 3.1.3 to deploy teachers according to approved PTR norms	Teachers more efficiently allocated	NCR	NCR	NCR	NCR	N/A	GES HR	SRIM, DEOs, REOs
BE 1.1.6 Increase provision of complementary basic education (CBE) as an interim measure to deliver education to hard-to-reach children (OOSC)	Build community capacity to manage CBE and create an enabling environment for DPs and NGOs to provide support to CBE	NGOs' and donors' contribution continued and reviewed		15.09	15.09	15.09	GoG+ DPs	NFED, BED, GES	PBME, DEOs, REOs, MMDAs
	Update the data on the incidence of OOSC to identify areas with high incidence, using 2020 National Census Dataset	Data and report updated to inform programme				0.5	GoG	PBME, GES BED	SRIM, GSS
	Strengthen government leadership in providing CBE programme by reviewing and implementing the CBE policy, and ultimately integrating CBE learners into the formal system	CBE graduates integrated; provision made for government to implement CBE		10.06	26	26	GoG	MOE PBME, GES, NFED	MMDAs, DEOs, REOs

BE 1.2: Achieved and sustained gender parity in access to quality basic education, with a focus on reducing regional disparities								
BE 1.2.1 Increase demand for families to enroll and retain girls in school, particularly in JHS	To be undertaken in 2022–2025								
BE 1.2.2 Ensure that gender-friendly guidance and counselling and SHEP policies are in place centrally and in districts, and are being implemented in schools	Appoint qualified G&C personnel for basic schools/appoint existing teacher to serve as G&C and provide adequate training	Qualified G&C persons appointed and trained	CA[3]	CA	CA	CA	N/A	GES, HRMD, GEU	DEOs, REOs
	Implement G&C programmes in basic schools	G&C programmes implemented in 2000 basic schools annually	6.0	6.0	6.0		GoG	G&C units, GEU	DEOs, REOs
	Leverage stakeholder platforms to widely disseminate data on school enrolment by gender to alert communities to gender disparities	Census Report in EMIS disseminated	NCR	NCR	NCR	NCR	GoG	G&C units, GEU	SRIM,
	Leverage national and local-level public education campaigns to sensitise and appeal to queen mothers and other opinion leaders on importance of education, especially for female students	Public education campaign conducted		0.15	0.15	0.15	GoG	GES PRO, G&C	SRIM
Policy Objective 2: Improved quality of teaching and learning and STEM at all levels									
BE 2.1: Increased use of quality TLMs in basic education									
BE 2.1.1 Ensure that end-user schools, teachers, and pupils have access to relevant, age-appropriate and adequate TLMs	To be undertaken in 2022–2025								
BE 2.1.2 Develop comprehensive policy frameworks for the development and	Develop and enforce policy on textbook procurement, distribution, and use	Textbook policy enforced		0.07	NCR	NCR	GoG+ DPs	NaCCA	PBME, AF, ID, DP, GBDC, REO, DEO, GLA

[3] Cost absorbed as part of pre-service training.

Strategy	Activity	Output indicator					Funding	Lead	Collaborating
distribution of TLMs and library facilities	Review and publish list of essential teaching support materials for basic school levels	Essential TLMs reviewed and published		0.035	NCR	NCR	GoG	NIB,	NaCCA, GES REO, DEO, DP, GBDC, GLA
	Procure and distribute establishment supplies and TLMs to basic schools	TLMs supplied to all public basic schools	162.4	165.7	169.0	172.4	GoG	GES	REO, DEO
	Procure and distribute textbooks for basic schools (in line with revised curriculum)	Core textbook–pupil ratio improved to or sustained at 3:1 (primary) and 4:1(JHS)		400	300	300	GoG	GES	REO, DEO
BE 2.2: Improve learning assessment to support learning achievement of basic school pupils									
BE 2.2.1 Use effective strategies to ensure that all KG and primary school children develop early grade reading and maths foundational skills in KG through to P3	Provide remedial sessions on basic literacy and numeracy skills for the lowest performing children in P1 to P3, starting with three Northern Regions	Remedial sessions provided			X	X	GPE and World Bank	GES BED	PBME, NaCCA, DP, NTC
	Provide designated library facility (book kiosk) in all selected schools	300 library facilities (book kiosks) provided for basic schools		0.5	0.5	0.5	GoG	GES, GLA	GBDC, DEO, REO
BE 2.2.2 Promote the development of assessment systems for tracking both pupils' and schools' performance on periodic basis	Develop a comprehensive framework for formative and summative assessment across the basic education skill areas	Comprehensive framework developed and then integrated into pre-service and in-service teacher training	0	2.5	2.5	0	GoG	REO, DEO	NTC, NIB, teaching universities
BE 2.3: Improved learning environments, including health and sanitation, child protection and guidance, and counselling in basic schools									

BE 2.3.1. Train head teacher, SMCs and PTAs in local resource mobilisation to increase resources for school-level health and sanitation facilities	Organise annual training workshops for newly promoted school heads, SMCs, and PTAs on resource mobilisation	Training workshops on resource mobilisation organised annually	CA[5]	CA	CA	CA	GoG	SHEP, DEO, BED	REO, NGO, MOH
BE 2.3.2 Promote public–private partnerships (CBOs, NGOs, FBOs, and DPs) in integrated school health programmes	Explore and establish linkages with non-government bodies to work with government on Integrated School Health (ISH) programmes	Linkages with NGOs on school health established	NCR	NCR	NCR			SHEP	PS, CBO, NGO, FBO, DP, MOH
	Ensure that there is functioning and maintained potable water within 250 metres of basic school sites and that there are adequate sanitation facilities such as urinals, and toilets on site (including MHM) (especially for girls and female teachers/SMC members) in basic schools	Water and other sanitary facilities provided for additional and maintained	6.9	6.9	6.9	6.9	GoG+ DPs	SHEP	DEO, PBME, CWS, NSS, DA, DP, NGO
BE 2.3.3 Enforce policies to ensure all basic schools meet national norms in health, sanitation, and safety, including national initiatives to reduce HIV/AIDs and sexually transmitted diseases	Design and implement IEC for ISH to educate and disseminate information about public health (as it relates to nutrition, de-worming, sanitation, inoculation, HIV and AIDS, and malaria and hepatitis-B prevention)	IEC for ISH implemented		CA[6]	CA		UNICEF	SHEP	PRU, DEO GES (SHEP)
	Revise and distribute national guidelines on minimum standards for health, sanitation, and safety for basic school institutions at all levels	Revised national guidelines produced	0.931				GoG+ DPs	SHEP NIB	DEO, PBME, CWS, NSS, DA, DP, NGO
	Ensure the implementation of national guidelines on sanitation and health in all basic schools	National guidelines implemented	NCR	NCR	NCR			SHEP, SED	DEO, PBME, CWS, NSS, DA, DP, NGO

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[5] Cost absorbed in orientation for newly promoted head teachers.
[6] Cost included under UNICEF support for water, sanitation and hygiene, with GHS

	Activity	Indicator					Funding	Lead	Collaborators
	Arrange with MOH to conduct annual screening exercise for all basic school children	Screening organised every year	3.5	3.5	3.5	3.5	GHS	GES, MOH	PBME, DEO, REO, AF MOH/GSH
BE 2.3.4 Improve training for teachers in positive discipline and good classroom management	Roll out the positive discipline toolkit developed by G&C to all basic schools in order to phase out corporal punishment effectively	Toolkit effectively rolled out		NCR	NCR	NCR		GEU, G&C, SHEP	GNECC, DPs
	Integrate issues of bullying and sexual harassment into teacher education curriculum and into handbooks of teachers and circuit supervisors, and orientation provided	Issues integrated into teacher education curriculum, and handbooks and orientation provided		NCR	NCR	NCR		GEU, G&C, SHEP	GNECC, DPs
	In a phased implementation, as facilities allow: support JHS to manage classrooms to be owned by teachers or shared between teachers so that students rotate through the spaces and teachers are empowered to improve the classroom environment	Reorganised management of JHS classrooms phased in		NCR	NCR	NCR		BED, GES	PBME
BE 2.4: Improved quality and relevance of basic education curriculum									
BE 2.4.1 Develop and implement a comprehensive standards-based basic school curriculum to improve learning achievement in basic (foundational) skills areas, the 4Rs (Reading, wRiting, aRithmetic and cReativity)	Constitute committee of experts to reform the pre-tertiary curriculum	Curriculum reform committee formed to review the basic education curriculum	4.0	2.8			GoG+ DPs	NaCCA	PBME
	Roll out approved national grade-level competency standards in basic skills areas in basic education curriculum, with roll-out of JHS beginning 2020 (includes trialling of curriculum and then training for staff: teachers, head teachers and circuit supervisors)	National standards in literacy and numeracy developed and introduced	26.75	26.47	74.96	43.91	GoG+ DPs	NaCCA	GES, NCTE, teacher educ universities

	Provide all basic schools with new curriculum with focus on the 4Rs	New basic school curriculum implemented	18.5		19.2		GoG+ DPs	NaCCA, BED	MOE, SRIM, PBME
	Ensure basic education curriculum and teacher education curriculum are aligned	Basic education curriculum aligned to teacher education curriculum	NCR	NCR	NCR			NTC, NaCCA, NCTE	MOE Pre-Tertiary
	Develop and use approved textbook on history of Ghana and French for basic education (adapted to the new curriculum)	Basic-level textbooks on history of Ghana and French approved	X[3]	X				NaCCA	GES, GBDC, GLA
	Monitor roll-out of approved GES curriculum in private and public basic schools	Monitoring trip conducted		0.95	0.95	0.95	GoG+ DPs	NIB	BED, DEO, REO, NaCCA
BE 2.4.2 Improve school-based in-service training led by head teachers, curriculum leads, and circuit supervisors	Institute a regular school-based in-service training for all heads, curriculum leads, and circuit supervisors on the school calendar	Regular SBI instituted for (at least 25% per year) head teachers, curriculum leads, and CS at the basic level	1.223	1.223	1.223	1.223	GoG	NTC	DEO, REO, NaCCA
BE 2.4.3 Use effective strategies to ensure transition from reading in local language to English by P4	Revise implementation of the National Language of Instruction policy	Implementation plan revised	4.94				GoG+ DPs	NaCCA	BED, Pre-Tertiary
	Approve the revised language policy to allow room for new curriculum to operate	Minister approves the language policy		NCR				MOE	PBME, REO, NaCCA
	Sensitise communities and schools on the language policy	Sensitisation activity conducted		2	2		GoG+ DPs	NaCCA,GES	MOE, GNAT
	Distribute the recommended textbooks and teaching guides for 11 Ghanaian languages	Textbooks and teaching guides distributed for 100 districts	CA[7]	CA			USAID	NaCCA, BED	BGL, DP

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[7] Cost absorbed under USAID learning project.

Objective	Activity	Indicator					Funding	Lead	Collaborators
	Develop an approach to transition to English as a language of instruction by P4	Approach developed and implemented		X	X	X	GoG+ DPs	NaCCA	BGL, GES
	Revise Ghanaian languages syllabus at COEs to focus on the teaching of literacy and numeracy	Ghanaian languages syllabus revised			X	X	GoG+ DPs	NaCCA,	T-TEL, BGL, BED
	Consolidation of effective methodologies for teaching in local languages, particularly in P1 to P3	Effective local language pedagogies implemented	NCR	NCR	NCR		GoG+ DPs	BED	NaCCA, NTC T-TEL
	Revise school timetable to increase time allocation for the teaching of literacy and numeracy in English and Ghanaian languages	Timetable revised to increase time for literacy and numeracy			NCR		GoG+ DPs	NaCCA	BED, DP, NTC
BE 2.5: Enhanced instructional practices of basic education teachers and head teachers									
BE 2.5.1 Improve instructional leadership of head teachers, curriculum leads, circuit supervisors and district inspectors, to support improved practices of teachers	Encourage teachers to develop and use portfolios as part of their practice	Number of teachers with portfolios in support of teaching and learning processes	NCR	NCR				NaCCA, NTC	NIB, GES, PBME
	Encourage specialisation and use of child-centred pedagogy at KG	Specialisation and use of child-centred pedagogy encouraged		CA[8]	CA	CA		NaCCA, BED, ECD unit	GES, DEO, REO, PBME
BE 2.5.2 Improve capacity of teachers in schools in pedagogical best practice	Institute a teacher recognition programme at the district level	Recognition programme established		NCR	NCR			NTC	GES, REOs DEOs
	Train teachers in instructional best practice, PBL, differentiated instruction, and the importance of relationship, rigour and relevance in teaching practice	Teachers trained in instructional best practice		25.0	25.0	25.0	GoG+ DPs	COE	NTC, GES, NaCCA
	Institutionalise CPD as part of the instructional calendar and promote collaboration among teachers	CPD institutionalised as part of the instructional calendar	NCR	NCR	NCR	NCR		NTC	Pre-tertiary, GES

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[8] Cost absorbed under the teacher education reforms.

BE 2.5.3 Identify and implement activities to increase outside-of-classroom reading practice (illustrative activities: reading clubs, libraries, book kiosks)	Encourage the provision of community library services and book kiosks	540 communities provided with libraries and book kiosks	2.7	2.7	2.7	2.7	GoG+ DPs	GLA	BED, GES, NaCCA, GBDC
	Undertake outreach programme of reading clinics to provide reading resources to children at weekends and expand the coverage of this programme	Reading outreach programme established	0.75	0.75	0.75	0.75	GoG	GLA	BED, GES, NaCCA
	Undertake needs assessment of basic schools to determine the school readiness for promoting reading	Needs assessment conducted		NCR	NCR		GoG	GLA	BED, GES, NaCCA
BE 2.5.4 Pilot a public–private partnership in basic schools to improve quality of learning outcomes through improved managements and instructional leadership	Use a contract management style public–private partnership to partner with non-state operators working on a not-for-profit basis to improve learning outcomes in some underperforming basic schools	Improved learning outcomes in target schools	CA[9]	CA	CA	CA		MOE PBME	NIB, NTC, NaCCA, GES, DEO, REO, MOE Pre-Tertiary
BE 2.6: Improved STEM education, quality and relevance of teaching and learning at the basic school level									
BE 2.6.1 Provide relevant opportunities for ICT and skills development with well-supplied ICT facilities	Modernise ICT and skills development curriculum components, making them relevant and sensitive to all users and to national needs	ICT curriculum modernised	CA[10]	CA	CA	CA		ICTEP, NaCCA, CENDLOS	DEO, REO
	Linked to EM 3.7.1, conduct a needs assessment of ICT infrastructure in basic schools	Needs assessment of ICT infrastructure conducted		CA[11]				GES ICT	CENDLOS, SRIM, DEO, REO

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[9] Cost absorbed under EM 3.6.1.
[10] Cost absorbed under BE 2.6.1, activity 3.
[11] Cost absorbed under EM 3.7.1.

	Use ICT to promote teaching and learning in basic schools	Improved and innovative teaching and learning		11.3	13.5	18		GES ICT	CENDLOS, DEO, REO
BE 2.6.2 Promote science, mathematics and technical education in basic schools, particularly for girls	Assemble experts to develop concrete activities for science and technical education	Activities developed			X	X		GES	MOE Pre-Tertiary, BED
	Introduce robotics and coding into JHS in a phased approach (through implementation of B STEM programme)	Robotics introduced to JHS	19.2	19.2	19.2	19.2	GoG	GES BED	NaCCA, MOE Pre-Tertiary
	Support the promotion of STEM subjects to girls, through the Girls Education Unit	STEM promoted			X	x		GEU	MOE Pre-tertiary
	Strengthen the use of field visits and project-based learning	Regular field visits conducted			X	X		NaCCA	MOE Pre-Tertiary, GES, BED
BE 2.6.3 Ensure the availability of qualified science and maths teachers in JHS	To be undertaken in 2022–2025								

Policy Objective 3: Sustainable and efficient management, financing, and accountability of education service delivery	
BE 3.1: Improve the effectiveness of community-based structures to strengthen their supervisory functions	

BE 3.1.1: Train MEOCs, DEOCs and SMCs to participate in accountability framework implementation to monitor the delivery of quality education resources and assess learning achievement in their zones of authority	To be undertaken in 2022–2025									
BE 3.1.2: Empower PTAs to demand social	To be undertaken in 2022–2025									

accountability, especially in disadvantaged communities										
BE 3.2: Strengthened financial management, coordination, and accountability in basic education										
BE 3.2.1 Strengthen school management capacity to effectively utilise capitation grant and other subsidies for school improvement	Conduct regular audit inspection of schools to ensure compliance with financial management standards in basic education	Regular audit carried out	NCR	NCR	NCR				GES with REO, DEO	PBME
	Review and strengthen reporting and collation procedures for capitation grant	Reporting procedures reviewed and instituted	NCR						GES with REO, DEO	PBME, DPs
	Provide basic financial management training to the head teacher and SMC members	Management training provided	0.5	0.5	0.5	0.5			GES with REO, DEO	PBME
BE 3.2.2 Design, cost out, budget for, and implement an accountability framework for basic education as part of the wider sector accountability framework	Develop and pilot a basic education sector accountability framework	Accountability framework developed and piloted	1	1	1	1			NIB	PBME, GES, all education stakeholders
	National Implementation of accountability framework involving NIB, NaCCA, NTC, GES, DEO, REO, head teachers, curriculum leads, circuit supervisors, and SMCs, including orientation on key performance indicators	Accountability framework reviewed implemented	CA[12]	CA					NIB	PBME, GES, all education stakeholders
	Design a pupil repeater policy to avoid wholesale promotion of children, ensure interventions are linked with remedial instruction established under 2.4, and encourage early alert and action	Pupil repeater policy reviewed and revised		NCR	NCR				MOE Pre-tertiary	PBME, GES BED, SED

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[12] Cost absorbed under EM 3.8.1.

BE 3.3: Improved planning, monitoring, evaluation, and reporting systems									
BE 3.3.1 Strengthen evidence-based planning at district and national level planning	Develop and operationalise guidelines for preparation of district and regional education M&E plans	More effective M&E system in place	1.2				UNICEF/JICA	BED, with REO, DEO	PBME UNICEF Support
	Provide support to DEOs and REOs to prepare and submit district and regional quarterly and annual performance reports based on M&E plan	Support provided	CA[13]					BED, with REO, DEO	PBME
	Promote use of real-time data to inform school planning and as an accountability tool in all basic schools. This could include revised and expanded roll-out of mSRC cards	Effective accountability tools rolled out	CA[14]	CA	CA			NIB, PBME, GES	DEO, REO
SECONDARY EDUCATION									
Policy Objective 1: Improved equitable access to, and participation in, inclusive quality education at all levels									
SE 1.1: Policy to ensure public SHS is free for all Ghanaian children is implemented									
SE 1.1.1: Renovate, expand, and appropriately equip SHS to accommodate increasing demand	Continue to implement free SHS by replacing IGF resources as more years of students are added	All public boarding and day SHS are fee-free	1136.6	1336.0	1675.8	1710.7	GoG	MOE Free SHS	GES
	Convert targeted SHS to model schools, including provision of facilities for PWDs	42 SHS converted to model schools	74.2	75.6	77.1	78.7	GoG	MOE PBME	GES
	Renovate existing SHS that are in poor condition, including provision of facilities for PWDs	108 SHS that require repair renovated (27 per year)	10.9	10.9	10.9	10.9	GoG, Kuwait	MOE PBME	GES, DPs
	Construct new SHS in targeted districts with lack of access	Constructed SHSs in identified district without access		100	150	170	GoG	MOE PBME	GES
	Construct canteen blocks in selected day SHSs	180 canteen blocks constructed	21.0	21.4	21.8	22.2	GoG	MOE PBME	GES

[13] Cost absorbed under BE 3.3.1, activity 1.
[14] Cost absorbed under EM 3.8.1.

	Serve one hot meal to all day-students in public SHSs	200,000 day-students in public SHS provided with one hot meal by 2021	Included in per-capita cost in free SHS					MOE	GES
	Develop and disseminate free SHS policy and provide guidelines and training as necessary for public SHS in implementation of the policy	Document provided	CA[15]					MOE	GES
	Continue to provide subsidy for continuing students paid by government until full roll-out of free SHS is complete	Continuing students receiving subsidy	46.7	32.3			GoG	MOE	GES
	Develop sustainable funding policy, especially with reference to boarding students, school feeding, and equity outcomes	Policy developed and sustainable funding implemented	NCR					MOE PBME	GES
	Project resource needs till 2030 to accommodate increasing demand from free public SHS and population growth	Report on resource needs produced	NCR	NCR	NCR	NCR		MOE PBME	GES SED
	Undertake annual school census at the SHS (facilities in all SHS) before the beginning of each academic year	Report on facilities in SHS	NCR	NCR	NCR	NCR		MOE, SRIM	GES, NIB, MOE PBME
	Review policy of CDSHS to ensure that illegal boarding facilities are reduced or regulated and schools comply with school standards	Policy reviewed and boarding better regulated	NCR	NCR	NCR			GES, SED	MOE Pre-Tertiary, NIB
	Develop innovative solutions to increasing access in underserved areas	Access expanded in underserved areas	NCR	NCR	NCR	NCR		GES	MOE DPs
SE 1.1.2: Implement a promotion strategy to encourage students to	Develop promotional strategy to sensitise communities on free public SHS, especially to JHS students	Promotional strategy developed	0.15	0.15	0.15	0.15	GoG+ DPs	GES	MOE, GLA

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[15] Cost absorbed under SE 1.1.1, activity 1, which includes a management component.

attend free public SHS and select appropriate SHS	Ensure career counselling is provided to JHS pupils and parents to help in the selection of SHS and programmes	Career counselling provided			NCR	NCR		BED	SED, MOE
	Develop a school mapping digest on all SHS in the country, including entry requirements, and publish it online	Annual publication disseminated	0.75	0.75	0.75	0.75	World Bank (SEIP)	GES ICT	MOE, GLA
SE 1.2: Improved access for disadvantaged groups									
SE 1.2.1: Ensure the provision of gender-friendly environment, guidance, and counselling where there are large disparities in gender parity	Strengthen guidance and counselling units in SHS where gender inequity is most stark and recommend SHS to factor guidance and counselling into their SPPPs	Guidance and counselling units strengthened	NCR	NCR	NCR	NCR		GES	MOE, SHS
	Provide training of GEU staff on innovative activities to improve performance, such as ensuring gender-neutral student leadership positions	GEU staff trained		0.4			GoG+ DPs	GES GEU	NIB, GES G&C, BED, SED
	Conduct IEC programmes on sexual harassment and bullying by teachers, peers	IEC programmes conducted		CA[16]	CA			GES	GEU
	Develop policy on sexual harassment and bullying and train teachers on its implementation in SHS	Policy developed and rolled out		NCR				MOE Pre-tertiary, GES SED	GES
SE 1.2.2: Remove all barriers to SHS education for special needs/disabled students	Provide boarding places for SEN/students with disabilities in selected SHS	Boarding places provided	CA[17]	CA	CA	CA		MOE	GES, NFED
	Develop a policy to support gifted and talented students	Policy developed			NCR	x		MOE Pre-Tertiary	GES SED

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[16] Cost absorbed as part of SE 1.2.1, activity 1.
[17] Cost absorbed as part of SE 1.1.1, activity 1, as this makes provision for SEN learners.

	Activity	Output					Funding	Lead	Collaborating
SE 1.2.3: Encourage access for those from low-income backgrounds and deprived districts	Set up system to identify low-income students who are not currently accessing SHS	Neediest students identified		0.05	0.02		GoG+ DPs	GES	MOE, DEOs, REOs
	Set up bursaries to reduce costs of SHS for low-income students	Bursaries set up		6.75	6.75	6.75	World Bank (SEIP)	GES SED	MOE, DEOs, REOs
	Harmonise all scholarship/bursary schemes	Structure for harmonisation set up	NCR	NCR				GES	MOE, CSOs, NGOs
	Continuously track access for low-income students	Annual tracking in place	NCR	NCR	NCR	NCR		MOE	GES, EMIS, DEOs, REOs
	Improve infrastructure and learning resources in schools operating in low-income areas	Infrastructure improved	CA[18]	CA	CA	CA	SEIP	MOE	GES
	Distribute guidelines and targets for proportion of enrolment of students from public JHS in elite SHS	Guidelines distributed	NCR					MOE	GES, DEOs, REOs
Policy Objective 2: Improved quality of teaching and learning and STEM at all levels									
SE 2.1: Increased use of quality TLMs and equipment in SHS									
SE 2.1.1: Invest in TLMs and equipment in SHS	Distribute and monitor use of TLMs on regional and district basis	TLMs and supplies distributed and monitored. Core textbook–student ratio increased to target 4:1.	60	71	73	74	GoG+ DPs	DEO	GES
	Provide SHS equipment	Under equipped schools are provided with resources	15	18	24	28	GoG + DPs	MOE	GES
	Provide vehicles to selected SHS	Selected SHS have vehicle	12			X	GoG	MOE	GES
	Provide all SHS with access to library resources	80% of SHS have library access		0.8	0.8	0.8	GoG+ DPs	GLA	GES, MOE

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[18] Cost absorbed under SE 1.1.1, activity 3.

SE 2.1.2 Introduce in-school remedial tuition/support, particularly for SHS1, to improve learning outcomes and reduce repetition	Support schools to assess students when they enter SHS1 and subsequently to determine those in need of remedial tuition	Assessment for students entering SHS1 well established		x	X			GES SED	NaCCA, MOE Pre-tertiary
	Support schools to provide remedial tuition to students in need as a strongly recommended activity in their SPPP	Schools providing remedial tuition		CA[19]	CA	CA		GES SED	NaCCA, CENDLOS
SE 2.2: Improved learning outcomes for girls in all subjects, and for all students in STEM subjects									
SE 2.2.1: Invest in STEM materials and facilities to ensure SHS graduates are adequately prepared for tertiary institutions and the world of work	Establish STEM centres across the regions, starting with those with the worst learning outcomes (cost includes equipment and staff training)	10 STEM centres established – one per region	40.6	40.6	40.6	40.6	GoG	MOE Pre-Tertiary	GES
	Provide well-equipped science labs to all SHS where these facilities are missing	80% of SHS have well-equipped science and maths labs	15.7	16	16.3	16.6		MOE	GES
	Analyse data on performance trends in science and mathematics to inform implementation of future interventions, including for examination preparation	Data analysis conducted. Manual on exam preparation provided	NCR	NCR	NCR	NCNCR		MOE, PBME	GES, SED
	Provide continuous INSET for teachers as part of the instructional calendar in integrating ICT in teaching	INSET for teachers provided	1.0	1.0	1.0	1.0	GoG+ DPs	GES SED	NTC, MOE
	Attract mathematics and science graduates to upgrade their qualifications through a PGD and institute measures to maintain them in STEM shortage areas	Teachers with training in STEM recruited	NCR	NCR	NCR	NCR		GES	MOE
SE 2.2.2: Invest in improving learning outcomes for girls	Collate findings of previous research and conduct further research if required to identify	Research conducted	NCR					GES	MOE, GEU

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[19] Cost absorbed into activities under the SPPP – a results-oriented budgeting process through which schools plan their spending of the transferred fees under free SHS.

Objective	Activity	Indicator					Source	Lead	Collaborators
in all subjects, especially STEM	reasons for low female enrolment in STEM								
	Design programmes to collaborate with women in STEM as role models for SHS girls	Role model programme implemented			NCR			GES	MOE, GEU
SE 2.3: Improved quality and relevance of SHS curriculum and enhanced delivery of curriculum and assessment framework									
SE 2.3.1: Improve quality and relevance of SHS curriculum	Review and produce a new curriculum for SHS with stakeholders to ensure relevance (roll-out will begin in 2022)	New curriculum reviewed			1.98	1.98	GoG+ DPs	NaCCA	GES, MOE
	Review WASSCE timings to allow students more term time in SHS3	Timing of WASSCE reviewed and changed			NCR			NaCCA	GES, MOE
	Design and implement INSET programmes to train teachers on new curriculum standards (training will continue beyond 2021)	Teachers trained through INSET			0.4	27	GoG+ DPs	GES	NaCCA, MOE
SE 2.3.2: Enhance instructional practices of SHS teachers	Implement subject-specific continuous training for teachers	Subject-specific INSET conducted			CA[20]	CA		GES	MOE
	Develop and implement phased training for school management	Phased training implemented			0.8	0.8	World Bank (SEIP) and GoG	GES	MOE
	Scrutinise credentials and certificates submitted for appointment	Teachers deployed based on credentials and certification		NCR				NTC	GES, MOE
SE 2.3.3 Pilot a public–private partnership in SHS to improve quality of learning outcomes through improved management and instructional leadership	Use a contract management style public–private partnership to partner with non-state operators working on a not-for-profit basis to improve learning outcomes in some underperforming SHS	Improved learning outcomes in target schools	CA[21]	CA	CA	CA		MOE PBME	NIB, NTC, NaCCA, GES, DEO, REO, MOE Pre-tertiary

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[20] Cost absorbed under SE 2.2.1, activity 4.
[21] Cot absorbed under EM 3.6.1.

SE 2.3.4 Strengthen assessment to inform instructional interventions	Develop an assessment policy specific for secondary education, including reference to the timing of final exams in the calendar	Assessment policy developed		NCR	NCR			NaCCA	GES, MOE Pre-tertiary
	Implement the assessment framework and ensure INSET in the instructional calendar covers how to use formative assessment effectively	Assessment framework implemented with training	12	7.8	6.9	6.9		NTC	NaCCA, GES
	Empower and train teachers to use assessment to design targeted and effective interventions for their students	Quality of formative assessment improved		0.45			World Bank (SEIP)	NaCCA	GES, NTC
**Policy Objective 3: Sustainable and efficient management, financing, and accountability of education service delivery**								
**SE 3.1: Strengthened supervision, management, and accountability in SHS**								
SE 3.1.1: Strengthen supervision and management of teaching and learning in SHS	Disseminate guidelines to head teachers and governing boards on monitoring teacher attendance and time on task, in collaboration with NIB	Guidelines provided and used			NCR			GES SED, NIB	PBME
	Ensure timely placement of SHS students	Policies developed	NCR	NCR	NCR	NCR		GES SED	NIB, MOE
SE 3.1.2: Strengthen supervisory functions of school governing boards and PTAs	Conduct evaluation of selected Boards in the 10 regions, in collaboration with NIB	Evaluation conducted	0.4				GoG	GES SED, NIB	PBME, MOE
	Conduct training for head teachers and Boards on management and administration to be able to deliver an annual school report on progress towards improving learning outcomes. Reports to be submitted to Board and signed by the Board chairman	Training conducted and reports received		0.8			GoG+ DPs	GES SED	MOE Pre-tertiary

Strategy	Activity	Indicator							
	Strengthen supervision by CS to ensure that all schools have a functioning SPPP	Schools produce and implement SPPP			CA[22]	CA		GES SED	GES Budget, MOE
	Distribute guidelines and conduct monitoring for school Board oversight of SPPPs	SPPPs monitored by school Board			NCR	NCR		GES SED	GES Budget, MOE
SE 3.1.3: Strengthen financial management and accountability	Conduct regular audit inspection of SHS to ensure compliance with financial management standards	Annual audit inspection conducted		CA[23]	CA	CA		GES	MOE
	Assess the flows of funds within the SHS system and their usage, with the potential to reallocate funds between activities following the introduction of free SHS	Assessment report produced	NCR					MOE PBME	GES
	Provide guidelines for signing of performance contracts for all SHS heads, which include rigorous internal supervision	Guidelines distributed	NCR					NTC	GES, MOE
SE 3.2: Improved research, monitoring, evaluation, and reporting systems									
SE 3.2.1: Strengthen research, monitoring, and evaluation systems	Collaborate with NIB to train SED SHS coordinators in the inspection of SHS	Inspectors and supervisors trained	0.1	0.1	0.1	0.1	GoG+ DPs	GES SED, NIB	MOE, REOs, DEOs
	Provide material and logistic support for SHS coordinators	School inspection conducted		CA[24]	CA			GES	MOE, REOs, DEOs
	Monitor and evaluate the Student Information System developed under free SHS to enable teachers to keep track of student performance	Student performance tracked			NCR	NCR		Free SHS Secretariat, GES	MOE
	Identify indicators not currently being collected for secondary education and update the EMIS reporting	EMIS updated with additional indicators at the secondary level	NCR		NCR			GES SED	SRIM, PBME MOE

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[22] Cost absorbed under GES monitoring operations.
[23] Cost absorbed under GES audit operations.
[24] Cost absorbed under GES regional monitoring.

TVET								
Policy Objective 1: Improved equitable access to, and participation in, inclusive quality education at all levels								
TVET 1.1: Expanded and upgraded teaching, learning, and training infrastructure to increase access								
TVET 1.1.1 Establish new TVET centres and upgrade existing facilities	Conduct mapping of TVIs at regional and district level (with emphasis on diverse learning needs – PWDs) to determine and ensure equity in geographical provision	Regional mapping conducted	0.22	0.22			GoG+ DPs	TVET Service	COTVET, MOE SRIM
	Build and equip TVET centres in identified underserved communities and ensure they have access to electricity	Access to fully equipped TVET centres in underserved communities	100	150	200	250	GoG+ DPs	MOE PBME	TVET Service, COTVET
	Construct 20 new model TVET institutions, starting with underserved regions	State-of-the-art TVET institutions constructed in each region of the country (two per region)		98.8	98.8	98.8	GoG+ DPs	MOE PBME	COTVET
	Re-tool and expand the facilities of existing CBT accredited training institutions (including smartboard) to make them state-of-the-art, to increase their enrolment capacity and ensure they have access to electricity	60% of TVET institutions upgraded and revamped to offer CBT programmes		50	50	50	GoG + private corporations (China, Austria, USA)	MOE PBME	TVET Service, COTVET
TVET 1.2: Increased enrolment of all categories of learners, including females, PWDs, and disadvantaged groups								

TVET 1.2.1 Introduce demand-driven programmes that are offered in mixed modes to respond to the needs of both part-time and full-time learners	Develop new TVET programmes in line with changes in technology in the workplace	New technology-related training programmes developed	0.88	0.88	0.88	0.88	GoG+ DPs	COTVET	SSCs, TVET institutions
	Develop mixed-mode part-time programmes	50% of TVET programmes have mixed-mode part-time complement	0.098	0.098			GoG+ DPs	COTVET	TVET institutions
TVET 1.2.2 Increase enrolment of females and learners with special needs and disabilities	Train staff responsible for Women in Technical Education (WITED) on effective sensitisation, guidance, and counselling to enhance female enrolment	Training conducted for all WITED staff		0.15	0.10	0.06	GoG+ DPs	TVET Service	COTVET
	Sensitise institutional heads and staff on the needs of PWDs and provide the necessary human and material resources for their training	Action plan on enrolment and training of PWDs developed from sensitisation exercise		0.12	0.12	0.12	GoG+ DPs	TVET Service	COTVET, MOE
	Remedy deficits by providing the necessary disability-friendly physical infrastructure for PWDs	Necessary infrastructure provided			X	X		MOE PBME, GES ISE	TVET Service, MOE
	Provide targeted scholarships to low-income students to encourage access in TVET institutions	5,000 scholarships provided for students from low-income families			3.0	3.0	GoG+ DPs	MOE Pre-tertiary	GES, TVET Service
TVET 1.3: Improved public perception and attractiveness of TVET through rebranding and popularisation									
TVET 1.3.1 Design and deploy innovative advocacy and communication tools to actively promote the importance of TVET in national socioeconomic development	Engage with communities, school counsellors, and students in basic schools to promote awareness of TVET and its role in national development	Reports on community and school engagement programmes	0.22	0.30	0.30	0.20	GoG+ DPs	TVET Service, training institutions	MOE, COTVET
	Implement effective communication strategy for TVET through the 'My TVET' campaign and effective use of TVET role models	TVET awareness week observed annually	4	4	4	4	GoG+ DPs	TVET Service	COTVET, MOE

	Ensure effective communication of the implementation of the national qualification framework	Awareness of the NQF raised		2.0	1.0	1.0	GoG+ DPs	TVET Service	COTVET, MOE
Policy Objective 2: Improved quality of teaching and learning and STEM at all levels									
TVET 2.1: Improved quality of TVET provision									
TVET 2.1.1 Strengthen the pedagogical and professional/industry-related skills of TVET teachers	Facilitate annual workplace experiential learning for teachers on a rotational basis	TVET teachers acquire workplace experience	NCR	NCR	NCR	NCR		TVET Service	MOE, COTVET
	Establish COLTEK (College of Technology Education Kumasi) as the apex institution for technical teacher training	COLTEK established as apex institution			52.27		GoG+ DPs	TVET Service	MOE, COTVET
	Ensure effective ongoing CPD for TVET teachers organised through COLTEK	CPD implemented		2	2	2	GoG+ DPs	TVET Service, COLTEK	COTVET, NTC
TVET 2.1.2 Improve workplace experiential learning progression of learners to higher-level TVET	Design and implement quality assurance mechanisms for students and workplace experiential learning for students	50% students accessing experiential learning			X	X		COTVET	TVET Service, MOE
	Benchmark qualifications against National TVET Qualifications Framework to facilitate progression of learners to higher-level TVET	All qualifications are benchmarked against the NTVETQF by 2021	NCR	NCR				COTVET	TVET Service, MOE
TVET 2.2: Improved relevance of the TVET curriculum to labour market demands and emerging economic sectors									
TVET 2.2.1 Develop and deliver curriculum based on identified skills gaps and occupational standards	Conduct labour market survey and skills gap analysis to identify training needs	Skills gap analysis report with reference to TVET sector and relevance to industry needs		0.49			GoG+ DPs	COTVET	MOE
	Identify and develop relevant programmes to bridge the gap between skills demand and supply	Skills mismatch addressed	1.0	4.0			GoG+ DPs	COTVET	Sector Skills Councils
	Standardise the current informal apprenticeship sector, by introducing a curricula,	Curricula, qualifications, and minimum learning period introduced		2.0	4.0		GoG+ DPs	COTVET	Sector Skills Councils

	qualifications, and minimum learning period								
	Establish Industry Sector Skills Councils to develop occupational standards and training curriculum	Occupational standards and training packages developed	1.5	3.0			GoG+ DPs	COTVET	Sector Skills Councils
TVET 2.2.2 Integrate green technologies into TVET provision and prepare learners for green jobs	Conduct needs assessment to identify opportunities for introducing green technologies	Needs assessment conducted	0.07	0.10			GoG+ DPs	COTVET	TVET Service TVET institutions
	Incorporate green technologies and environmental sustainability practices into the curriculum	Greening and environmental sustainability practices incorporated into curriculum	0.043	0.043	0.043	0.043	GoG+ DPs	COTVET	TVET Service TVET institutions
TVET 2.2.3 Strengthen STEM-based programmes, the learning of entrepreneurial skills, and CBT methodology in TVET provision to enhance employability	To be undertaken in 2022–2025								
Policy Objective 3: Sustainable and efficient management, financing, and accountability of education service delivery									
TVET 3.1: A strong legal, governance, and regulatory framework for greater coherence and accountability of the TVET system									
TVET 3.1.1 Establish new TVET governance structure and regulatory framework that is embedded within national development plans	Realign all TVET agencies and institutions under MOE and ensure that migrating institutions come with their budgets	All TVET agencies realigned under MOE	0.28	0.28			GoG	COTVET	MOE, other ministries with TVET programmes
	Develop bill for realigning TVIs TVET Service and qualification awarding body. Amend COTVET act	TVET Service Bill passed and COTVET act amended	0.5				GoG	COTVET	MOE
	Establish TVET Service and qualification awarding body	TVET Service established		1.096			GoG	MOE TVET	COTVET
	Develop standardised assessment and certification for all TVET programmes	Strengthened agency for assessment and certification established		0.43			GoG+ DPs	MOE TVET	COTVET

Strategy	Activity	Output/Indicator					Funding source	Lead	Collaborators
	Develop scheme and conditions of service for TVET Service	Approved scheme and conditions of service		NCR				MOE TVET	COTVET, TVET Service
	Finalise and implement the National TVET Strategy	Approved National TVET Strategy	CA[25]	CA	CA	CA		MOE TVET	COTVET
	Adopt the COTVET training manual to enable the TVET Service to start serving the under-skilled population	COTVET training manual adopted		0.15			GoG	COTVET	MOE
	Integrate TVET strategic goals into national development plan	TVET strategic goals integrated into national development plan	NCR	NCR				NDPC	MOE, COTVET, TVET Service
TVET 3.1.2 Involve Sector Skills Councils in the development and quality assurance of TVET programmes and assessment of learners	Facilitate the work of Sector Skills Councils in TVET delivery and assessment of learner skills	Role of Sector Skills Councils in TVET delivery and assessment enhanced	0.973	0.973			GoG+ DPs	COTVET	MOE
	Identify training needs of priority industry sectors	Training needs of priority sectors identified	0.05	0.10			GoG+ DPs	COTVET	MOE
TVET 3.1.3 Strengthen TVET research and TVET management information system and integrate with EMIS database	Conduct research into pertinent TVET issues, in collaboration with SRIM in MOE, as the research coordinating unit	Research reports available for policy planning and decision-making	1.0	2.0			GoG+ DPs	COTVET	MOE SRIM
	Identify TVET data needs that are not being addressed	Report identifying data needs	0.05	0.05			GoG+ DPs	COTVET	MOE SRIM
	Develop a plan for collecting TVET data across different ministries and integrate this into one coherent system	Plan developed		0.05			GoG+ DPs	COTVET	MOE
	Update EMIS data reflecting all relevant TVET fields and so ensure full integration	Updated EMIS data, reflecting all relevant TVET fields			2.0	2.0	GoG+ DPs	MOE	COTVET
TVET 3.2: Adequate and sustainable financing of TVET delivery									

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[25] Cost absorbed in the national TVET strategy. Key activities of this strategy are captured under the TVET section of this action plan.

TVET 3.2.1 Seek increase in budgetary allocation to TVET and explore alternative funding sources	Strengthen capacity of COTVET	Improved capacity to manage sector	0.6	0.6	0.6	0.6	GoG+ DPs	COTVET	
	Introduce a sustainable financing mechanism for TVET	Sustainable financing mechanism established		NCR	NCR			COTVET	MOE
	Explore funding from private sector sources and public–private partnerships	Private sector participation in TVET delivery and public–private partnerships strengthened		NCR	NCR	NCR		COTVET	MOE, TVET Service
	Establish and implement Ghana Skills Development Fund	Ghana Skills Development Fund operational by 2019	42	42	42	42	GoG+ DPs	MOE TVET	COTVET, TVET service, Industry
	Propose a review of the GETFund formula based on the increased number of TVIs institutions to be under the MOE	GETFund formula reviewed		NCR				MOE TVET	COTVET
NFE									
Policy Objective 1: Improved equitable access to, and participation in, inclusive quality education at all levels									
NFE 1.1: Increase enrolment in NFE programmes									
NFE 1.1.1 Improve access to existing NFE Literacy Programme and future programmes, particularly through improvements in infrastructure	Conduct needs assessment of learners to understand current trends and revise and increase target plan of NFLP in line with the needs assessment and equity ratio	Needs assessment conducted	0.05	0.05			GoG+ DPs	NFED	MOE SRIM, PBME
	Review the existing supply of suitable facilities for NFE programmes	Existing facilities reviewed to inform expansion	NCR	NCR				MOE PBME	NFED
	Renovate existing operational offices to enhance capacity to support implementation of NFE programmes, and in particular equip Ghana Literacy House	Operational offices, particularly Ghana Literacy House, renovated		0.25			GoG+ DPs	MOE PBME	NFED

	Create and build 30 community learning centres in some districts to facilitate ownership and implementation of NFE programmes	Learning centres built in districts with greatest need		3.3	3.3	3.3	GoG+ DPs	NFED	MOE
	Collaborate with GES and MMDAs to ensure access to school facilities and other public facilities for NFE programmes	Collaboration improves access to facilities for NFE programmes	NCR	NCR	NCR	NCR		NFED	GES, REOs, DEOs
	Establish links with relevant stakeholders to create satellite campuses and centres for NFE programmes	Collaboration improves access to facilities for NFE programmes		NCR	NCR	NCR		NFED	MOE, NSS
NFE 1.1.2: Develop additional NFE literacy programmes to include more learners	Create links with other formal education providers to organise programmes and courses at transition points for further learning, such as CBE	Programmes developed for transition points through collaborations			NCR	NCR		NFED	GES BED, COTVET
	Develop occupational and vocational literacy-related programmes, such as offering short courses that meet specific needs of job productivity enhancement (e.g. accounting and bookkeeping for market women)	New occupational and vocational literacy-related programmes developed		0.125	0.125	0.1	GoG+ DPs	NFED	GES
	Offer ICT and technology courses for workplace jobs and productivity	New programmes developed		0.055	0.065	0.065	GoG+ DPs	NFED	GES
NFE 1.1.3 Increase enrolment of learners with special needs and disabilities, women, and disadvantaged groups	Ensure the creation of community learning centres that are friendly to PWDs or people with special needs and equip the centres with appropriate learning tools for PWD	Learning centres built, with appropriate infrastructure for SEN learners		CA[26]	CA	CA		NFED	MOE
	Sensitise communities to, and train facilitators on the needs of, PWDs	Community outreach conducted				x	x	NFED	GES

[26] Cost absorbed under NFE 1.1.1, activity 4.

	Activity	Indicator/Output					Funding	Lead	Collaborating
	Target special support and resources purposefully for people with special needs and their engagement in the delivery of literacy	Needs of people with special needs targeted and met	0.03	0.03	0.035	0.35	GoG+ DPs	NFED	GES
NFE 1.2: Increased awareness of NFE programmes									
NFE 1.2.1: Actively promote and rebrand NFE through enhanced advocacy and strong communication	Change name of NFED and rebrand its image, with a renewed mandate	NFED rebranded to Alternative Education Agency (AEA)		0.035	0.15		GoG	NFED	MOE
	Design an awareness promotion strategy, including multiple media, and conduct community sensitisation to encourage enrolment in NFE	Community sensitisation programmes conducted		0.21	0.21	0.21	GoG+ DPs	NFED	MOE, CSOs, NGOs
	Engage with district offices and other stakeholders to promote NFE	District offices promoting NFE		0.23	0.23	0.23	GoG+ DPs	NFED	DEOs, REOs, CSOs
	Strengthen inter-sectoral relationships and collaborate with other literacy providers in the promotion strategy of NFE	Inter-sectoral collaboration in promotion activities		NCR	NCR	NCR		NFED	MOE, other agencies and ministries
Policy Objective 2: Improved quality of teaching and learning and STEM at all levels									
NFE 2.1: Improved quality of programme delivery, including curriculum, TLMs, assessment, and progression									
NFE 2.1.1: Ensure provision of TLMs in all NFE programmes	Conduct survey to explore/identify TLM needs for NFE programme	Survey conducted to inform TLM need	0.335				GoG+ DPs	NFED	MOE
	Provide adequate TLMs (categorised by level) and systematically equip new resource learning centres with appropriate TLMs	TLMs provided		0.3	0.5	0.5	GoG+ DPs	MOE	NFED
	Collaborate with other literacy providers to deepen learning impact and project implementation by partnering on the development and distribution of learning resources	More varied resources provided, such as library services			NCR	NCR		NFED	GES, GLA, GBDC, NGOs, CSOs

Focus Area	Activity	Indicator					Funding	Lead	Collaborators
NFE2.1.2: Strengthen curriculum relevance and delivery	Train staff and NSS personnel engaged as facilitators in the existing NFLP, as well as new curriculum content and appropriate use of TLMs	Training conducted	0.15	0.5	0.5	0.2	GoG+ DPs	NFED	NaCCA, MOE, NSS
	Revise and finalise new curriculum content to meet NaCCA framework	New curriculum available		NCR	NCR			NFED	NaCCA, MOE
	Upload curriculum content on digital platforms to facilitate self-learning	Content widely and digitally available			NCR	NCR		NFED	CENDLOS
	Develop a framework to sustain literacy beyond basic level by creating progressive structures for literacy engagement: e.g. foundation, intermediate and advanced programmes, including content development of the associated primers (1, 2, and 3)	Progression framework and associated TLMs developed			0.075	0.075	GoG+ DPs	NFED	NaCCA,
NFE 2.1.3 Strengthen assessment and progression possibilities from NFE programmes	Assess the benchmarks and qualifying indicators for each learning module or component	Review of benchmarks complete	NCR					NFED	NaCCA
	Develop standard assessments designed in line with the national qualifications framework to award achievement and facilitate upward progression	Standard assessments designed and implemented		NCR	NCR			NFED	NaCCA
	Establish linkages with formal education operation to streamline transfer, transitions, and upward progression	Links and progression path established			NCR	NCR		NFED	GES
NFE 3.1.1: Strengthen NFE delivery through clearly defined policy	Conduct stakeholders' consultative forum to draft AEA policy (to change from NFED to AEA)	AEA Policy developed	0.45				GoG+ DPs	MOE	NFED, GES, MDAs
	Set up a committee to finalise and disseminate AEA policy at all levels – ministerial, key stakeholders, and local implementation levels	Policy finalised and made available to key stakeholders	0.065				GoG+ DPs	MOE	NFED, GES, MDAs

NFE 3.1.2: Re-structure NFED into an agency, with a renewed mandate	Prepare and review NFED Agency Bill for approval by parliament	Bill approved	NCR					NFED	MOE
	Create coherent legal and institutional framework that allows alternative education pathways	Framework for alternative education pathways clearly defined		0.15			GoG	NFED	MOE
	Establish AEA Board and other operational structures	Board and other operational structures established		0.12	0.12		GoG	NFED	MOE
	Create links with other key stakeholders, e.g. GES, National Service Secretariat, TVET, etc. to ensure sustainability and acceptability of AEA programmes	AEA programmes accepted by stakeholders		0.08	0.12		GoG	NFED	MOE
	Undertake staff audit and skills gap analysis	Staff skills understood		NCR				NFED	MOE
	Plan and implement capacity building for staff based on the needs identified in the audit	Capacity building conducted		X				NFED	MOE
	Recruit qualified staff to ensure smooth implementation of NFE policy	New staff recruited to fill identified gaps	NCR	NCR				NFED	MOE
NFE 3.2: Adequate and sustainable financing and allocation of resources to all NFE operations									
NFE 3.2.1: Lobby MOE for improved and systematic increase of resource allocation to NFE	Develop timely, detailed budgets submitted to MOE based on evidence from EMIS and other relevant sources	Evidence-based budgets submitted in a timely manner	0.5	0.5	0.5	0.5	GoG	NFED	MOE PBME
	Engage MOE in consultation on need to prioritise NFE programmes and commitment to the agency	Consultations conducted	NCR	NCR	NCR			NFED	MOE PBME
NFE 3.2.2 Explore additional sources of funding for NFE operations	Ensure good transparency and accountability in the new AEA to act as a base on which to seek donor support	Strong accountability mechanisms established	NCR	NCR				NFED	MOE PBME

	Activity	Indicator					Lead	Collaborators
	Explore partnerships with private or other non-state organisations to further the delivery of NFE programmes	Partnerships with non-state actors established	NCR	NCR	NCR		NFED	MOE PBME
NFE 3.3: Accountability and quality assurance mechanism for delivery of NFE programmes strengthened								
NFE 3.3.1: Improve supervision, monitoring, and reporting of NFE initiatives	Develop and implement monitoring framework for all NFE operations to supervise programme delivery and inform future interventions	Monitoring plan developed	0.15	0.15		GoG+ DPs	NFED	MOE PBME, NIB
	Develop and implement good quality reporting system to provide timely information to EMIS and so properly integrate NFE data into the education sector	NFE data reported through EMIS		NCR			NFED	MOE SRIM
	Equip and train staff to conduct supervision and monitoring of all NFE initiatives	NFED staff conduct good quality monitoring	0.15	0.15	0.15	GoG+ DPs	NFED	MOE
	Conduct tracer studies to track progress of NFE learners and inform best practices to guide subsequent programme implementation	Tracer studies inform policy and programme development		x	X		MOE PBME, SRIM	NFED
NFE 3.3.2 Design and implement standards for quality delivery of all programme variables	Design quality standards in literacy delivery, including indicators such as the facilitator–learner ratio, time on task, adherence to curriculum, attendance etc.	Quality standards developed		NCR	NCR		NFED	MOE
	Implement quality standards and ensure adherence to procedures and established standards for transfers to formal education programmes	Quality standards implemented and procedures adhered to		NCR	NCR		NFED	MOE
NFE 3.4: Strengthened inter-sectoral links to ensure lifelong learning opportunities for non-formal graduates								
NFE 3.4.1: Strengthen links across sectors to enable non-formal graduates to	Identify relevant stakeholders with whom to collaborate to provide skill development opportunities for non-formal graduates	Relevant stakeholders identified		NCR			NFED	MOE

access skill development opportunities	Collaborate with TVIs to provide functional literacy	Functional literacy provided in TVIs				NCR		NFED	COTVET, MOE
**INCLUSIVE AND SPECIAL EDUCATION**									
Policy Objective 1: Improved equitable access to, and participation in, inclusive quality education at all levels									
ISE 1.1: Expanded/transformed school infrastructure to encourage enrolment of learners with SEN									
ISE 1.1.1: Ensure that physical infrastructure designs of existing educational institutions/schools are modified to enhance opportunities for learners with SEN	Review school inspection quality and access indicators to ensure inclusivity for all public and private educational institutions and schools	Educational institutions/school indicators reviewed to include SEN, and used for inspection		0.045			GoG+ DPs	MOE Pre-Tertiary	GES, NIB, SpED
	Develop and disseminate disability-friendly minimum standards for school infrastructural provision (including sanitation)	Minimum standards for disability-friendly facilities developed and disseminated to ensure inclusivity		0.055			GoG+ DPs	NIB	MOE, GES, SpED
	Provide support for transformation of infrastructural facilities in targeted schools to meet the minimum standards of universal design principles	200 schools with UDL complaints transformed		5.0	5.0	5.5	GoG+ DPs	MOE PBME	NIB, GES, SpED
ISE 1.1.2: Transform existing special education institutions to serve as resource centres to assist the mainstream system	Establish/convert part of existing structures into resource centres	200 existing educational institutions/schools modified to suit learners with SEN	3.875	3.875	3.875	3.875	GoG+ DPs	MOE PBME	GES
	Mainstream those with mild to moderate disabilities	All learners with mild to moderate disabilities mainstreamed	NCR	NCR	NCR	NCR		SpED	MOE, GES
	Provide learning equipment, materials, and tools for assessment in needy areas	50 institutions provided with requisite learning equipment and materials for assessment annually	10	10	10	10	GoG+ DPs	MOE	GES, SpED, DPs
ISE 1.2: Safer and more friendly and inclusive environment for learners with SEN created									

ISE 1.2.1: Promote understanding of learners with SEN in schools and communities through sensitisation and advocacy	Sensitise parents and communities to help them understand and accept learners with disability, and special and additional needs	Report on sensitisation of communities/parents		0.13	0.13	0.13	GoG+ DPs	SpED	GES, MOE
	Organise and create platforms for PTAs, SMCs, and other stakeholders to discuss and understand IE issues	SPAM, radio, and other platforms created for discussion on SEN		0.1	NCR	NCR	GoG+ DPs	NGOs	Religious, traditional authorities, NCCE, GFD, IG, NCPD, private sector, media partners, MMDAs
	Engage the media in IE issues to promote the awareness of the rights of children and individuals with disabilities	300 media personnel trained in the reporting of IE issues		0.03			GoG+ DPs	NGOs	NCCE, IG, GFD, NCPD, GIJ, private sector
	Orient heads of all public and private education service providers on IE issues	300 heads of public and private institutions oriented on IE issues			0.076		GoG+ DPs	GES SpED	MOE
	Train district teacher support team members to do a cascade training to the school level on how to ensure a safe learning environment for SEN learners	District teacher support team trained		1.0	1.6		GoG+ DPs	GES SpED	MOE
	Distribute abridged versions of the Children's Act and other relevant policies to all educational institutions	Abridged version distributed to all educational institutions			0.1		GoG+ DPs	MOE Pre-Tertiary, MOGSP	DAs, GES, IG, GFD, NGOs, NCPD, NCCE, FBOs, CSO, NFE, private sector, DSW, DOVVSU, DCD
	Ensure PTAs institute programmes to educate parents on children's rights	All PTAs institute at least one programme for parents to empower them and advocate for children's rights	NCR	NCR	NCR	NCR		MOE, MOGSP	DAs, GES, IG, GFD, NGOs, NCPD, NCCE, FBOs, CSO, NFE, private sector, DSW, DOVVSU, DCD

	Develop awareness creation materials on violence, abuse, and exploitation of children with SEN and disseminate these	Cases of harm against learners with SEN reported		0.06			GoG+ DPs	GES, MOGSP	DAs, GES, IG, GFD, NGOs, NCPD, NCCE, FBOs, CSO, private sector, DSW, DOVVSU, DCD
ISE 1.2.2: Ensure learners with SEN feel protected and safe from harm	To be undertaken in 2022–2025							
ISE 1.3: Strengthened systems for the early detection of learners with SEN								
ISE 1.3.1: Develop capacity of schools and community members to be able to detect learners with SEN early, and ensure infrastructure is in place for this to occur	Develop training manual and guidelines for early detection, continuous review, and referral processes	Training manual and guidelines for early detection processes developed	0.05			GoG+ DPs	SpED	GES, CSOs, NGOs
	Organise training for head teachers, teachers and circuit supervisors on IE principles/practices, and early detection techniques with respect to disabilities and referrals	2,500 head teachers, lecturers, teachers, and circuit supervisors trained to support learners with SEN		0. 1	0.1	0.1	GoG+ DPs	SpED	GES, special schools, DEOs
	Train SMCs/PTAs/parents on early support system for parents in targeted areas	PTA and SMC executives (500) and parents trained and inducted on their roles in early detection and SEN, including children with disabilities	0.1			GoG+ DPs	GES SpED	PTAs, SMCs, GNECC
	Undertake mapping of district health facilities and health personnel to determine the number of health professionals with requisite background for training of relevant professionals	Report of mapping exercise produced		0.26	0.26		GoG+ DPs	GES SpED	NTCE, MOE, GHS, GFD, IG, special schools
	Organise orientation of community nurses, CHPS, District Health	200 professionals trained in assessment	0.11	0.11	0.11		GoG+ DPs	GES SpED	NTCE, EMIS, GHS, GFD, IG, special schools

	Professionals etc. for effective assessment									
ISE 1.4: Increased enrolment of vulnerable populations and learners with SEN from excluded groups										
ISE 1.4.1: Ensure Social Intervention Programmes reach schools/children with SEN	Ensure provision of capitation grant for children in special schools	Schools receive capitation grant	0.077	0.075	0.081	0.088	GoG+ DPs	MOE	GES, SpED
	Collaborate with Ministry for Transport to provide free transport for students with SEN in areas with public operated transports	Students with SEN provided with free busing to and from school		NCR[27]	NCR	NCR		MOE	GES, SpED, Ministry of Transport
	Offer scholarships/bursaries/feeding grants for students with SEN	Scholarships/ bursaries/feeding grants distributed	11.4	11.97	12.6	13.2	GoG+ DPs	GES (SpED)	MOE Pre-tertiary NGOs, MOGSP, DA
	Identify relevant marginalised/vulnerable populations	Marginalised populations identified	NCR	NCR	NCR	NCR		GES (SpED)	SpED, GHS, MOE, GES
ISE 1.4.2: Ensure better collaboration and sensitisation to include marginalised populations	Strengthen inter-ministerial collaboration to identify marginalised communities	Quarterly meetings with relevant ministries and collaboration strengthened	NCR	NCR	NCR	NCR		MOE	GES, MOGSP, MMDAs
Policy Objective 2: Improved quality of teaching and learning and STEM at all levels										
ISE 2.1: National curricula content, assessment processes, and benchmarks reviewed, revised or adapted, and teachers trained to deliver curriculum effectively										
ISE 2.1.1: Review, revise, and adapt curriculum for learners with SEN	Provide textbooks/TLMs that are relevant and appropriate to SEN learners	Relevant and appropriate TLMs available in 200 schools	5.67	1.12	1.20	1.30	GoG+ DPs	SpED and NaCCA	MOE, GES,
	Review the national curriculum to ensure it appropriately accommodates SEN and talented students	Curriculum audit on extent of coverage of SEN issues conducted	0.12				GoG+ DPs	NaCCA	NCTE, GES

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[27] Cost will be absorbed through agreement with Ministry of Transport, as it is for basic school pupils.

	Develop and implement an IEC strategy for the reviewed national curriculum	IEC strategy on national curriculum review developed and implemented	0.2				GoG+ DPs	NaCCA	NTC, GES
	Review pre-service curriculum to include IE issues	Curriculum revised and aligned to include IE issues	0.066	0.066			GoG+ DPs	Teaching universities	SpED, UEW, UCC, COE, NTC, NaCCA
ISE 2.1.2: Train existing teachers and attract new teachers to effectively teach learners with SEN	Develop promotion strategy to attract teachers for specialised SEN instruction	Promotion strategy developed	0.386	0.066			GoG+ DPs	GES SpED	MOE Pre-tertiary
	Review content of INSET to address the methodology for inclusion	Content of INSET reviewed	X					GES SpED	MOE Pre-tertiary
ISE 2.2: Relevant TLMs for learners with SEN provided								
ISE 2.2.1: Ensure learners with SEN are provided with specialised TLMs to support their needs	To be undertaken in 2022–2025								
ISE 2.3: Educational personnel, administrators, parents, and community oriented and sensitised on inclusion and inclusive practices								
ISE 2.3.1: Ensure parents, community, and educational personnel have tools to enhance children's learning abilities	Create support system for parents to call for help to enhance children's learning abilities	Support systems created and used by parents			0.0025		GoG+ DPs	NGOs	DAs, DEOs, IG, GFD, NFE, NCCE, schools, PTAs/SMCs, media partners, community members
	Build the capacity of parents, CS, DEOCs, PTAs/SMCs, and NFE Executives in IE strategies to enhance children's learning abilities	500 parents, CS, DEOCs, SMCs/PTAs, NFE Executives empowered annually			0.13		GoG+ DPs	NGOs	DAs, DEOs, IG, GFD, NFE, NCCE, schools, PTAs/SMCs, media partners, community members

	Activity	Indicator					Funding Source	Lead	Collaborators
	Sensitise communities on the need to create employment opportunities for students with disabilities upon completing school	Sensitisation conducted			0.13	0.13	GoG+ DPs	NGOs	SpED, PTAs, SMCs, schools, CSOs, GES, SPED
	Train staff in REOs and DEOs on the needs of SEN learners	Every REO and DEO has at least one SEN expert			X		GoG+ DPs	SpED	DEO, REO, CSO, NGO
	Develop guidelines to enable lecturers, head teachers, and teachers to manage and support all learners	All designated educational institutions/schools have copies of guidelines/manual for classroom management			0.047		GoG+ DPs	SpED	MOE, GES
	Train SHEP/G&C teachers in each school as focal persons to provide guidance and counselling services and other support services for families of children with disabilities	500 SHEP/G&C in public basic schools trained			0.86		GoG+ DPs	GES (SpED+SHEP)	Special schools, DA
ISE 2.3.2: Train school management, head teachers, and teachers on the principles and practices of inclusive and SEN education	To be undertaken in 2022–2025								
Policy Objective 3: Sustainable and efficient management, financing, and accountability of education service delivery									
ISE 3.1: Research, monitoring, and evaluation systems strengthened									
ISE3.1.1: Review and realign EMIS to reflect IE issues	Identify indicators to be collected on IE (including marginalised and vulnerable populations)	IE indicators identified			NCR			SpED	MOE, GES, EMIS
ISE 3.2: Smooth implementation of IE policy									
ISE 3.2.1: Ensure administrative and financing	Create a desk office for coordinating IE issues	Desk office created	0.05				GoG+ DPs	SpED	GES, MOE Pre-Tertiary

structures are in place for IE policy roll-out	Develop and update relevant standards and guidelines for policy implementation	Standards and guidelines developed and / or updated	NCR	NCR				GES	MOE
	Lobby Parliamentarians to support IE practices through continuous budget allocation	Report on advocacy conducted	NCR	NCR	NCR	NCR		MOE	SpED, GES, DPs, CSOs, NGOs
ISE 3.2.2: Promote an inter-sectoral approach to resolving cross-cutting issues	Map out relevant stakeholders at all levels	Mapping documentation of relevant stakeholders completed	NCR					GES	MOE, NGOs, civil society, private sector, NFE, DAs
	Organise sensitisation for MDAs on the need for inter-sectoral collaboration in resolving SEN issues at the district level	Report on inclusive SEN issues resolves at the district level		0.026			GoG+ DPs	SpED	MOE, MDAs, NGOs, DPs
	Establish a steering committee to mobilise resources at all levels to support IE	Steering committee established		NCR				MOE	GES, NGOs, civil society, private sector, NFE, DAs
TERTIARY EDUCATION									
Policy Objective 1: Improved equitable access to, and participation in, inclusive quality education at all levels									
TE 1.1: Increased numbers of admission places available to meet all needs									
TE 1.1.1 Assess the manpower needs and priorities of the country	Link with COTVET to carry out labour market survey to assess the manpower needs of the economy	Labour market survey conducted to inform tertiary programme offer	CA[28]	CA				NCTE, COTVET	MOE, NAB
	Carry out a needs assessment of current tertiary infrastructure supply and look at it in line with the workforce needs	Needs assessment conducted	x					NCTE	MOE
	Establish formal link between secondary and tertiary to ensure a seamless transition from SHS to tertiary	Stronger link between GES SED and tertiary institutions established		NCR	NCR	NCR		NCTE, GES- SED	TEIs

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[28] Cost absorbed in labour market survey under activity 1 of TVET 2.2.1.

TE 1.1.2. Expand and upgrade facilities in public tertiary institutions and ensure that all facilities are disability-friendly, and establish new institutions, with sufficient differentiation and diversification	Complete construction of all ongoing physical infrastructure projects in public tertiary institutions and ensure all infrastructure is disability-friendly	Completed infrastructure projects	10	10	10	10	GoG+ DPs	TEIs	NCTE, GETFund, MOE
	Complete establishment of University of Environment and Sustainable Development, and the reorganisation of UDS into three autonomous universities. Complete phase II of UHAS expansion	Autonomous universities established			149.4	149.4	GoG, Private corporations (Germany + S. Korea)	MOE Tertiary & Legal	NCTE/NAB, GETFund
	Complete conversion of polytechnics to Technical Universities (TUs) after assessment by NCTE, and ensure that they are appropriately staffed and funded	Wa and Bolgatanga polytechnics converted to TUs	0.25	0.25			GoG	NCTE	MOE
	Explore the need for, and plan for, new institutions in the needs assessment	Plan developed	x	x				NCTE	TEIs
	Institute and implement policies on diversification and differentiation in tertiary education	Policies on diversification and differentiation approved	0.05				GoG+ DPs	NCTE	MOE/NAB
TE 1.1.3. Adopt policies that foster expansion of private participation in tertiary education delivery	Develop incentive packages to promote private sector participation in tertiary education – especially those in STEM and TVET	Incentives policy	0.1	0.1	0.1	0.1	GoG+ DPs	NCTE	MOE Tertiary
	Introduce policy reforms for the affiliation and mentoring of private institutions	Reforms and new procedures established	0.1				GoG+ DPs	NCTE, NAB	MOE Tertiary
	Institute guidelines for regulation of cross-border education	Guidelines developed and implemented	0.1				GoG+ DPs	NCTE	NAB, MOE
TE 1.1.4. Establish Open University to provide dedicated ODeL and	Finalise policy on Open University of Ghana	Policy finalised	NCR					NCTE	MOE
	Establish Open University of Ghana	Open University of Ghana established		4	4	4	GoG+ DPs	NCTE	MOE, TEIs, CENDLOS

promote open education resources	Train key TEI staff to acquire expertise in development of ODeL materials	TEI staff trained			X	x		CENDLOS, TEIs, OUG	NCTE
	Develop distance mode equivalents of courses, with rigorous quality assurance mechanism	Distance mode equivalents of all public TEI courses are available			X	x		TEIs, CENDLOS	NCTE, NAB
TE 1.2: Increased participation by women, the disabled, and socioeconomically disadvantaged groups in tertiary education									
TE 1.2.1. Institute national policies and guidelines for affirmative action in admission and funding assistance for disadvantaged groups	Develop and implement national and institutional policies and guidelines for affirmative action	Policies and guidelines approved and implemented	0.1				GoG+ DPs	NCTE, TEIs	MOE
	Ensure all infrastructure and facilities are disability-friendly to allow full participation by disabled students in tertiary education	Infrastructure built to allow participation of all learners	x	x	x	X		NCTE, TEIs	MOE
	Develop a comprehensive tertiary education policy, to include, among other things, the social responsibility of TEIs to provide scholarships to needy students	Social responsibility strengthened and scholarships offered	1.25	1.25	1.25	1.25	GoG+ DPs	TEIs	NCTE, MOE
	Provide scholarships in science for women and disadvantaged groups	100 scholarships provided annually	CA[29]	CA	CA	CA		NCTE, TEIs	MOE
	Include a focus on the gender balance of staffing in the tertiary education policy	Policy developed with a focus on gender	CA[30]	CA				MOE	NCTE
	Students loan trust	Provide equal and inclusive financing to tertiary education	700	700	700	700		NCTE, TEIs	MOE
TE 1.2.2 Encourage TEIs to adopt and nurture SHS and TVIs in poor communities	To be undertaken in 2022–2025								
Policy Objective 2: Improved quality of teaching and learning and STEM at all levels									
TE 2.1: Improved quality of teaching and learning resources									

[29] Absorbed under annual budget of the scholarship secretariat.
[30] Absorbed under activity 3 of TE 1.2.1

Objective	Activity	Indicator	Cost				Funding	Lead	Collaborators
TE 2.1.1. Upgrade teaching and learning facilities in public tertiary institutions, including ICT	Procure and install ICT facilities in lecture rooms and hotspots on campuses	Lecture halls fitted with smart boards and Internet is accessible via hotspots		10	10	10	GoG+ DPs	TEIs	CENDLOS, NCTE, GETFund
TE 2.1.2 Support the capacity building of staff	Undertake needs assessment to look at the current staff strength of all public TEIs	Needs assessment conducted for staff		NCR	NCR			NCTE	MOE
	Enhance the existing scholarship programme for brilliant students to incentivise them to become lecturers	100 more brilliant students supported to undergo further training and employed as lecturers		CA[31]	CA	CA		NCTE, TEIs	MOE
TE 2.1.3. Promote quality assurance practices	Establish well-equipped and well-staffed quality assurance units in all TEIs and develop quality assurance manuals	Quality assurance units established and quality assurance manuals produced	3.0	3.0	3.0	1.0	GoG, DFID	TEIs	NCTE, NAB
	Develop benchmarks for all programmes in TEIs	Benchmarks developed	0.2				GoG+ DPs	NAB	NCTE, TEIs
	Enforce admission requirements for public/private universities	Admission requirements enforced	0.01				GoG+ DPs	NCTE	NAB
	Develop capacity and tools for effective quality assurance and accreditation of ODeL programmes	Capacity and tools developed	1.0				GoG+ DPs	NAB	NCTE, CENDLOS, TEIs
	Develop criteria for ranking TEIs and programmes	Criteria developed	0.1				GoG+ DPs	NAB	NCTE, GAAS, TEIs

TE 2.2: Strengthened STEM and TVET education at the tertiary level

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[31] Cost absorbed under the faculty development allocation for TE under GETFund.

Strategy	Activity	Output					Funding	Lead	Collaborators
TE 2.2.1. Provide adequate quality resources for STEM education in tertiary institutions	Assess, cost, and procure modern equipment for laboratories	Laboratories fitted with modern equipment		54.0	54.0	54.0	GoG+ DPs	TEIs	NCTE, NAB
TE 2.2.2. Forge links with industry to enhance teaching and learning	Review STEM curricula, with inputs from industry	Curricula relevant to industry developed		0.25	0.25		GoG+ DPs	TEIs, AGI	NCTE/COTVET, NAB
	Develop sustainable partnerships with industry through MOUs	MOUs developed between TEIs and industry			0.05		GoG	TEIs, AGI	NCTE/COTVET, NAB
TE 2.2.3. Strengthen Technical Universities as apex TVET institutions	Determine appropriate admission requirement for admitting TVET graduates into Technical Universities	Appropriate admission requirement for lower-level TVET graduates approved	0.05				GoG+ DPs	NCTE	NABPTEX, COTVET
TE 2.3: Improved research and postgraduate training									
TE 2.3.1. Determine national priority research areas and provide adequate and sustained funding for research infrastructure, human resources for research, and research activities	Complete National Research Fund (NRF) Bill	NRF Act passed	1.0				GoG	MOE	NCTE, MESTI, GAAS
	Identify national research priority areas	National research priorities agreed by stakeholders and approved	0.1				GoG	NRF, CSIR, GAAS	NCTE, MOE, MESTI
	Provide support for faculty development (PhDs and publication in well recognised journals) under the NRF to target PhD training and publications	Increased proportion of PhD in academia and increased number of publications in internationally recognised journals	0.5				GoG	NRF	NCTE, MOE

	Activity	Indicator						Funding	Lead	Collaborators
	Support the publication of theses in collaboration with the GBDC	Increase in theses published		x	x				GBDC	NCTE
	Identify academic units to be designated as Centres of Excellence	Centres of Excellence established and funding provided			0.1			GoG+ DPs	TEIs, NCTE, GAAS	MOE, GETFund, NRF
	Develop postgraduate programmes based on national research priorities	Postgraduate programmes focused on national priorities developed			CA				TEIs	NCTE, NAB
TE 2.4: Strengthened quality of teacher education										
TE 2.4.1: Upgrade management systems of COEs	Train and support senior management of COEs in management of tertiary institutions	Senior management of COEs trained	4.0	4.0	4.0			GoG, DFID	NCTE	COEs
	Improve selection and recruitment of qualified persons to management positions	Appointments to top management positions made	0.5					GoG+ DPs	COEs	NCTE
TE 2.4.2: Implement National Teachers Standards and National Teacher Education Curriculum framework	Complete development of teacher education curriculum in line with the National Teacher Standards	National Teachers Standards and Curriculum approved	1.0					DFID	NTC	GES, MOE, NIB
	Organise orientation for the lecturers and staff of COEs to understand the national teacher standards	Thorough lecturer understanding of teachers' standards	1.0					DFID	NTC	COEs
	Ensure strong and appropriate linkages between the COEs and the teacher deployment system to be developed to ensure appropriate numbers of teachers are being trained in particular subject specialisms, especially STEM, for deployment in pre-tertiary education	Teachers trained with subject specialism according to national need	0.2					GoG+ DPs	NTC, COEs, GES HR	NCTE, REO, DEO, SRIM

	Draft bill for conversion of COEs to university COEs	Law on conversion passed	CA	CA				NCTE	MOE
TE 2.4.3: Convert COEs into university COEs and transform the diploma into a four-year degree programme derived from the National Teachers Standards and National Teacher Education Curriculum framework	Support COEs to become effective teacher training institutions and develop specialist subject status, including provision of equipment etc. – for example the conversion of nine COEs into specialist technical COEs	Some COEs offer specialist courses	28.6	28.6	28.6	22	GoG, DFID	COEs, NCTE	MOE, universities
	Develop and roll-out four-year degree curriculum for teacher education that is more subject-specific and level-specific (JHS, primary etc.)	Four-year subject-specific and level-specific degree programmes approved for COEs	9.3	9.3	9.3	5	GoG, DFID	COEs, NTC	NCTE, NAB
	Develop guidelines for affiliation of COEs to universities to enhance supervision/mentoring	Affiliation guidelines developed and approved	0.05	0.05			GoG+ DPs	NCTE	NAB, COEs
	Develop specific and long-term partnership agreements with practice/demonstration schools to contribute to ITE (initial teacher education) in all ITEIs	ITEIs sign MOUs on collaboration and partnerships	0.1				GoG, DFID	ITEIs GES	NAB NCTE NTC
	Ensure all programmes are approved by NCTE and NAB	Programme approvals given	NCR	NCR	NCR			NCTE, NAB	MOE
	Establish a national QA and assessment system for all ITE programmes	Newly qualified teachers meeting requirements for assessments and licensing based on National Teachers Standards	0.125	0.125	0.125	0.125	GoG+ DPs	NTC NAB NCTE	ITEIs MOE GES
TE 2.5 Improved job placement									
TE 2.5.1 Improve counselling and job placement support	To be undertaken in 2022–2025								
Policy Objective 3: Sustainable and efficient management, financing, and accountability of education service delivery									
TE 3.1: Harmonised policy and legislative framework and strengthened capacities for effective supervision and regulation of the tertiary education sub-sector									

Objective	Activity	Indicator					Funding	Lead	Collaborators
TE 3.1.1. Develop a comprehensive tertiary education policy and strengthen the legal mandates and collaboration of NCTE and NAB	Review and pass new laws to give adequate powers to regulatory bodies and foster collaboration	New acts for regulatory bodies passed	0.1				GoG	NCTE, NAB, NABPTEX, COTVET	MOE
	Develop comprehensive tertiary education policy, with a particular focus on improving equitable provision of tertiary education	Policy developed and disseminated	0.1				GoG	MOE Tertiary	NCTE
TE 3.1.2. Strengthen capacities within the regulatory bodies for improved performance	Carry out staff audits and fill gaps as necessary to ensure the right expertise at the regulatory bodies	Full complement of staff achieved	0.05				GoG+ DPs	NCTE, NAB, NABPTEX, COTVET	MOE, MOF
TE 3.2: Strengthened governance and management of tertiary institutions									
TE 3.2.1. Strengthen capacity and expertise of leadership of tertiary institutions	Develop programmes for training of leaders of TEIs	Leadership training programmes approved	1.26				GoG+ DPs	NCTE	TEIs
	Develop guidelines on qualifications for appointment to membership of councils/boards of TEIs to enhance supervision/mentoring	Affiliation guidelines developed and approved	0.05				GoG+ DPs	NCTE	TEIs
TE 3.3: Improved and sustained funding of tertiary education									
TE 3.3.1. Establish a sustainable funding policy	Finalise policy document on sustainable funding of tertiary education	Sustainable funding policy approved	NCR					NCTE	MOE, MOF
	Provide the GETFund with a legislative instrument to direct resources to tertiary education as required by law	Legislative instrument approved	0.1				GoG	GETFund	NCTE, MOE
	Expand sources of funding to SLTF and disburse realistic loans where loans match expenses, through second-tier loans where necessary	All qualified students in accredited tertiary institutions adequately supported with loan facility	CA[32]	CA	CA	CA		SLTF	MOE

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[32] Cost absorbed under GETFund allocation for SLTF and other sources that may be approved by Parliament.

	Activity	Output					Funding	Lead	Collaborators
	Explore mechanisms to improve existing cost-sharing arrangements, including means testing, to enhance the current arrangements	New cost-sharing formula approved	0.2				GoG+ DPs	NCTE	TEIs, MOE
TE 3.4: Improved data collection and management									
TE 3.4.1. Strengthen data collection, analysis systems, and M&E systems	Procure appropriate equipment for NCTE/NAB Documentation Centre	Fully equipped Documentation Centre at NCTE/NAB	X					NCTE	TEIs
	Ensure the timely submission of data from TEIs through making it a requirement of the accreditation and re-accreditation process	Data submitted on time from TEIs	NCR	NCR	NCR	NCR		NCTE	TEIs, SRIM MOE
	Develop and deploy a Tertiary Education Information Management System (TEIMS) and integrate with EMIS, including a unique student identifier	Tertiary Education Information Management System deployed and integrated with EMIS		0.125	0.13			NCTE	NAB, TEIs, SRIM
	Collect data on distribution of graduates by ISCED classification of education through tracer studies and systematised student tracking	Data regularly collected	NCR	NCR	NCR	NCR		NCTE	NAB, TEIs
	Build research capacity of NCTE/NAB with appointment of Research Fellows	Research Fellows appointed		0.05			GoG+ DPs	NCTE	NAB, TEIs
	Develop a robust M&E plan to track NCTE norms	M&E plan developed		0.1			GoG+ DPs	NCTE	NAB, TEIs
EDUCATION MANAGEMENT									
Policy Objective 3: Sustainable and efficient management, financing, and accountability of education service delivery									
EM 3.1: Improved mechanisms for efficient teacher management									

EM 3.1.1 Strengthen School inspection and supervision practices under the leadership of NIB	Strengthen all agencies involved in accountability, especially NIB	Staff numbers and capacity increased for agencies to effectively carry out mandate	0.025	0.025	0.025		GoG+ DPs	NIB	REO, DEO, NTC, GES, NaCCA
	Develop, pilot, and implement an effective accountability framework focused at the school level, where all positions and/or agencies experience consequences for action and inaction. The framework should include key performance indicators, such as teacher attendance, time on task etc.	Accountability framework for the school level developed and implemented	8.294	9.8	13		GoG+ DPs	NIB	GES BED, GES SED, REO, DEO, RCC, MMDAs, MOE, PBME,
	Strengthen ESP implementation through Annual District Education Operational Plan (ADEOP) to ensure district-level accountability to the national plan	75% of districts with ADEOP	3.24				GoG+ DPs	DEOs	REOs, RCC, MMDA, GES Budget
EM 3.1.2. Implement the PTPDM policy, with its associated continuous professional development and career progression	Strengthen NTC to provide oversight of PTPDM implementation in collaboration with other agencies and to equip school leaders to lead the CPD within their schools	PTPDM policy implemented	0.63	0.63			GoG+ DPs	NTC	COEs, REOs DEOs
	Organise induction programme for newly graduated teachers towards their licensing	Induction and licensing of teachers implemented	1.35	1.35	1.35	1.35	GoG+ DPs	NTC, GES	NIB, RCC, MMDAs
	Set up and operate national INSET and district INSET and school-based in-service units to organise CPD for teachers and managers of schools and ensure that school-based CPD INSET is carried out as part of the schools' instructional	National, district, and school-based INSET units set up and made operational	0.44	0.44	0.22	0.22	GoG+ DPs	NTC, GES	NIB, RCC, MMDAs

	calendar. NTC to support schools to institutionalise their own CPD									
	Organise training for newly promoted head teachers or cluster leaders to orient them on their role	Training organised and implemented	1.5	1.5				GoG+ DPs	NTC, GES	NIB, RCC, MMDA
	Provide training on succession planning to all school leadership	Training organised and implemented				X			NTC, GES	NIB, RCC, MMDA
	Define and institutionalise a multi-level career path with clearly defined conditions, career guidelines, promotion, opportunities for CPD, and professional/ethical standards	Multi-level career path institutionalised		0.615	0.615			GoG+ DPs	NTC, GNAT	AF, BED, SED
	Train existing teachers to upgrade their skills in line with the new national teaching standards and the curriculum	Teachers trained on National Teachers Standards	9	9	9	9		GoG+ DPs	NTC, GES	NIB, RCC, MMDA
EM 3.1.3: Strengthen teacher recruitment and deployment, including by instituting a human resources policy	Conduct a teacher rationalisation study to identify challenges in existing laws, regulations, and practices of teacher deployment, and propose solutions	Discrepancies identified and solutions implemented to improve effective deployment	X					USAID	BED, GES HR	PBME, REO, DEO
	Develop real-time database and online platform to inform teacher distribution, appropriately linked with Student Information System and EMIS	Database created	0.2	0.2				GoG+ DPs	NTC, GES HR	NIB, EMIS, CENDLOS, SRIM MOE
	Develop and implement a process of certification of administrators and school leaders, in particular head masters / headmistresses to ensure good school leadership and management	40% of headmasters / headmistresses certified by 2021		x	x	x			NTC	NIB, GES HR

	Provide incentives for teachers deployed to rural and other deprived areas	Teachers provided with incentives				X		GES	REO, DEO, RCC, MMDA
	Develop and implement HR policy for teachers, with an emphasis on performance, performance appraisal and promotion. Policy will also include proper linking of pre-service training and INSET, as well as teacher subject specialism and subject taught, building on the reforms to teacher education	Policy implemented	0.336				GoG+ DPs	MOE Pre-tertiary, NTC	GES HR, PBME, COEs
	Create teacher deployment system to anticipate future demand and rationalise current deployment based on PTR, local language, licensing, and subject taught, etc.	Teacher deployment rationalised		3.51			GoG+ DPs	HRMD, GES	REO, DEO, RCC, MMDA
EM 3.2: Improved capacity to use evidence to inform plans of MOE and its agencies, institutions, and MMDAs									
EM 3.2.1. Coordinate and promote evidence, evaluation, and research to strengthen policymaking and strengthen the research unit within MOE	Identify research studies that can be carried out to monitor implementation of the ESP	Research studies on ESP implementation identified		NCR				MOE PBME SRIM	NaCCA, NCTE, TEIs, MMDAs, NIB BED, SED, TVED , NFED, NIB
	Set up a Coordinating Unit for monitoring the ESP	Coordinating Unit set up		2.7			GoG+ DPs	MOE PBME	BED, SED, NFED, SpED, NCTE
	Support the Basic Education Research Group and the Secondary Education Research Agenda to institutionalise their research agendas as plans to be implemented, regularly updated and integrated into the wider MOE research agenda	Respective research agendas supported and institutionalised	0.063	0.063	0.063	0.063	GoG+ DPs	MOE SRIM	NaCCA, NIB, BED, SED, NFED, SpED, NCTE

	Ensure ESP indicators are captured in EMIS, where relevant	Ensure ESP indicators are captured in EMIS where relevant	NCR					SRIM	MOE, all sub-sectors
	Strengthen research capacity in SRIM to coordinate research work across all agencies, including the appointment of in-house research fellows	Staff capacity strengthened and fellows appointed	0.105	0.105	0.105	0.105	GoG+ DPs	SRIM	MOE PBME
	Hold annual evidence summits to inform policymaking, with international evidence on particular themes	Evidence summits held to inform policy	0.882	0.882	0.882	0.882	GoG+ DPs	MOE PBME	NIB, NaCCA, SRIM
EM 3.2.2. Develop staff capacity to use evidence and mechanisms for strengthening coordination among agencies and units of the MOE	Hold regular meetings of education sector technical advisory committee and of BS, SE, NF, IS, TE sub-sector groups (ESTAC)	Scheduled meetings of ESTAC and sub-sector groups held		NCR				MOE, PBME	DG-GES,
	Review capacity needs of all MOE and agency staff to be able to use evidence effectively	Capacity assessment completed	NCR					MOE PBME, SRIM	MOE divisions and agencies
	Institute a sustainable training programme for administrators which incorporates the use of data and evidence	Training programme piloted and then rolled out	0.45	0.45	0.45	0.45	GoG+ DPs	MOE PBME, SRIM	MOE divisions and agencies
	Develop a comprehensive Capacity Development Plan for the entire MOE	Capacity development plan developed	NCR	NCR				MOE HR	MOE PBME
EM 3.3: Improved financial management and equity in resource allocation									
EM 3.3.1 Strengthen transparency in the allocation and management of funds from the national level to the school level	Promote equity in resource allocation through the use of evidence and data	Funds transparently allocated		NCR	NCR	NCR		MOE PBME	GES Budget
EM 3.3.2. Improve equity in resource allocations to schools and agencies	Prepare the MOE annual budget so it adequately responds to the needs of NFED and SpED in the ESP	MOE's budget responds to ESP needs		NCR	NCR	NCR		AF, PBME, NFED, GES ISE	CD, DG-GES

Strategy	Activity	Indicator	Cost				Source	Lead	Collaborating
EM 3.3.3. Encourage national, regional, district, and institutional units to mobilise funds domestically to support basic education	Develop and implement domestic resource mobilisation framework for the national, regional, district, and institutional units of the MOE/GES	Resource mobilisation framework developed and implemented	NCR					AF, MOE	PMBE, GES Budget
	Map potential sources of funding and train staff to mobilise funding	Mapping completed and training programme instituted		x	x	x		AF, MOE	PMBE, GES Budget
	Organise stakeholder meetings to discuss and explore approaches to establishing and operationalising the Voluntary Education Fund (VEF)	Stakeholder agreement reaches and clear approaches approved for the VEF	NCR					PBME	AF, MOE, stakeholders
EM 3.4: Strengthened sector-wide approach to coordinating NGOs', CSOs', and donor partners' support to ensure smooth implementation of the ESP									
EM 3.4.1. Improve coordination and accountability for donor and CSO/NGO support of ESP	Provide policy guidelines/framework for registration, operations, and monitoring CSOs'/NGOs' support for the ESP	Policy guidelines approved	0.084				GoG+ DPs	GES	DP, CSOs/NGOs
	Develop database and monitor operations of CSOs and NGOs	Database of CSOs/NGOs developed	0.294				GoG+ DPs	GES, NIB	DP, GNECC
EM 3.5: Strengthened operational structures of MOE/agencies for effective oversight and implementation of decentralisation									
EM 3.5.1. Review the operating acts of the various regulatory bodies and resource them in order to strengthen them to support decentralisation	Support preparation of new bills for parliament for NTC, NaCCA, NIB, and NFED	New acts for NTC, NaCCA, NIB, and NFED approved by Cabinet	0.336				GoG+ DPs	MOE	Parliament
	Provide adequate human and material resources to enable the agencies to function effectively	Human and material resources provided	X					MOE	PBME
	Clarify roles of all regulatory bodies across all levels of GES	Documents with clarified roles produced		NCR	NCR			MOE	PBME
	Establish a legal instrument for the implementation of decentralisation	Legal instrument established	NCR					MOE, AGs Dept.	Parliament

EM 3.5.2. Implement the education decentralisation policy	Provide training and mentoring support on guidelines and regulatory framework and accountability system for the devolution of responsibility in a decentralised system	Training and mentoring support on guidelines provided to DEOs			0.504			GoG+ DPs	MOE	PBME, AF, NTC
	Strengthen M&E capabilities of DEOs to ensure smooth decentralisation	Training provided to DEOs	X	X					MOE	GES, DEOs
EM 3.6: Strengthened education service delivery through collaboration with non-state actors										
EM 3.6.1. Develop and strengthen engagement of non-state actors in the provision and management of education at local and school levels	Develop and test at least two public–private partnership programmes at pre-tertiary level of education	At least two programmes evaluated		2.1	2.1	2.1		GoG+ DPs	MOE, PBME	GES DEO, REO
	Collaborate with GNAPs to roll out the new curriculum for early grade levels for private schools	Teachers in private schools supported to use the new curriculum		NCR	NCR				MOE, NIB	PBME, DEO, REO, GNAPs
	Strengthen the information base of private education through better coverage in EMIS and collection of private expenditure on education	At least 50% of private schools meet minimum quality standards		X	X				MOE, GES	PBME, DEO, REO
	Develop guidelines for registration of private schools and design minimum standards of operations for monitoring operations (including exploring the possibility of NIB charging private schools fees to be inspected)	Guidelines developed and disseminated to standardise registration and accreditation of schools, including private schools	0.21		X			GoG+ DPs	GES, NIB	GNAPS, REOs, DEOs
EM 3.7: Improved ICT use in education at all levels										
EM 3.7.1: Strengthen ICT in education policy	Review current ICT in education policy to make it more comprehensive and relevant	ICT policy reviewed	0.168					GoG+ DPs	MOE, CENDLOS	PBME, GES ICT
	Map out ICT status of all institutions and cost requirements for each based on needs, as articulated in the policy	ICT status and need assessed	0.042					GoG+ DPs	MOE, CENDLOS	GES ICT, SRIM, REOs, DEO, RCC, MMDAs

	Strategies/Activities	Indicators					Funding source	Lead	Collaborating
EM 3.7.2: Improve ICT resources and infrastructure in educational institutions	Expand and refine the i-campus as a learning portal to incorporate resources of the i-box developed under the SEIP and other educational resources	i-campus developed in conjunction with i-box		10.6			World Bank (SEIP)	CENDLOS	GES ICT, PBME
	Mobilisation of resources to meet capital requirement	Mobilisation plan developed and implemented		x	x			CENDLOS	GES ICT, PBME
	Establish an Instructional Technology Unit to coordinate activities related to the development of e-resources	Instructional Technology Unit established		0.042			GoG+ DPs	CENDLOS, NaCCA	MOE Pre-tertiary
	Ensure training on the appropriate use of technology in the classroom is mainstreamed into CPD and teacher education	Technology-based teaching incorporated into teachers' CPD		NCR	NCR			NTC	CENDLOS
	Develop and approve a policy on the operations of CENDLOS to clarify its role and functions and appropriately link with NaCCA to provide content in resource development	Policy on CENDLOS approved and implemented	0.21				GoG+ DPs	MOE, PBME	CENDLOS, NaCCA
	Provide CENDLOS with the required human and material resources	CENDLOS has required staff and resources		X				MOE	CENDLOS
EM 3.8 Strengthened data systems and accountability throughout the education system to support the implementation of the reform agenda									
EM 3.8.1: Design, implement, and enforce an education accountability framework along the chain of education service delivery from MOE to school level	Design and pilot a sector-wide accountability framework to include formal performance reviews for administrators at all levels of the system	Accountability framework piloted	5.8	5.8	6.5	10	GoG+ DPs	NIB, PBME	All divisions and agencies
	Pilot and scale up where appropriate various accountability measures such as the mSRC and school mapping portal, among others	Accountability measures piloted	1.0	1.0			GoG+ DPs	NIB, GES	NaCCA, GES ICT, PBME

	Review and implement the accountability framework, including appropriate communication and training activities in roll-out	Accountability framework implemented and communicated			1.0	1.0	GoG+ DPs	NIB, PBME, GES	All divisions and agencies
EM 3.8.2 Strengthen M&E units and processes throughout the education system to improve EMIS	Complete assessment of the current EMIS system to determine strengths and weaknesses	Assessment completed	0.945	0.945			GoG+ DPs	MOE SRIM	PBME
	Pilot a revised EMIS as a central data repository for education and linked to school inspection outcomes, a Student Information System and the teacher deployment system	Revised EMIS piloted	0.945	0.945			GoG+ DPs	MOE SRIM	PBME, free SHS secretariat
	National implementation of improved EMIS system	Updated EMIS implemented			1.0		GoG+ DPs	MOE SRIM	PBME
EM 3.8.3 Establish and operationalise a reform secretariat to drive policy reform and associated delivery unit to oversee implementation of reforms	Establish and resource a reform secretariat to drive reforms and ensure appropriate linkages between reforms are made	Reform secretariat functioning	0.1				DFID	MOE	GES, NIB, NTC, NaCCA, NCTE
	Redefine basic education to include secondary education	Education Act amended by 2019		NCR				MOE	GES
	Appropriately resource the Delivery Unit to monitor the implementation of the ESP	Delivery Unit resourced	0.08				DFID	MOE	GES

5.2   Financial strategy 2018–2021

The tables below give the financial strategy for 2018–2021. Both the resource envelope and the costs align with the more detailed financial information presented in the ESP 2018–2030, which includes consideration of medium-term budget allocations and revenue projections. The costs given in table 7. Represent the costs of the sector over the medium term, including the costs of the additional policy priorities identified in the ESP 2018-2030.

Table 6. summarises the funding sources in the medium term. The education resource allocation is composed of three sources: the government allocation (including the GETFund and ABFA); internally generated funds (IGF), which are predominantly fees and levies from tertiary students; and funds raised from external sources, including donor contributions and other loans.

The table below shows the total resource allocation for education:

- the government allocation only;
- the IGF resources;
- funds from donors;
- funds earmarked for free SHS;
- GETFund;
- ABFA;
- funds from other government department allocated to education or received by schools – these are from the Ministry of Gender and Social Protection for school feeding and the District Common Fund; and
- the funds raised from external sources or commercial loans.

The total resource envelope to education including all additional sources of income is GHC 12.295 billion in 2018, GHC 13.935 billion in 2019, GHC 16.234 billion in 2020 and GHC 17.723 billion in 2021. This is an average annual growth rate of 13% in nominal terms between 2018 and 2021 and an average annual growth rate of 4.3% in real terms.

Table 6: **Financial strategy: summary of funding sources (in nominal terms, GHC millions)**

Source of funding	2018	2019	2020.0	2021	2018–2021
Central government (excluding salary arrears)	7295.0	8125.0	9223.0	9500.2	**34143.0**
IGF**	1638.0	1508.0	1396.0	2460.0	**7002.0**
GETFund	925.0	1239.0	1921.0	2253.0	**6338.0**
ABFA	10.0	10.0	563.9	620.2	**1203**
Free Senior High School ***	1138.0	1771.0	1860.0	1953.0	**6722**
9.1% of district fund	167.5	181.2	201.0	168.2	**717.9**
MOGSP for school feeding	423.8	436.5	449.6	463.1	**1773.0**
Donor funding budget allocation	326	292	248	143.8	**1009.8**
Funds raised from external sources and loans	371.8	371.8	371.8	161.8	**1277.1**
Total*	**12295.0**	**13935.0**	**16234.0**	**17722.8**	**60187.0**

* Donor funding reduced by 50% in the total in order to capture only those donor funds currently committed. Medium-term expenditure framework estimates include proposed donor funding requests.

** Tertiary IGF is not calculated in the total estimated revenue as only the government spending on tertiary was included in the projection

*** The budget for Free SHS was previously under the office of the President's budget but has been moved under the Ministry of Education budget and therefore included as source of funding

Source: Perry *et al.*, 2018/Ghana ESP Cost Projection Model, 2019

Table 7. shows the summary of costs by sub-sector in the medium term, with the proportion of the total which each sub-sector represents, as well as the total funding gap over the medium term. These costs include the costs of the additional policy priorities identified in the ESP 2018-2030.

Table 7: **Financial strategy: summary of costs by sub-sector and the total funding gap 2018–2021 (in real terms, GHC millions)**

Costs (GHC millions)	2018	2019	2020	2021	2018-2021	Percentage costs by sub-sector
Kindergarten	669.7	701.5	659.3	654.1	2685	6%
Primary	1961.5	2173.3	2211.2	2235.7	8582	18%
JHS	1774.3	1908.9	1872.1	1834.9	7390	15%
SHS	2404.6	2769.6	3157.1	3256.9	11588	24%
TVET	369.9	605.7	735.3	715.7	2427	5%
IE	56.1	59.9	71.0	71.9	259.0	0.5%
NFE	47.1	54.0	56.3	57.7	215.1	0.5%
Tertiary	2110.4	2474.5	2559.1	2573.5	9717	20%
Management	1315.7	1367.5	1373.1	1389.2	5445	11%
Total	10709.3	12114.9	12694.4	12789.5	48308	100%
Funding gap**	271.6	1321.5	1438.5	1422.4	4454	
% funding gap	2.5%	10.9%	11.3%	11.1%	7.7%	

* Only the government spending on tertiary was included in these costs.

** The funding gap is determined through the discretionary funds available and the costs of implementing the ESP in real terms. The discretionary funds available excludes IGF.

Source: Perry *et al.*, 2018/Ghana ESP Cost Projection Model, 2019

5.3 Resource mobilisation

As indicated in the financial strategy above, the MOE and its relevant stakeholders will actively pursue a resource mobilisation strategy to identify resources to address the financing gap of the ESMTDP 2018–2021. The strategy consists of five components: (i) identifying additional GoG funding; (ii) sustainable tertiary expansion; (iii) exploring a Voluntary Education Fund (VEF); (iv) adopting efficiency saving measures; and (v) pursuing development cooperation and partnerships.

(i) *Identifying additional GoG funding*: This will include identifying opportunities for increased GoG resources, such as exploring opportunities for increased allocation to the sector from the ABFA, as explored in Witter *et al.* (2017). This will also mean ensuring that additional GoG resources are allocated where the MOE is required to take on additional budget responsibilities. In the immediate term this relates to bringing additional GoG funding resources under the MOE budget due to the realignment of TVET. As other line ministries have been managing TVET institutions, which will now be under the remit of the MOE, the MOE will advocate for the additional responsibilities/institutions joining the MOE to come with the budget allocations that were under other line ministries previously managing TVET.

(ii) *Sustainable tertiary expansion:* To expand the tertiary sector without overburdening public resources, the MOE will: explore opportunities to improve income through IGF; facilitate an increase in the share of enrolment at private universities; and improve access to and use of the SLTF, as follows:

- Encouraging tertiary institutions to adopt strategies to market their institutions to increase domestic enrolment and associated agreed domestic cost-sharing, as well as to attract foreign students and as such increase the numbers of students and the IGF generated.
- Supporting and exploring partnerships with private tertiary institutions to expand access and as such reduce the pressure on the public universities and the need for additional public resources.
- Improving the use of, and access to, the SLTF to enable students to access support at tertiary level. This will include adopting measures to increase loan repayment and reviewing the level of loans to meet approved academic facility user fees at the tertiary level in both public and private accredited institutions.

(iii) *Explore a VEF:* The GoG 2018 budget statement proposed a pathway for sustaining education programmes through the establishment and management of a VEF. This will give an opportunity for those in Ghana and across the diaspora to contribute to the education sector in Ghana by providing a vehicle through which to do so. Details of how this fund will operate are to be developed but the MOE will actively explore this option by consulting with relevant stakeholders and developing the required legislation for operationalising the fund.

(iv) *Adopting efficiency saving measures:* Within the remit of this ESMTDP and the ESP 2018–2030, the MOE has committed to implementing strategies and programmes to improve the efficiency of service delivery and to improve systems capacity to translate resources into results and, as such, make the system more efficient. Details of the efficiency measures are explained under the relevant sub-sections but include, for example:

- development and implementation of an Early Grade Education Policy to ensure right-age enrolment[33] and reduce repetition, with its attendant increased cost;
- increasing the current PTRs in line with international standards to decrease the staff cost per pupil;
- rationalising teacher deployment to meet local need, especially in low-enrolment schools, through the development and implementation of a Human Resource Policy for the GES, including an online staff database that provides real-time data on staff movement and location[34]; and
- promotion of the day and community SHS in order to gradually reduce the proportion of boarding students in the system with their higher per-student cost and associated infrastructure cost.

(v) *Pursuing development cooperation and partnerships:* The MOE has actively engaged with a number of international organisations which have made commitments, or indications of willingness to make future commitments, in order to support the education sector over the medium to long term. The MOE will therefore continue to implement agreed programmes in line

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[33] Helping to address and forestall in the future the current over 30% of KG1 pupils that are under-age.
[34] Helping to address over the over-concentration of teachers in some areas and to rationalise teacher distribution.

with the ESMTDP and ESP, as well as explore the following potential options and implement a proactive approach to mobilising additional external resources. Options for additional financing in the period 2018 to 2021 not currently represented as secured financing in the financial strategy above include the following:

Partnership with development partners:

- The MOE has received approval to access USD 24.4 million under the Global Partnership for Education Multiplier Fund to support implementation of programmes in the ESP.
- USD 45 million has been approved by the MOF as part of the World Bank IDA 18 Concessional Loan Facility. There may be potential to increase this to a total of USD 50 million.
- The MOE has a signed an MOU with UNICEF to support the programmes in the ESMTDP over the medium term of 2018–2021, with a total of USD 24 million to be potentially mobilised by UNICEF.
- JICA has indicated some potential financial support for supporting the ESP implementation, especially at the decentralised level.
- The MOE and USAID will commence discussions regarding Phase 2 support under the Partnerships for Education Project in support of ESP implementation.
- DFID have indicated potential future support, which would prioritise technical assistance for the ongoing reform agenda, particularly for teacher education reform and the implementation and accountability of key strands of the reform agenda. In addition, support for improving access and learning for the most marginalised children, particularly girls, through the Girls Education Challenge, will continue.
- AfDB, under the Development of Skills for Industry project, is supporting the implementation of TVET with USD 112.0 million, in line with the ESP priorities for TVET.

Partnership with non-traditional donors/private sector/civil society: The MOE will engage with non-traditional donors of the education sector to explore additional financial support for education. This will include the following:

- Exploring public–private partnership programmes with relevant domestic and international organisations, such as Ark EPG and Varkey Foundation, to leverage financial as well as technical assistance.
- Pursuing and partnering with other relevant stakeholders, for example Ten Years from Now, BACKUP Education, Education Development Trust, etc.
- Exploring the possibility of Outcomes-based Commissioning by partnering with non-state actors through the use of the Education Outcomes Fund.
- Partnerships with private sector organisations that have already been established are included in the projections and the MOE will continue to engage potential new private sector partners in supporting particular activities.
- Encouraging and supporting relevant stakeholders, such as CSOs and NGOs, in education to seek additional resources and support the implementation of priorities as highlighted in the ESP. For example, this could include NGOs continuing to support implementation of CBE under the CBE policy, and in line the ESP, and as such contributing to the targets in the ESP for reaching OOSC.

(vi) Partial securitisation of the GETFund: To leverage resources in the immediate term, a partial securitisation of the GETFund will be undertaken to raise funds to complete projects, which will then be paid back over a 10-year period. The securitisation is planned in three tranches, raising approximately USD 500 million in each tranche – approximately GHS 2.3 billion at current exchange rates. The funds will be used principally for infrastructure projects, beginning with the Senior Secondary Education level.

5.4   Inter-sectoral collaboration and decentralisation of basic education

In terms of wider partnerships, the MOE collaborates with a number of other government ministries to pursue the objectives of the ESP, and more information on this is provided in the ESP 2018–2030. The resources which directly impact on education from other ministries are included in the projections to give a holistic view of resources to education. This includes, for example, the school feeding programme run through the MOGSP, which supports approximately 30% of basic school pupils. Furthermore, there are resources which contribute to education through the District Assemblies, which are also included in the projections made. These largely support infrastructure projects at the basic level, as well as social intervention programmes in schools, such as the provision of bursaries. Close collaboration is necessary between the education and health sectors in the area of school health and the inclusion of children with disabilities, with the MOH making an annual budgetary allocation to improve the early detection of disabilities in children. Finally, the Livelihood Empowerment Against Poverty (LEAP) programme is a cash transfer programme which has reached over 200,000 extremely poor and vulnerable households. LEAP is effectively an unconditional transfer but the GoG has aimed to apply co-responsibilities in relation to the receipt of cash grants, such as children going to school.

The proposal for the decentralisation of education service delivery in Ghana has a long history. A firm commitment has now been made as provision for the decentralisation of basic education is part of the Pre-Tertiary Education Bill. It is, however, not possible to estimate when the Bill will be voted into law, and so when the proposed new structures will be functioning. The responsibility for second-cycle schools will remain with the MOE and GES headquarters, whilst the oversight will remain the responsibility of the regions, as is the case in the current structure.

Decentralising basic education lays the responsibility for the provision and management of first-cycle schools with the District Assemblies, which will be responsible for infrastructure, equipping schools, establishing new schools, and other functions as described by the Minister. The Director of the District Department of Education, Youth and Sports will be responsible for the appointment, promotion, discipline, and dismissal of the head teachers and staff of first-cycle schools within their districts. As the details of the implementation of decentralisation are agreed it will become clear on a district by district basis which assets and liabilities of the GES at the district level will be transferred to the District Assemblies.

6 Implementation and M&E

This chapter provides an M&E framework for the ESMTDP 2018–2021 to ensure effective reporting and monitoring of progress in education outcomes. First, the reporting structures and responsibilities are set out, then the results framework is presented. This is followed by an outline of the data collection strategy, and finally the communications strategy. The key tools to ensure effective implementation and M&E of the ESP will be as follows:

- Annual workplans: All departments and specialised units under the MOE will develop annual workplans driven by the strategies and goals of the ESMTDP 2018–2021.
- Annual District Education Operational Plans (ADEOP)s: DEOs of GES will develop ADEOPs, which will contribute directly to the ESMTDP.
- EMIS data: The availability of reliable and comprehensive data from the EMIS is critical to ensure effective M&E of the ESMTDP. The EMIS conducts annual school censuses to gather national and sub-national data to track the progress of key indicators.
- Other sources of data: Data from other sources, such as WAEC, NEAU, NCTE, COTVET, etc., as well as surveys conducted by the GSS, such as the Demographic and Health Surveys (DHSs) and Population and Housing Censuses (PHCs), will also be used.

In addition, the MOE will be primarily responsible for conducting research and evaluation to generate evidence and objective data to enhance management decisions. This research and these evaluations may be carried out internally by staff of the MOE or they may be contracted to universities and research institutions within the country to address key policy issues. The research and evaluation agenda will aim to promote organisational learning in the MOE and will help to harness the expertise of local research institutions to test hypotheses to improve the quality of learning outcomes, equity, and management. The MOE already has established research agendas at the basic and secondary level that will continue to create a knowledge base to aid strategic decision-making and planning by the MOE. The research agenda has been captured as part of the workplan of the ESMTDP 2018–2021.

The coordination of all research and monitoring activities will be the function of the PBME unit of the MOE, with support from the SRIM Directorate of the MOE. It is expected that all the agencies of the MOE, including NIB, NTC, NaCCA, NAB, and NCTE will periodically conduct external evaluations on policy questions related to their mandate.

6.1 Responsibilities and reporting structure

6.1.1 Responsibilities

Ultimate responsibility for achieving results within the education sector rests with the MOE leadership. This specifically includes the Minister of Education, the Deputy Ministers of Education, and the Chief Director. However, designated actors have been given responsibility for delivering results for each sub-sector, as highlighted in Table 8.

Table 8: Responsibility for delivering results for each education sub-sector

Sub-sector	Responsibility
Basic education	Dir. Basic Education, GES
Secondary education	Dir. Secondary Education, GES
TVET	Dir. TVED, GES
NFE	Dir. NFED
Inclusive and Special Education	Dir. SpED
Tertiary education	Exec. Sec. NCTE
Education management and financing	Chief Director, MOE

6.1.2 Reporting structure

A decentralised implementation and reporting structure is employed, where schools report to districts, which report to regions, and finally to headquarters. Based on the ESMTDP 2018–2021, districts create ADEOPs to outline their activities and targets on an annual basis. Schools then create School Performance Improvement Plans (SPIPs) for basic schools or SPPPs for SHS, outlining their plans for school improvement.

In terms of monitoring and reporting, districts collate reports from schools, which are then collated at the regional level as regional quarterly performance reports. These are sent to the GES at national level to be collected into national quarterly performance reports on pre-tertiary education. This is followed by a performance review conference organised annually by the MOE to share performance information with key education stakeholders at the district, regional, and national levels.

6.1.2.1 Institutions involved

A number of institutions will be involved in implementing and monitoring the ESMTDP 2018–2021, as outlined in Figure 1 in Chapter 1. At the pre-tertiary levels, the GES, with its decentralised regional and district directorates, has the mandate to ensure and coordinate implementation of all policies pertaining to basic education and second-cycle education. An organogram of the GES is given in Annex A. These bodies will play an important role in the implementation and M&E. They constitute the sectoral focal points for the provision of data/information on a timely basis on chosen indicators, and the preparation of timely reports. At the tertiary level, the NCTE is the key coordination agency. At the TVET level, COTVET will be the key coordination agency. NFE is directed by the NFED. Other groups that will play key roles include non-governmental bodies, CBOs, CSOs, development partners, and parents.

6.2   Results framework

This section provides key performance indicators for each sub-sector of education, along with responsibilities for reporting. All of the appropriate indicators will be disaggregated by gender and as many other indicators of equity as possible.

Key performance indicators for basic education

Indicator	Baseline 2016/17	Target						Data source	Collection method	Responsibility
		17/18	18/19	19/20	20/21	25/26	29/30			
KG GER	115.6	116	120	116	114	110	100	EMIS Annual Census	Annual School Survey	EMIS
KG NER	74.6	80	86	90	94	98	100	EMIS Annual Census	Annual School Survey	EMIS
Primary GER	111.4	116	116	116	116	113	100	EMIS Annual Census	Annual School Survey	EMIS
Primary NER	91.1	91.3	91.6	92.0	92.4	93.5	95	EMIS Annual Census	Annual School Survey	EMIS
JHS GER	86.8	89	90	91	92	96	100	EMIS Annual Census	Annual School Survey	EMIS
JHS NER	49.7	51	52	53	55	60	65	EMIS Annual Census	Annual School Survey	EMIS
Transition rate from Primary 6 to JHS 1	94.3	95	96	98	99	100	100	EMIS Annual Census	Annual School Survey	EMIS
SDG 4.2.1. Proportion of children under five years of age who are developmentally on track in health, learning, and psychosocial well-being, by sex								UNICEF	MICS Survey	EMIS
SDG 4.2.2. Participation rate in organised learning (one year before the official primary entry age), by sex								EMIS Annual Census	Annual Census	EMIS

GPI at KG	1.0	1.0	1.0	1.0	1.0	1.0	1.0	EMIS Annual Census	Annual School Survey	EMIS
GPI at primary	1.01	1.0	1.0	1.0	1.0	1.0	1.0	EMIS Annual Census	Annual School Survey	EMIS
GPI at JHS	0.98	0.99	0.99	1.0	1.0	1.0	1.0	EMIS Annual Census	Annual School Survey	EMIS
Primary school completion rate (P6 enrolment over P6 age-appropriate population)	**100.8**	**100**	**100**	**100**	**100**	**100**	**100**	EMIS Annual Census	Annual School Survey	**EMIS**
JHS completion rate (JHS3 enrolment over JHS3 age-appropriate population)	**75.2**	**78**	**82**	**88**	**92**	**98**	**100**	EMIS Annual Census	Annual School Survey	**EMIS**
% of P2 pupils achieving mastery in early reading test (EGRA)	2	N/A	N/A	8	N/A	20	40	NEAU	NEAU conducts assessment and writes report	NaCCA
% of P2 pupils achieving mastery in P2 numeracy test (EGMA)	2	N/A	N/A	8	N/A	20	40	NEAU	NEAU conducts assessment and writes report	NaCCA
% of P4 pupils with proficiency in maths in NEA	**22**	**N/A**	**N/A**	**30**	**N/A**	**38**	**50**	NEAU	NEAU conducts assessment and writes report	**NaCCA**
% of P4 pupils with proficiency in English in NEA	**37**	**N/A**	**N/A**	**45**	**N/A**	**53**	**65**	NEAU	NEAU conducts assessment and writes report	**NaCCA**

% of P6 pupils with proficiency in English in NEA	36	N/A	N/A	44	N/A	52	65	NEAU	NEAU conducts assessment and writes report	NaCCA
% of P6 pupils with proficiency in maths in NEA	25	N/A	N/A	32	N/A	40	55	NEAU	NEAU conducts assessment and writes report	NaCCA
BECE performance: % pupils scoring more than 50% in all four core subjects	Tbc	tbc	tbc	tbc	tbc	tbc	tbc	BECE results	WAEC collects information from BECE exam	WAEC
% trained teachers in public KG	65.1	67	70	72	75	85	100	EMIS Annual Census	Annual School Survey	EMIS
% trained teachers in public primary	76.0	78	80	82	84	90	100	EMIS Annual Census	Annual School Survey	EMIS
% trained teachers in public JHS	88.1	90	92	94	96	98	100	EMIS Annual Census	Annual School Survey	EMIS
PTR at KG	30	32	34	35	35	35	35	EMIS Annual Census	Annual School Survey	EMIS
PTR at primary	29	31	33	35	35	35	35	EMIS Annual Census	Annual School Survey	EMIS
PTR at JHS	14	14	16	18	20	30	30	EMIS Annual Census	Annual School Survey	EMIS
Pupil–trained teacher ratio at KG	63.5	60	55	45	40	35	35	EMIS Annual Census	Annual School Survey	EMIS
Pupil–trained teacher ratio at primary	52.4	50	45	40	38	35	35	EMIS Annual Census	Annual School Survey	EMIS
Pupil–trained teacher ratio at JHS	20.6	22	25	28	30	30	30	EMIS Annual Census	Annual School Survey	EMIS
% primary schools with computers and internet for teaching	4 (2015)	4	15	30	40	50	60	EMIS Annual Census	Annual School Survey	EMIS
% JHS with computers and internet for teaching	10 (2015)	10	30	50	60	70	80	EMIS Annual Census	Annual School Survey	EMIS

% of basic schools with functioning SMCs	N/A	50	60	75	85	95	100	SRC	GES aggregates results from SRC	GES
% of schools with functioning PTAs	N/A	50	60	75	85	95	100	SRC	GES aggregates results from SRC	GES
% of DEOs that have M&E plans	N/A	60	70	80	90	95	100	GES report	GES drafts monitoring report	GES
SDG 4.a.1. Proportion of schools with access to (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic hand-washing facilities (as per the water, sanitation, and hygiene (WASH) indicator definitions)[35]								EMIS Annual Census	Annual School Survey	EMIS

Key performance indicators for secondary education

Indicator	Target							Data source	Collection method	Responsibility
	Baseline 2016/17	17/18	18/19	19/20	20/21	25/26	29/30			
SHS GER	**50%**	**55%**	**58%**	**60%**	**63%**	**70%**	**83%**	EMIS Annual Census	Annual School Survey	EMIS

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[35] Most of these sub-indicators are under development internationally, in terms of agreed standards and methodology.

SHS NER	26.5%	29%	32%	34%	37%	45%	50%	EMIS Annual Census	Annual School Survey	EMIS
Transition rate from JHS3 to SHS1	**67.8%**	**75%**	**80%**	**85%**	**90%**	**93%**	**95%**	EMIS Annual Census	Annual School Survey	EMIS
SHS retention rate[36]	**92%**	**94%**	**96%**	**97%**	**97%**	**97%**	**98%**	EMIS Annual Census	Annual School Survey	EMIS
% of CSSPS Category 3 schools admitting at least 30% of students from public JHS	**N/A**	**tbc**	**100%**	**100%**	**100%**	**100%**	**100%**	Free SHS secretariat	Free SHS tracks data through integrated CSSPS	Free SHS
% of students enrolled in Category 3 schools from public JHS	N/A	45%	46%	47%	48%	53%	58%	Free SHS secretariat	Free SHS tracks data through integrated CSSPS	Free SHS
% students boys and girls from the poorest two quintiles/deprived areas accessing SHS	N/A	N/A	N/A	N/A	50	N/A	80	DHS	GSS produces report on DHS and makes data available	PBME reports on GSS report or further processes data
Completion rates of children from Quintile 1 at the secondary level	13.9% (DHS 2014)	N/A	N/A	N/A	30%	N/A	60%	DHS or PHC	GSS writes report and PBME pulls relevant data	PBME
SHS GPI	0.96	0.97	0.97	0.98	0.99	1.0	1.0	EMIS Annual Census	Annual School Survey	EMIS
Student teacher ratio	21	23	24	25	25	25	25	EMIS Annual Census	Annual School Survey	EMIS
% teachers trained	90%	90%	91%	92%	93%	95%	97%	EMIS Annual Census	Annual School Survey	EMIS

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[36] This is defined as the proportion of a cohort starting SHS who stay on and complete SHS.

Textbook per student – English		0.51			0.55			0.60			0.65			0.70			0.85			1.0			EMIS Annual Census	Annual School Survey	EMIS
Student–classroom ratio		48			45			42			40			38			33			28			EMIS Annual Census	Annual School Survey	EMIS
% SHS with computers and internet		NA			20			30			40			50			65			80			EMIS Annual Census	Annual School Survey	EMIS
% of SHS students enrolled in elective science programme		11.7			13			18			25			30			35			40			EMIS Annual Census	Annual School Survey	EMIS
Proportion of WASSCE candidates who qualify for tertiary institutions		T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	WASSCE results	WAEC collects information from WASSCE examinations	WAEC
		23	26	20	25	28	22	28	30	25	31	33	28	34	36	32	42	43	41	50	50	50			
Proportion of WASSCE candidates achieving pass in core subjects (A1 to C6)	English	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	WASSCE results	WAEC collects information from WASSCE examinations	WAEC
		53	53	53	55	55	55	57	57	57	59	59	59	62	62	62	68	68	68	75	75	75			
	Maths	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F			
		34	38	29	35	40	31	37	42	34	40	44	37	43	46	41	50	51	49	57	57	57			
	Int. science	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F			
		49	52	45	51	54	47	53	56	49	55	58	52	58	60	55	65	67	63	70	71	69			
		T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F			

	Social studies	55	57	52	57	59	54	59	61	56	61	63	59	64	65	63	71	71	71	78	78	78			
% of heads of public SHS who have signed performance contracts with GES DG		20%			50%			85%			95%			100%			100%			100%			GES report	GES produces report	GES
SDG 4.a.1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic hand-washing facilities (as per the WASH indicator definitions)[37]																							EMIS Annual Census	Annual School Survey	EMIS

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[37] Most of these sub-indicators are under development, in terms of agreed standards and methodology.

Key performance indicators for TVET

Indicator	Baseline 2016/17	17/18	18/19	19/20	20/21	25/26	29/30	Data Source	Collection Method	Respon-sibility
	Target									
Number of MOE/GES TVIs	47	50	55	70	80	90	100	MOE/EMIS	Data collected from GES/TVET Service	EMIS
Enrolment in MOE/GES TVIs	45,215	65,000	70,000	80,000	90,000	100,000	120,000	MOE/EMIS	Data collected from TVIs	TVET Service
% of BECE (JHS) candidates selecting TVIs for further education and training	3.7	5	10	15	20	25	30	MOE/EMIS	Data collected from CSSPS	EMIS
% MOE/GES TVIs with smart classrooms, workshops, functional laboratories, and libraries	5	20	30	40	50	80	100	MOE/EMIS	Data collected from TVIs	TVET Service
% of TVIs using CBT methodology	30	40	50	70	80	90	100	COTVET	Data collected from TVIs	TVET Service
Overall % of STEM-based programmes in TVIs	70	80	85	90	90	90	90	MOE/EMIS	Data collected from TVIs	TVET Service
% TVIs with disability-friendly facilities	20	30	40	50	60	80	100	MOE/EMIS	Data collected from TVIs	EMIS
% female enrolment in MOE/GES TVIs	25	28	30	35	40	45	50	MOE/EMIS	Data collected from TVIs	TVET Service
Overall student teacher ratio in MOE/GES TVIs	19	19	20	22	20	18	15	MOE/EMIS	Data collected from TVIs	TVET Service
% of teachers taking up annual internships in industry	N/A	10	20	25	30	40	50	COTVET	Data collected from TVIs	COTVET
% of TVI leavers who are in productive employment two years after graduation	N/A	50	60	70	75	80	90	COTVET	Tracer study	COTVET

Key performance indicators for NFE

Indicator	Target							Data source	Collection method	Responsibility
	Baseline 2016/17	17/18	18/19	19/20	20/21	25/26	29/30			
Number of adult literacy education classes	3,000	3,200	3,500	4,000	4,500	7,500	10,000	EMIS	Tracked by NFED and reported to EMIS	EMIS
Enrolment in face-to-face adult literacy programmes	**100,000**	**100,000**	**110,000**	**110,000**	**120,000**	**200,000**	**300,000**	EMIS	Tracked by NFED and reported to EMIS	EMIS
Enrolment in newly created NFE programmes	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**100,000**	**300,000**	EMIS	Tracked by NFED and reported to EMIS	EMIS
% rural enrolment in face-to-face adult literacy programmes	N/A	N/A	20%	22%	24%	30%	40%	EMIS	Tracked by NFED and reported to EMIS	EMIS
Literacy rate among 15–24-year-olds in three northern regions of Ghana	N 63% UE 64% UW 68%	N/A	N/A	N/A	N/A	N 73% UE 74% UW 78%	N 85% UE 85% UW 85%	DHS/PHC	Report from GSS on DHS/PHC	PBME collates information and reports
Enrolment in distance learning courses (including literacy app)	N/A	N/A	N/A	N/A	N/A	1,000	4,000	EMIS	Tracked by NFED and reported to EMIS	EMIS
% of NFE facilitators trained	N/A	N/A	40%	50%	60%	100%	100%	EMIS	Tracked by NFED and reported to EMIS	EMIS
% learners reporting having sustainable skills	N/A	N/A	N/A	N/A	N/A	60%	80%	NFED	Surveys from NFED	NFED
Number of new NFE programmes developed with textbook/content material (aggregate from baseline)	**N/A**	**N/A**	**N/A**	**2**	**3**	**6**	**10**	NFED	Report from NFED	NFED
Number of annual monitoring trips conducted	1	1	2	3	4	4	4	NFED	Monitoring reports from NFED	NFED
Number of surveys conducted on NFE needs (aggregate from baseline)	0	0	1	2	3	5	8	NFED	Survey reports from NFED	NFED

Number of new NFE indicators being reported (aggregate from baseline)	0	0	0	0	0	5	10	EMIS	Tracked by NFED and reported to EMIS	EMIS
Number of new learning centres built	**0**	**0**	**15**	**30**	**40**	**110**	**216**	NFED report	NFED writes report	NFED
Proportion of non-formal graduates who access skill development opportunities	**N/A**	**N/A**	**N/A**	**5%**	**10%**	**20%**	**30%**	NFED	Survey from NFED	NFED
SDG 4.3.1. Participation rate of youth and adults in formal education and NFE and training in the previous 12 months, by sex[38]								EMIS Annual Census	Participation tracked by NFED and submitted to and collated by EMIS	EMIS / NFED
SDG 4.4.1 Proportion of youth and adults with ICT skills, by type of skill								EMIS Annual Census	Annual Census	EMIS
SDG 4.6.1. Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex								Relevant learning assessment once indicator defined internationally	WAEC collects learning assessment results	WAEC

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[38] These last three indicators are under development, in terms of agreed standards and methodology.

Key performance indicators for inclusive and special education

Indicator	Target							Data source	Collection method	Responsibility
	Baseline 2016/17	17/18	18/19	19/20	20/21	25/26	29/30			
Enrolment in special education schools	6,689	7,000	7,500	8,000	8,500	13,000	20,000	EMIS Annual Census	EMIS collects information through the Annual Census	EMIS
Number of integrated SHS	8	8	9	10	11	15	25	EMIS Annual Census	EMIS collects information through the Annual Census	EMIS
% enrolment of SEN learners in public integrated basic schools	**0.4%**	**0.6%**	**0.8%**	**0.9%**	**1%**	**1.5%**	**2%**	EMIS Annual Census	EMIS collects information through the Annual Census	EMIS
% enrolment of SEN learners in public integrated SHS	0.2%	0.4%	0.6%	0.8%	1%	1.5%	2%	EMIS Annual Census	EMIS collects information through the Annual Census	EMIS
Number of learners with SEN detected annually	**N/A**	**N/A**	**500**	**1,000**	**1,500**	**3,000**	**5,000**	EMIS Annual Census	EMIS collects information through the Annual Census	EMIS
% of teachers in public basic schools trained in effectively teaching learners with SEN	**N/A**	**N/A**	**20%**	**30%**	**40%**	**60%**	**80%**	EMIS Annual Census	EMIS collects information through the Annual Census	EMIS
% of teachers in public SHS trained in effectively teaching learners with SEN	**N/A**	**N/A**	**20%**	**30%**	**40%**	**60%**	**80%**	EMIS Annual Census	EMIS collects information through the Annual Census	EMIS
% of integrated basic public schools provided with specialised TLMs for SEN learners	**N/A**	**N/A**	**10%**	**20%**	**35%**	**55%**	**80%**	EMIS Annual Census	EMIS collects information through the Annual Census	EMIS

% of integrated public SHS provided with specialised TLMs for SEN learners	N/A	N/A	10%	20%	35%	55%	80%	EMIS Annual Census	EMIS collects information through the Annual Census	EMIS
% of learners with SEN progressing from basic to secondary education	N/A	N/A	30%	35%	40%	55%	80%	EMIS Annual Census	EMIS collects information through the Annual Census	EMIS
Status of mainstreaming IE measured in milestones	N/A	Pre- and in-service teacher training include special ed.	Inclusive curriculum with established rules of flexibility to meet individual learning needs	Established rules for accessibility in the construction of buildings and equipment	Established procedures for early identification and assessment of SEN	Coordinated and coherent data collection and monitoring systems	Assessments which are able to respond to children with SEN	GES ISE	GES ISE division to report to MOE	GES ISE
Proportion of special schools/regional assessment centres functioning as resource centres	0	tbc	tbc	tbc	tbc	tbc	tbc	GES	Monitoring by DEOs, reporting to GES headquarters	GES
Proportion of basic schools with mild and moderate disability-friendly infrastructure (ramps and/or hand-rails)	8%	9%	12%	15%	20%	30%	50%	EMIS Annual Census	EMIS collects information through the Annual Census	EMIS
Proportion of schools where children with SEN are equipped with appropriate assistive devices	tbc	tbc	tbc	tbc	tbc	tbc	tbc	EMIS Annual Census	EMIS collects information through the Annual Census	EMIS

Key performance indicators for tertiary education

Indicator	Target							Data source	Collection method	Respons-ibility
	Baseline 2016/17	17/18	18/19	19/20	20/21	25/26	29/30			
Tertiary GER	15.95	16.97	17.99	20	25	30	40	Enrolment data of TEIs	NCTE to request and collate enrolment data from TEIs annually	NCTE
Science–humanities ratio	29:71	33:67	37:63	45:55	50:50	55:45	60:40	Enrolment data of TEIs	NCTE to request and collate enrolment data from TEIs annually	NCTE
Female enrolment as a percentage of total enrolment (%)	40.80	41.48	42.16	42.84	43.52	50	50	Enrolment data of TEIs	NCTE to request and collate enrolment data from TEIs annually	NCTE
% of qualified disadvantaged (disabled and poor socioeconomic background) applicants admitted	N/A	50	75	100	100	100	100	Enrolment data of TEIs	NCTE to request and collate enrolment data from TEIs annually	NCTE
% students in the two poorest quintiles/deprived areas accessing tertiary education	N/A	N/A	N/A	N/A	20	N/A	35	DHS	GSS produces report on DHS and makes data available	PBME reports on GSS report or further processes data
% of institutions with quality assurance units, policies, and processes in place and operational	N/A	50	75	100	100	100	100	NAB reports on TEIs	NCTE to request data from NAB	NCTE

% of full-time university teachers with PhD	**37**	**39**	**42**	**45**	**50**	**65**	**80**	Staff data of universities	NCTE to request annual reports from universities	NCTE
Graduation rates	N/A	70	70	75	80	85	90	Graduation data of TEIs	NCTE to request graduation data from TEIs	NCTE
Distribution of graduates by ISCED5 fields of education from 2018	N/A	Commence collecting data by this method and ongoing	Data collection and analysis	Data collection and analysis	Data collection and analysis	Data collection and analysis	Data collection and analysis	Graduation data of TEIs	NCTE to request and collate graduation data from TEIs annually	NCTE
National research priority areas agreed with all stakeholders	N/A	Completed	Implement research in priority areas	Implement research in priority areas	Implement research in priority areas	Implement research in priority areas	Implement research in priority areas	NCTE research agenda	NCTE creates research agenda	NCTE
Number of publications per academic staff per annum	**0.5**	**0.65**	**0.85**	**1**	**1.5**	**2**	**2**	Research publication data of TEIs	NCTE to request research reports from TEIs	NCTE
International students as percentage of total enrolments	0.5	1.0	1.5	2.5	4.0	6.0	10.0	Enrolment data of TEIs	NCTE to request enrolment data from TEIs	NCTE
International faculty as a percentage of total faculty	0.5	1.0	1.5	2	2.5	3	5	Staff data of TEIs	NCTE to request staff data from TEIs	NCTE
% of polytechnic or Technical University teachers with industry experience	20	30	40	50	60	70	80	Staff data of TEIs	NCTE to request staff data from TEIs	NCTE
New acts for NCTE and NAB	Old acts	New acts passed	Implementation of new acts	Implementation of new acts	Implementation of new acts	Implementation of new acts	Implementation of new acts	Implementation of new acts	Implementation of new acts	NCTE, NAB

% of newly qualified teachers meeting NTS for licensing	N/A	20	30	40	70	85	95	Data from COEs	NAB collects and reports data from COEs	NAB
% of ITEIs implementing curricula aligned to the NTS and NTECF	NA	40	60	80	85	95	100	Monitoring report of COEs	NAB conducts monitoring and writes report	NAB
% of University COEs meeting NAB accreditation criteria	N/A	20	40	60	75	88	100	Monitoring report of COEs	NAB conducts monitoring and writes report	NAB

Key performance indicators for education management and financing

Indicator	Target							Data source	Collection method	Responsibility
	Baseline 2016/17	17/18	18/19	19/20	20/21	25/26	29/30			
% teacher absenteeism	**19 (2014)**	**19**	**17**	**15**	**10**	**5**	**3**	NIB reports	GES collects data from NIB	NIB
% teacher time on task	N/A	N/A	40	50	70	80	85	NIB reports	GES collects data from NIB	NIB
% of districts with the appropriate PTR at primary, based on assessed need	N/A	N/A	10%	50%	100%	100%	100%	GES HR / EMIS	GES HR collects data from teacher deployment system linked to EMIS	GES HR
% of teachers undergone NTC-approved INSET/CPD	N/A	10	20	30	40	70	90	NTC data	GES collects data from NTC	GES HR
% of head teachers undergone NTC-approved school leadership training	N/A	N/A	N/A	5%	10%	25%	40%	NTC data	GES collects data from NTC	GES HR
Number of research studies coordinated and reported by MOE	NA	NA	2	4	6	10	10	Research Unit of MOE	PBME collects data from Research Unit	PMBE

% of district budget mobilised locally at the district level	N/A	5	10	15	20	25	30	DEOs reports	FA receives data from DOEs	FA
% of private schools registered	40	50	60	70	80	100	100	NIB/EMIS data	GES collects data from NIB/EMIS	GES
% of districts with ADEOPs	N/A	30	50	70	80	100	100	DEOs	GES collates ADEOPs	GES
% basic school pupils in the last two poorest quintiles/deprived areas receiving social intervention support	N/A	N/A	N/A	N/A	40	N/A	70	DHS	GSS produces report on DHS and makes data available	PBME reports on GSS report or further processes data
% of MMDAs that are fully decentralised	**NA**	**NA**	**30**	**50**	**60**	**80**	**100**	MMDAs' reports	PBME collects data from MMDAs	PBME
Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment[39]								TBC once methodology agreed internationally	TBC once methodology agreed internationally	TBC once methodology agreed internationally

[39] These sub-indicators are under development, in terms of agreed standards and methodology.

6.3   Data collection strategy

Monitoring of the ESP 2018–2030 will rely on data collection primarily from EMIS but also from a host of other sources, including WAEC, NEAU, NCTE, COTVET, national surveys (such as the DHS and PHC), administrative data, and other independent studies. The EMIS unit of the MOE collects data from November to March of every year and uses the period from April to May to process data and compile reports. Key indicators are made available to the public electronically in June, and the Education Sector Performance Report (ESPR) compiles the data into a report in July of every year. This data cycle feeds directly into the budget cycle. Sector ceilings are released in mid-June of every year by the MOF, at which point the MOE must begin costing out programmes and activities according to the priority areas. Ghana uses program-based budgeting which links planned expenditures to results and improved service delivering. The MOE submits its budget request in July of every year, and after budget hearings the budget is finalised before the end of December.

Examination data are also available on an annual basis and feed into EMIS reporting. EGRA/EGMA testing has taken place twice in Ghana: in 2013 and 2015. NEA are administered every two years, with the latest one in 2016. Aside from data processed by the MOE, the PHC is conducted every 10 years, with the next PHC expected in 2020. Two DHSs have been conducted in Ghana: in 2008 and 2012.

At the tertiary level, the NCTE is the key body responsible for reporting on all indicators and outcomes. The Research, Planning and Policy Development Department of the NCTE sends out a template to tertiary institutions in January of every year to provide data. Data are then collated by the NCTE at the end of the academic year.

The data collection structure for pre-tertiary will be strengthened through a School Management Division being set up by the GES to boost accountability in the system. Data collection begins with the schools as the source of primary data for the EMIS Annual Census. Head teachers report on EMIS data for their school, and this is then submitted to circuit supervisors for verification and accuracy checks. Heads of basic schools are also responsible for submitting information that is used to generate a School Report Card (SRC) in the first and third term of every academic year; the SRC is then sent to every school and is used toward preparation of the SPIP. mSRC has undergone a pilot and national roll-out is being considered. This system will provide real-time information on the schools. At the secondary level, a school mapping portal is in place that collects data once a year on all SHS in the country and is used to generate key statistics on each SHS.

Districts collate the information from schools and send it to the EMIS unit at headquarters. The DEO also develops, monitors, and tracks the progress of the ADEOP. REOs prepare quarterly and annual regional ESPRs to the Director General of GES, as well as carrying out data quality assurance. GES headquarters has oversight responsibility for the REOs and will monitor them to ensure compliance to monitoring standards. GES produces unified quarterly and annual ESPRs from regional quarterly and annual performance reports. The different departments and units of GES, such as SpED, GEU, and ICT will provide information on performance indicators that relate to their units.

At the MOE level, the Planning, Budget, Monitoring and Evaluation (PBME) Division tracks and measures progress toward attainment of targets. This monitoring relies heavily on EMIS data. Once a year, an ESPR is produced to document this progress, and the National Education Sector Annual Review (NESAR), an annual conference organised by the MOE, provides an opportunity for PBME to disseminate progress made over the past year with education stakeholders. An Aide Memoire is signed between the MOE and development partners at the end of NESAR to further inform progress on the ESP.

6.4   Communication strategy

Three regional consultations were held in December 2017 to share both the ESP 2018–2030 and ESMTDP 2018–2021 with stakeholders at the national, regional, district, and school levels. The feedback received was then incorporated into updated plans. In addition to the MOE and its agencies, various other stakeholders were represented at these dissemination workshops, including civil society, the private sector, MMDAs, development partners, the media, etc. During the process of finalising the ESP and ESMTDP 2018–2021, from January to August 2018, consultation continued in order to share information from the plan, to engage stakeholders, and to further inform the plan. This culminated in the ESP and ESMTDP being shared at the National Education Week in August 2018, with the analysis, objectives, and strategies in the plan underpinning the discussions.

At the National Education Week 2018, the MOE was requested by stakeholders to share the ESP and ESMTDP widely to ensure districts and communities could engage and support achievement of the vision set out in the plan. The MOE is committed to doing this through:

- ensuring key education events (in particular at regional and district levels) are used to present and inform stakeholders about the plan;
- linking messages on key education initiatives with the objectives in the plan; and
- disseminating copies of the ESP and ESMTDP 2018–2021 to all DEOs and supporting District Education Directors to be able to share the vision.

Central to the vision of education in Ghana is the critical need to improve learning outcomes and offer high-quality education for all. To achieve this, the strategies outlined in the ESP will foster a culture of continuous improvement and learning, and will embed this in Ghana's education system. To communicate the vision, which is underpinned by key reforms, the MOE, in collaboration with the Ministry of Information, has developed a National Education Reform Communications Strategy, which lays out the vision, objectives, and methods for the role of communications in the national education reforms. Communications will facilitate dialogue, negotiation, and consensus-building amongst key education stakeholders. In doing so, it will maximise the successful implementation and sustainability of the reforms, which are in themselves part of the vision underpinning the ESP 2018–2030 and ESMTDP 2018–2021.

To ensure this communication reaches from the central to the local level, the MOE will work in partnership with CSOs and NGOs, through the coordination of GNECC, to widely disseminate the ESP in the most appropriate form to local communities. This may include radio broadcasts, community meetings, and the creation of simple and engaging materials to communicate the

key messages of the ESP. This is a role that CSOs have successfully played in the past and it will enable local communities to engage with the substance of the plan and to understand what to expect from the national reform agenda. Furthermore, better coordination of the activities of NGOs in the sector is a stated objective within the ESP and to improve this, whilst also enhancing dissemination of the plan, all NGOs gaining approval to work in education will receive a copy of the ESP and ESMTDP. Not only will this ensure that NGO activities are properly aligned with the GoG's plans but it will also provide another avenue through which local communities can understand and benefit from the strategies and activities of the plan.

An important aspect of communication is reporting on progress against the ESP and ESMTDP. Clear forms of communication for reporting on the ESMTDP 2018–2021 are already in place. The MOE will continue to produce the annual ESPR in July/August, which serves as the key document for annually reporting on indicators and targets outlined in the ESMTDP, as well as key programmes and interventions undertaken to achieve these results. This report is circulated widely among education stakeholders before the annual sector review during Education Week. Regular meetings of the Sector Working Group, DP group, and civil society, through the coordination of GNECC, also hold the MOE to account on progress against the stated targets.

The sector review serves as a reporting platform through which to share progress on meeting targets within the ESMTDP with education stakeholders, as well as to plan for the future. Education stakeholders at all levels are invited: schools, districts, regions, and headquarters. Other attendees include personnel within other ministries, development partners, tertiary institutions, CSOs, NGOs, and the private sector. The Aide Memoire that is signed at the end of the business meeting day of the Education Week serves as an accountability mechanism regarding the fulfilment of obligations agreed upon during the week.

Communications are central to achieving the objectives and ambition of the ESP and ESMTDP 2018–2021. By engaging and uniting stakeholders through clear communication of the ambition, priorities, and progress, the vision of a dynamic education sector that 'prepares and equips all Ghanaians with relevant education and skills to promote socioeconomic development and national orientation' will become a reality.

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## Annex A   **Organogram of the GES**
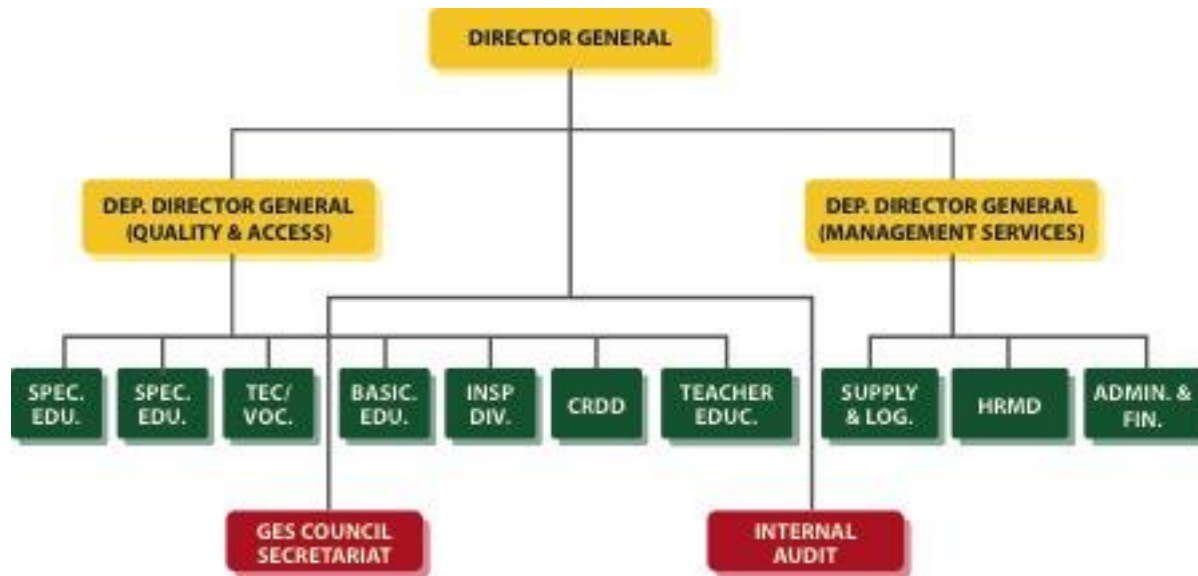
Annex B   **Population projections and education sector costing**

To model costs for the education sector, it is necessary to have an accurate projection of the youth population by different ages to predict the flow into the education each year and how many children are out of school.

The unusual nature of the official GSS population projections creates artificially large increases to the youth population in certain years, which has impacts as regards the cost of running the education system and the expected GER, NER etc., as explained below. Despite the challenges with the official projection, the MOE will maintain the use of the official GSS population numbers as the historical base of the ESA and notes that the population used as a base may be larger than originally estimated. In consultation with GSS technical staff, the MOE planning division has created a smoother population projection (as explained in this note) and this will be used for the finance and cost projections from 2018 onwards.

B.1   GSS population projection

Considering the official GSS population projection 2010–2030 by single year of age shows that there is a peculiar step-wise pattern to the projection to reach a larger total youth population by 2035. The 2010 census found higher than expected numbers of people and GSS feeds these into the projection one year at a time, starting with more 0-year-olds in 2011. By 2015 this inflated group has reached four-year-olds and it seems that the potential kindergarten population has suddenly increased by 14% from 2014 to 2015. This is shown by the red line in Figure 2 below.

Figure 2: **Number of four-year-olds, six-year-olds, 12-year-olds and 15-year-olds (GSS projection from 2010 to 2030)**
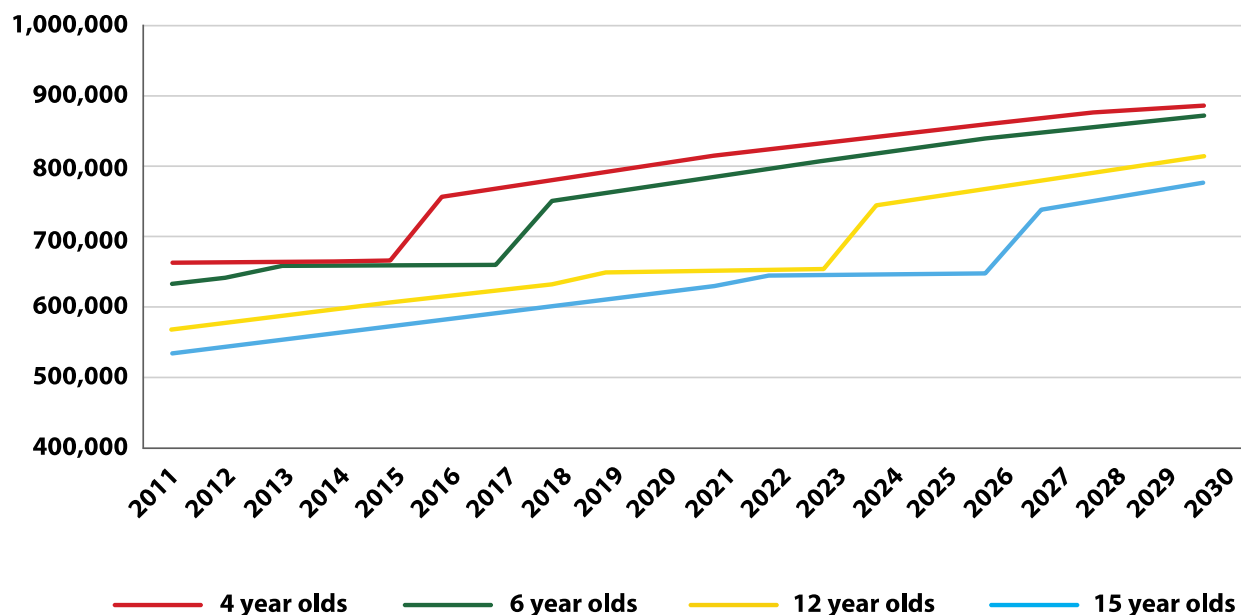
Despite appearances, there are not 14% more of each age group in consecutive years and this is a reflection of the construction of the population projection and not reality. This is illustrated in the table below, where each time a row changes from white to green there is an artificial 14% jump in population from one year to the next. Meanwhile, the average growth from year to year before the 14% increase is less than 1%, and approximately 2% thereafter. The green shaded area shows where the new higher GSS population exists.

	2014	2015	2016	2017	2018	2019	2020	2021	2022
Age 4	670503	763240	776203	788621	800530	811953	822863	833301	843248
Age 5	666274	667352	759756	772758	785220	797177	808656	819624	830127
Age 6	663432	664079	665215	757392	770422	782916	794910	806427	817439
Age 7	661549	662020	662711	663890	755934	768991	781513	793539	805090
Age 8	660189	660550	661057	661784	662995	754956	768037	780586	792640
Age 9	641713	658877	659272	659810	660567	661808	753642	766738	779303
Age 10	631703	640418	657584	658012	658584	659374	660648	752361	765473
Age 11	620937	630462	639193	656357	656817	657419	658241	659545	751142

The implications for costing the education sector are serious because this means that for each age group, before the jump-up in population, there are in reality more children of school-going age in the country than the model predicts. Hence, an education system planned on this basis would under-serve the population.

B.2   Revised population projection

To smooth the projection of the population in the model and make it closer to reality a new population projection was made. This used a log regression for each single age year to smooth the increases in the years before the GSS jump-up, after which the GSS projection was followed. This allows the projection to match that of GSS as soon as possible for each age group, but in the years prior to the switch the new population projection is higher than that of GSS, as illustrated for six-year-olds and 11-year-olds in Figure 3 below.

Figure 3:   Comparison of GSS and new population projection profiles for six-year-olds and 12-year-olds 2010–2030
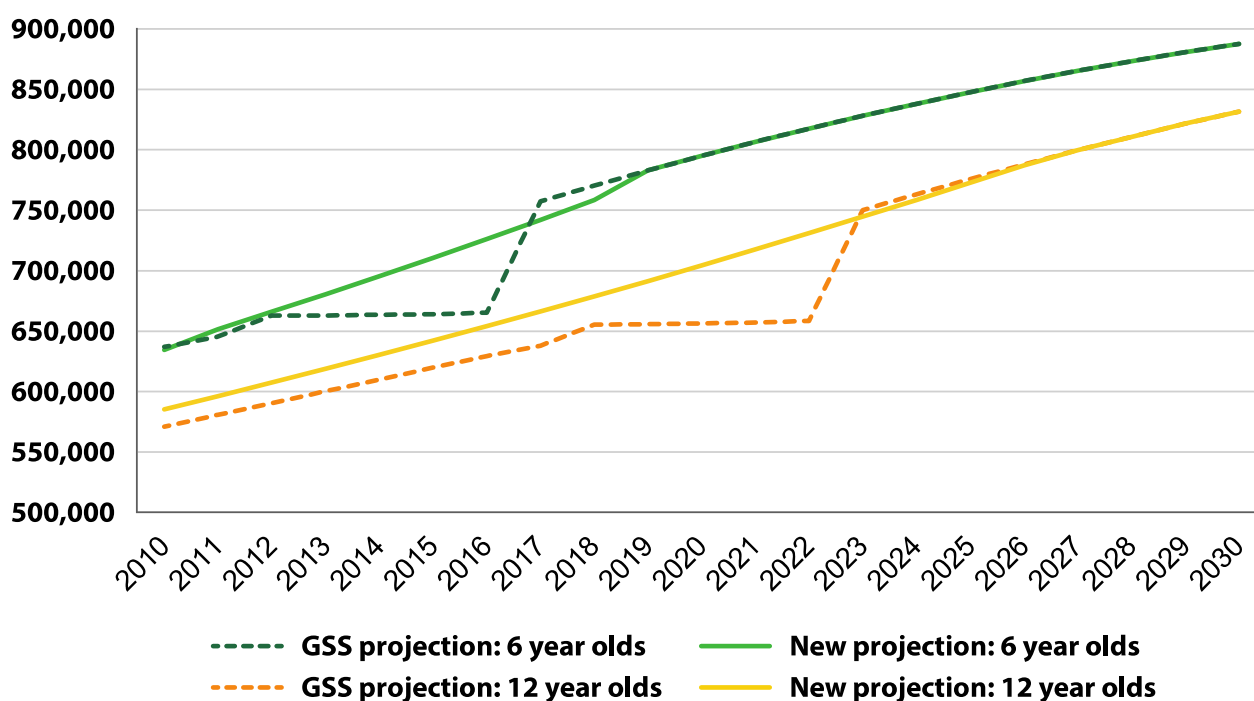
There are a number of implications of this new and initially higher population projection: the more realistic larger population figures lead to lower GERs and NERs than those produced using the GSS population estimates. These are illustrated in the table below, where, for example, in 2016/17 the primary GER using the new population projection (103%) is 8 percentage points lower than that estimated using the official GSS population.

	2012/13		2013/14		2014/15		2015/16		2016/17	
	GSS proj'n	New proj'n	GSS proj'n	New proj'n	GSS proj'n	New proj'n	GSS proj'n	New proj'n	GSS proj'n	New proj'n
KG GER	114%	114%	123%	114%	129%	119%	124%	117%	114%	116%
KG NER	75%	75%	91%	84%	83%	77%	80%	75%	73%	75%
Prim GER	105%	104%	107%	103%	110%	106%	111%	104%	111%	103%
Prim NER	84%	84%	89%	85%	91%	87%	92%	86%	91%	84%
JHS GER	82%	80%	82%	80%	85%	84%	88%	84%	87%	82%
JHS NER	48%	46%	49%	48%	49%	48%	50%	48%	50%	47%
SHS GER	37	38%	44	44%	46	46%	50	48%	50	48%
SHS NER	24	24%	22	22%	23	23%	25	24%	27	26%

There is currently a higher out-of-school population than initially estimated, which means that activities or programmes to tackle OOSC will require more effort and have a higher cost then initially anticipated. In addition, it reveals a higher proportion of children who are over-age for their phase of schooling.

Using the revised population projections would no longer under-budget the education sector for particular age groups in specific school levels. For example, based on the GSS population projections the total number of primary school-age children would be under counted until 2022 and an education costing based on these figures would therefore under-budget the real need.

The improvements in attainment of JHS and the roll-out of free SHS will also be based on more accurate numbers as the sudden increase in the population projection affects these age groups most profoundly between 2022 and 2026. Prior to this, the planning may be based on an undercount of the respective population sizes.

Annex C   Mapping strategies in NMTDF 2018–2021 to sub-policy objectives of the ESP

Sub-policy objective in ESP 2018–2030	Strategies in ESP 2018–2030	Matched strategies in NMTDPF 2018–2021
EM 3.3: Improved equity in financial management and resource allocation through use of evidence and data	EM 3.3.3. Encourage national, regional, district, and institutional units to mobilise funds domestically to support basic education	1.1.1: Redefine basic education to include secondary education
BE 2.4: Improved quality and relevance of inclusive basic education curriculum	BE 2.4.1: Develop and implement a comprehensive standards-based basic school curriculum to improve learning achievement in basic (foundational) skills areas, the 4Rs (Reading, wRiting, aRithmetic and cReativity)	1.1.2: Reform curriculum with emphasis on competencies in reading, writing, arithmetic, and creativity at the primary level, and introduce history of Ghana, French, and optional Arabic language at the pre-tertiary level
SE 2.3: Improved quality and relevance of SHS curriculum and enhanced delivery of curriculum	SE 2.3.1: Improve quality and relevance of SHS curriculum	
BE 2.2: Improve learning assessment to support learning achievement of basic school pupils	BE 2.2.2: Promote the development of assessment systems for tracking both pupils' and schools' performance on a periodic basis	1.1.3: Develop standards and national assessment test for foundational literacy and numeracy competencies at primary level
SE 1.1: Policy to ensure public SHS is free for all Ghanaian children is implemented	SE 1.1.1: Renovate, expand, and appropriately equip SHS to accommodate increasing demand, starting with the three northern regions	1.1.4: Continue implementation of free SHS and TVET for all Ghanaian children
	SE 1.1.2: Implement a promotion strategy to encourage students to attend free public SHS and select appropriate SHS	
TVET 1.1: Expanded and upgraded teaching, learning, and training infrastructure to increase access	TVET 1.1.1: Establish new TVET centres and upgrade existing facilities	
SE 1.2: Improved access for disadvantaged groups	SE 1.2.2: Remove all barriers to SHS education for children with SEN/disabled students	1.1.5: Ensure IE for all boys and girls with SEN
TVET 1.2: Increased enrolment of all categories of learners,	TVET 1.2.2: Increase enrolment of females and learners with SEN and disabilities	

including females, PWDs, and disadvantaged groups		
NFE 1.3: Increased enrolment of disadvantaged groups within non-formal education	NFE 1.3.1: Increase enrolment of learners with SEN or disabilities and vulnerable populations	
ISE 1.4: Increased enrolment of vulnerable populations and learners with SEN from excluded groups	ISE 1.4.1: Ensure Social Intervention Programmes reach schools/children with SEN	
BE 2.6: Improved STEM learning achievement, quality, and relevance of teaching and learning at the basic school level	BE 2.6.1: Provide relevant opportunities for ICT and skills development with well-supplied ICT and science facilities	1.1.6: Popularise and demystify the teaching and learning of STEM and ICT education in basic and secondary education
	BE 2.6.2: Promote science and technical education in basic schools, particularly for girls	
	BE 2.6.3: Ensure the availability of qualified science and maths teachers in JHS	
SE 2.2: Improved learning outcomes in STEM subjects, and improved overall learning outcomes for girls	SE 2.2.1: Invest in STEM materials and facilities to ensure SHS graduates are adequately prepared for tertiary institutions and the world of work	
TVET 2.2: Improved relevance of the TVET curriculum to labour market demands and emerging economic sectors	TVET 2.2.3: Strengthen STEM-based programmes, the learning of entrepreneurial skills, and CBT methodology in TVET provision to enhance employability	
EM 3.7: Improved mainstreaming of ICT use in education at all levels	EM 3.7.2: Improve ICT infrastructure in educational institutions	
	EM 3.7.3: Strengthen CENDLOS	
TE 2.2: Strengthened STEM education at the tertiary level	TE 2.2.1: Provide adequate quality resources for STEM education in tertiary institutions	1.1.7: Accelerate the implementation of policy on 60:40 admission ratio of science to humanities students at the tertiary level
	TE 2.2.3: Strengthen Technical Universities as apex TVET institutions	
BE 2.4: Improved quality and relevance of inclusive basic education curriculum	BE 2.4.3: Revise implementation of the national language of instruction policy	1.1.8: Facilitate implementation of language policy
EM 3.1: Improved mechanisms for efficient teacher management	EM 3.1.3: Strengthen teacher recruitment, deployment, and management policy	

NFE 2.2: Relevance of the content and delivery of non-formal literacy programmes strengthened	NFE 2.2.1: Ensure curriculum is up-to-date to address NFE needs and appropriate pedagogy is used	1.1.9: Review policies to meet emerging demands in education, especially at the tertiary level
TVET 2.2: Improved relevance of the TVET curriculum to labour market demands and emerging economic sectors	TVET 2.2.1: Develop and deliver curriculum based on identified skills gaps and occupational standards developed jointly with Sector Skills Councils	
	TVET 2.2.2: Incorporate green technologies into TVET and prepare learners for green jobs	
TE 2.2: Strengthened STEM and TVET education at the tertiary level	TE 2.2.2: Forge links with industry to enhance teaching and learning	
TE 2.4: Strengthened quality of teacher education	TE 2.4.3: Convert COEs to university COEs and transform the diploma into a four-year degree programme derived from the National Teachers Standards and curriculum framework	
BE 1.1: Increased enrolment in basic schools, particularly in disadvantaged communities	BE 1.1.2: Improve quality of supply of infrastructure in public KG, primary, and JHS to stimulate increased demand, particularly in disadvantaged districts, and to respond to changes in population and the distribution of school demand	1.1.10: Expand infrastructure and facilities at all levels
SE 1.1: Policy to ensure public SHS is free for all Ghanaian children is implemented	SE 1.1.1: Renovate, expand, and appropriately equip SHS to accommodate increasing demand, starting with the three northern regions	
TVET 1.1: Expanded and upgraded teaching, learning, and training infrastructure to increase access	TVET 1.1.1: Establish new TVET centres and upgrade existing facilities	
NFE 1.1: Adequate provision made for adult literacy programme	NFE 1.1.1: Strengthen existing NFE literacy programme with targeted interventions in the three northern regions	
	NFE 1.1.2: Develop additional NFE literacy programmes to include more learners in targeted areas (northern regions) with low literacy	

ISE 1.1: Expanded/transformed school infrastructure to encourage enrolment of learners with SEN	ISE 1.1.1: Ensure that physical infrastructure designs of existing educational institutions/schools are modified to enhance opportunities for learners with SEN	
TE 1.1: Increased numbers of admission places available to meet all needs	TE 1.1.1: Expand and provide disability-friendly infrastructure in public tertiary institutions, and establish new institutions, with sufficient differentiation and diversification	
BE 2.4: Improved quality and relevance of inclusive basic education curriculum	BE 2.4.1: Develop and implement a comprehensive standards-based basic school curriculum to improve learning achievement in basic (foundational) skills areas, the 4Rs (Reading, wRiting, aRithmetic and cReativity)	1.1.11: Re-structure content of educational system to emphasise character building, value nurturing, patriotism, and critical thinking
SE 2.3: Improved quality and relevance of SHS curriculum and enhanced delivery of curriculum	SE 2.3.1: Improve quality and relevance of SHS curriculum	
TVET 3.1: A strong legal, governance, and regulatory framework for greater coherence and accountability of the TVET system to effectively respond to national socioeconomic development goals established	TVET 3.1.1: Establish new TVET governance structure and regulatory framework that is embedded within national development plans	1.2.1: Realign and revamp existing public TVIs for effective coordination and standardisation
EM 3.4: Strengthened sector-wide approach to coordinate NGOs', CSOs', and donor partners' support to ensure smooth implementation of the ESP	EM 3.4.1: Improve coordination and accountability for donor and CSO/NGO support of ESP	1.2.2: Build effective partnership with religious bodies, civic organisations and private sector in delivery of quality education
EM 3.6: Strengthened education service delivery through collaboration with non-state actors	EM 3.6.1: Develop and strengthen engagement of non-state actors in the provision and management of education at local and school levels	
EM 3.5: Strengthened accountability and operation structures of MOE agencies and smooth implementation of decentralisation	EM 3.5.3: Implement the education decentralisation policy	1.2.3: Fully decentralise the management of education service delivery
EM 3.1: Improved mechanisms for efficient teacher management	EM 3.1.2: Implement the PTPDM policy, with its associated INSET and career progression	1.2.4: Implement accelerated programme for teacher development and professionalisation
EM 3.2: Improved capacity to use evidence to inform plans of MOE	EM 3.2.2: Develop mechanisms for strengthening coordination among agencies and units of the MOE	1.2.5: Implement reforms and strengthen the regulatory agencies

and its agencies, institutions, and MMDAs		that operate under the education sector
EM 3.5: Strengthened accountability and operation structures of MOE agencies and smooth implementation of decentralisation	EM 3.5.1: Review the operating acts of the various regulatory bodies and resource them in order to strengthen them to fulfil their mandates	
SE 1.1: Policy to ensure public SHS is free for all Ghanaian children is implemented	SE 1.1.1: Renovate, expand, and appropriately equip SHS to accommodate increasing demand, starting with the three northern regions	1.2.6: Establish well-resourced and functional senior high institutions in all districts
SE 1.2: Improved access for disadvantaged groups	SE 1.2.1: Ensure the provision of gender-friendly environment, guidance, and counselling where there are large disparities in gender parity	
	SE 1.2.2: Remove all barriers to SHS education for students with SEN/disabled students	
	SE 1.2.3: Encourage access for those from low-income backgrounds and deprived districts	
All sub-policy objectives for each strategic goal under Policy Objective 2: Improved quality of teaching and learning and STEM at all levels	All strategies under Policy Objective 2: Improved quality of teaching and learning and STEM at all levels	1.2.7: Enhance quality of teaching and learning
BE 2.1: Increased use of quality TLMs in basic education	BE 2.1.1: Ensure that end-user schools, teachers, and pupils have access to relevant, age-appropriate and adequate TLMs	1.2.8: Ensure adequate supply of TLMs
	BE 2.1.2: Develop comprehensive policy frameworks for the development and distribution of TLMs and library facilities	
SE 2.1: Increased use of quality TLMs and equipment in SHS	SE 2.1.1: Invest in TLMs and equipment in SHS	
TVET 1.1 Expanded and upgraded teaching, learning, and training infrastructure to increase access	TVET 1.1.1: Establish new TVET centres and upgrade existing facilities	
NFE 2.1: Increased use of quality TLMs in NFE programmes	NFE 2.1.1: Ensure provision of TLMs in NFE programmes	

ISE 2.2: Relevant TLMs for learners with SEN provided	ISE 2.2.1: Ensure learners with SEN are provided with specialised TLMs to support their needs	
TE 2.1: Improved quality of teaching and learning resources	TE 2.1.1: Upgrade and expand teaching and learning facilities in public tertiary institutions, including ICT	
NFE 3.2: Sustained and adequate funding for NFE operations	NFE 3.2.1: Identify budget needs for NFE and explore additional sources of funding from the private sector and public–private partnerships	1.3.1: Explore alternative sources for NFE
BE 2.4: Improved quality and relevance of inclusive basic education curriculum	BE 2.4.1: Develop and implement a comprehensive standards-based basic school curriculum to improve learning achievement in basic (foundational) skills areas, the 4Rs (Reading, wRiting, aRithmetic and cReativity)	1.3.2: Provide life-skills training and management for managing personal hygiene, fire safety, environment, sanitation, and climate change
SE 2.3: Improved quality and relevance of SHS curriculum and enhanced delivery of curriculum	SE 2.3.1: Improve quality and relevance of SHS curriculum	
BE 3.3: Improved planning, monitoring, evaluation, and reporting systems	BE 3.3.3: Coordinate and promote evidence, evaluation, and research to strengthen policymaking	1.3.3: Improve the learning of research and innovation development
SE 3.2: Improved research, monitoring, evaluation and reporting systems	SE 3.2.1: Strengthen research, monitoring, and evaluation systems	
EM 3.2: Improved capacity to use evidence to inform plans of MOE and its agencies, institutions, and MMDAs	EM 3.2.1: Institute a mechanism for identifying, and coordinating policy-oriented research at the MOE	
SE 2.2: Improved learning outcomes in STEM subjects, and improved overall learning outcomes for girls	SE 2.2.1: Invest in STEM materials and facilities to ensure SHS graduates are adequately prepared for tertiary institutions and the world of work	1.3.4: Ensure the implementation of the national policy on 60:40 admission ratio in favour of STEM
TE 2.2: Strengthened STEM education at the tertiary level	TE 2.2.1: Provide adequate quality resources for STEM education in tertiary institutions	
	TE 2.2.3: Strengthen Technical Universities as apex TVET institutions	
EM 3.7: Improved mainstreaming of ICT use in education at all levels	EM 3.7.1: Strengthen education ICT policy to make it more comprehensive	

	EM 3.7.2: Improve ICT infrastructure in educational institutions	
	EM 3.7.3: Strengthen CENDLOS	
BE 3.3: Improved planning, monitoring, evaluation, and reporting systems	BE 3.3.1: Strengthen M&E units and processes throughout the basic education level, including MOE (PBME and SRIM), GES, and decentralised systems to improve the EMIS system	1.3.5: Establish M&E systems in planning management units
SE 3.2: Improved research, monitoring, evaluation, and reporting systems	SE 3.2.1: Strengthen research, monitoring, and evaluation systems	
TVET 3.1: A strong legal, governance, and regulatory framework for greater coherence and accountability of the TVET system to effectively respond to national socioeconomic development goals established	TVET 3.1.3: Strengthen TVET research and TVET MIS and integrate with EMIS database	
NFE 3.3: Accountability of NFE systems strengthened	NFE 3.3.1: Improve monitoring, evaluation, and reporting of NFE initiatives	
ISE 3.1: Research, monitoring, and evaluation systems strengthened	ISE 3.1.1: Review and realign EMIS to reflect IE issues	
TE 3.4: Improved data collection and management	TE 3.4.1: Strengthen data collection and analysis systems, and strengthen M&E systems	
TE 1.1: Increased numbers of admission places available to meet all needs	TE 1.1.1: Expand and provide disability-friendly infrastructure in public tertiary institutions, and establish new institutions, with sufficient differentiation and diversification	1.3.6: Ensure the implementation of policy of differentiation and diversification
TE 2.3: Improved research and postgraduate training	TE 2.3.1: Determine national priority research areas and provide adequate and sustained funding for research infrastructure, human resources for research, and research activities	1.3.7: Set up a national research fund