

2.3 The Strategic Framework

The strategic framework is presented in the four areas of focus, each defined by its policy goals (numbered according to their order of appearance in the ESPRR). The policy goals are then expressed in terms of core policy objectives, tabulated to show indicative targets, possible strategies and priority ratings. The strategies reflect reform measures proposed for various sub-sectors of education (sometimes all sub-sectors) depending on their applicability to educational development at particular levels of the system.

2.3.1 Area of Focus 1 - Equitable Access to Education (EA)

Equitable Access to Education (EA)

Provide a foundation for increased equitable access to universal basic education, by increasing opportunities for out-of-school, hard-to-reach children and adults and by providing more opportunities at secondary and tertiary levels. Absorb an increasing number of school leavers from basic education within expanded and more diverse secondary and tertiary systems.

Promote and extend pre-school education (Policy Goal 8)

Policy Objectives	Indicative Target	Strategies	Start by
EA1 Provide pre-school education in collaboration with District Assemblies, the Private Sector, CBOs, NGOs and FBOs	<ul style="list-style-type: none"> • 70% of public primary schools with 2 KG classrooms attached by 2015 • GER at pre-school level of 86% by 2015 	<ol style="list-style-type: none"> 1. Conduct school mapping to determine extent of KG classes 2. Prepare guidelines on establishment of Kindergarten classes – including infrastructure and staffing requirements (and fees where appropriate i.e. private sector) 3. Distribute guidelines to public primary schools and District Assemblies with advice, to include at an appropriate point within the SPIP (School Performance Improvement Plan) 4. Distribute guidelines to private sector, appropriate CBOs, NGOs, FBOs 5. Conduct 'readiness-To-Build' survey 6. Conduct costs survey - assessing the cost of both public and private provision of pre-school 7. Begin KG classes construction on 'readiness' and necessity basis at the rate of at least three (3) pre-schools per year per district 	<ol style="list-style-type: none"> 1. 2003 2. 2003 3. 2004 4. 2004 5. 2004 6. 2004 7. 2004
EA2 Provide fee-free tuition in pre-schools	<ul style="list-style-type: none"> • Fee free tuition defined and circulated by December 2003 • National Policy on pre-school formulated and published 	<ol style="list-style-type: none"> 1. Publish national policy on pre-school education 2. Draft Guidelines on fee-free tuition in public pre-schools 3. Circulate guidelines on fee free tuition to schools, communities and District Assemblies 	<ol style="list-style-type: none"> 1. 2003 2. 2003 3. 2003

<p>EA3 Provide for the preparation (training) and upgrading of pre-school teachers and caregivers</p>	<ul style="list-style-type: none"> Curriculum for pre-service teacher training in pre-school education developed Teacher training programmes to include training in pre-school education by September 2005 INSET courses to train existing teachers in pre-school instruction beginning 2005 43% Increase in enrolments in TTCs by 2015 	<ol style="list-style-type: none"> Determine curriculum for pre-service training of teachers/caregivers Publish and circulate curriculum Train TOTs to use the new curriculum Develop INSET course Train INSET instructors Prepare and publish IEC materials to promote teaching as a career Recruit and deploy teachers 	<ol style="list-style-type: none"> 2004 2005 2005 2005 2005 2003 annually
---	---	---	--

Increase Access to and Participation in Education and Training (Policy Goal 1)

Policy Objectives	Indicative Target	Strategies	Start by
<p>EA4 Provide and ensure access to free basic education</p>	<ul style="list-style-type: none"> GER in primary schools to rise from 79% in 2002 to 100% by 2010 100% completion rate by 2015 at Primary level GER in JSS schools to rise from 62% in 2002 to 75% by 2010 and 90% by 2015 Average national PTR in primary schools to increase from 33:1 currently, to 35:1 by 2010 and at least maintained thereafter Average national PTR in junior secondary schools to increase from 18:1 currently, to 22:1 by 2010 and 25:1 by 2015 Universal Primary Completion by 2015 	<ol style="list-style-type: none"> Conduct school mapping of Primary and JSS schools Write policy guidelines as to what constitutes fee-free and cost-sharing (i.e. enforcing the abolition of fees and levies and the introduction of capitation grants for basic education, and ways to implement cost sharing at the post-basic level) Circulate to all deliverers within the education system. Circulate guidelines to the districts, regions and other stakeholders Monitor schools to ensure adherence to guidelines on fees/costs. Determine physical infrastructure needs for basic schools Determine teacher needs for basic schools according to establishment norms Prepare and implement a 3-year rolling plan to develop physical infrastructure in basic schools Prepare and implement a 3-year rolling plan to develop teacher deployment according to needs in basic schools 	<ol style="list-style-type: none"> 2003 2003 2003 2003 2003 2003 2003 2003 2003
<p>EA5 Provide compulsory universal basic education (FCUBE)</p>	<ul style="list-style-type: none"> Universal Primary Completion by 2015 All children receive 6 years (or equivalent) of fee-free primary education All students receive 3 years (or equivalent) of fee-free junior secondary education 	<ol style="list-style-type: none"> Define free compulsory universal basic education (FCUBE) Finalise Draft Education Bill Design, publish and circulate IEC materials to sensitise communities as to the importance of compulsory basic education for all 	<ol style="list-style-type: none"> 2003 2003 2003

<p>EA6 Provide infrastructure and encourage the Private Sector, CBOs, NGOs, FBOs, IGOs and Development Partners to participate</p>	<ul style="list-style-type: none"> • 35% increase in primary infrastructure by 2015 • 22% increase in JSS infrastructure by 2015 • Commensurate increase in CBO/NGO/FBO/IGO provision over the same target periods • 20% of those primary and JSS schools that are identified as deprived, rehabilitated each year 	<ol style="list-style-type: none"> 1. Conduct school mapping of Primary and JSS schools 2. Determine physical infrastructure needs for basic schools 3. Determine rehabilitation needs annually 4. Prepare and implement a 3-year rolling plan to develop physical infrastructure in basic schools 5. Develop and circulate IEC plan to encourage community involvement 	<ol style="list-style-type: none"> 1. 2003 2. 2003 3. annually 4. 2003 5. 2003
<p>EA7 Provide equitable educational opportunities</p>	<ul style="list-style-type: none"> • 50% female enrolment in Primary schools by 2005 • Retention rates of females and males on a par by 2010 • Full enrolment of hard-to-reach and out of school children by 2015 • Integrate all children with non-severe SENs in mainstream schools by 2015 	<ol style="list-style-type: none"> 1. Conduct IEC programmes to raise awareness of the importance of girls education 2. Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances 3. Support hard-to-reach children and complementary/alternative education programmes 4. Provide specialised training in multi-grade teaching for rural areas and reward teachers accordingly 5. Provide training for-all teachers in SENs 6. Design and implement programmes for the integration of complementary schools with formal schools 7. Redesign school infrastructure to facilitate the accommodation of pupils/students with special needs 	<ol style="list-style-type: none"> 1. 2003 2. 2003 3. 2003 4. 2004 5. 2004 6. 2003 7. 2004
<p>EA8 Provide conditions for universal functional literacy</p>	<ul style="list-style-type: none"> • Agreed national functional literacy test validated and in use by 2006 • 5% sample of adult population tested by December 2008 to determine rate of literacy • Identified and targeted literacy programmes in place and operational by 2008. • Literacy rate improved by 3% points per year from 2008 to 2015 	<ol style="list-style-type: none"> 1. Design national functional literacy test 2. Conduct national functional literacy test 3. Design and implement functional literacy programmes in 15 Ghanaian languages. 4. Evaluate the functional literacy programmes implemented 5. Provide incentive package for volunteer facilitators 6. Provide material support to learners with special needs 7. Review curriculum to make it relevant to the needs of the learners 8. Conduct training in micro-credit scheme for learners 9. Establish community reading centres 10. Provide solar panels to communities 11. Publish community rural newspaper 	<ol style="list-style-type: none"> 1. 2004 2. 2005 3. 2005 4. 2003 5. 2003 6. 2005 7. 2003 8. 2005 9. 2005 10. 2005 11. 2005

EA9 Prioritise the disadvantaged in society	<ul style="list-style-type: none"> • Support systems in place for children with SENs by 2015 • Increase attendance of those with SENS in schools to 50% in 2008, 80% in 2012 and 100% by 2015 • IEC programme for disadvantaged in place by 2005 • An inclusive education system achieved by 2015, including boys and girls with non-severe SENS integrated into mainstream schools 	<ol style="list-style-type: none"> 1. Evaluate, and build upon, programmes for the disadvantaged that are already in operation, including complementary and alternative education programmes 2. Reach and integrate excluded children (out-of-school, hard-to-reach, truants) intra-cycle dropouts and adolescent mothers within the formal system where possible 3. Organise screening and identification of children with special needs 4. Institute scholarship schemes for needy pupils, including district sponsorship of girl pupils/students 5. Establish special education assessment centres in all districts 6. Organise sensitisation workshop for parents and children with special needs 7. Incorporate training in SENS into all TTC courses (also see EA7, strategy 5) 8. Provide material support to those children orphaned as a result of HIV/AIDS, in order that they can complete their education. 	<ol style="list-style-type: none"> 1. 20 04 2. 20 03 3. 20 05 4. 20 03 5. 20 04 6. 20 05 7. 20 04 8. 20 04
EA10 Expand and improve post-basic education	<ul style="list-style-type: none"> • Rehabilitate 10% of existing SSS by 2015 • At least 75% of the districts to have a Model SSS by 2015 • Establish 10 additional TVIs by 2015 • 50% enrolment growth in TVIs nationally by 2015 • Teacher Education subsumed within tertiary level by 2010 • Facilities in one polytechnic upgraded every 3 years • Facilities in one university upgraded by 2009, thereafter 1 every 3 years • 50% improvement in numbers of qualified staff in post-basic institutions by 2015 • Tertiary education available for at least 15% of the post-secondary cohort by 2015 • Open University access by 2015 • At least 70% intake for all eligible pupils/students for second cycle education (SSS/TVI) by 2015 	<ol style="list-style-type: none"> 1. Conduct institutional mapping for post-basic levels by December 2004 2. Use mapping and other needs-assessments (including manpower needs) to determine needs at post-basic level 3. Construct and upgrade secondary schools to model school standards at a rate of at least 4 per annum, on a need and readiness basis. 4. Assess the cost and application of distance and on-line approaches to education (including an Open University) for those outside the physical reach of tertiary institutions and the establishment of other post-secondary institutions offering national and international curricula and diplomas with an emphasis on improving teachers qualifications 5. Convert and upgrade TTCs into tertiary institutions 6. Establish one fully developed polytechnic in every region 7. Establish 10 additional TVIs on a necessity basis 8. Conduct enrolment drive for TVET 	<ol style="list-style-type: none"> 1. 2004 2. 2005 3. 2003 4. 2004 5. 2005 6. 2004 7. 2004 8. 2004
EA11 Promote Distance Education	<ul style="list-style-type: none"> • Brochures and courses for Distance Education and Open University available at all levels by 2012 • Distance Education enrolments increased by 2% per annum over the plan period 	<ol style="list-style-type: none"> 1. Develop a national policy on Distance Education 2. Establish distance education centres 3. Design and write distance education materials 4. Design, write and publish brochures on distance education courses 5. Conduct enrolment drive for distance education 6. Recruit and train administrative personnel, and qualified and experienced lecturers 7. Proc ure appropriate equipment for teaching and learning 	<ol style="list-style-type: none"> 1. 20 03 2. 20 03 3. 20 03 4. 20 03 5. 20 04 6. 20 03 7. 20 03

Provide girls with equal opportunities to access the full cycle of education (Policy Goal 10)

Policy Objectives	Indicative Target	Strategies	Start by
EA12 Promote gender equity in enrolment and retention	<ul style="list-style-type: none"> 50% female enrolment in Primary schools by 2005 Retention rates of females and males on a par by 2010 	<ol style="list-style-type: none"> Conduct IEC programmes to raise awareness of the importance of girls' education Enforce policies on non-repetition in all cases, except prolonged illness and other exceptional circumstances Institute and ensure proper functioning of scholarship/district sponsorship programmes for girls Encourage the establishment of girls' clubs and promote the use of role models, both within schools and communities 	<ol style="list-style-type: none"> 20 03 2003 2003 2003
EA13 Prioritise female education at all levels, including technical and vocational education	<ul style="list-style-type: none"> Enrolments and completion rates of boys and girls at parity at all levels by 2015 Gender parity in primary schools by 2005 and Junior Secondary Schools by 2008 Gender-appropriate technical and vocational courses introduced in schools by 2005 	<ol style="list-style-type: none"> Eliminate gender stereotyping in teacher preparation and in teaching materials Modernise technical courses, making them relevant and gender-free Support access programmes for females at all levels, particularly at the basic level and entry into TTCs Design and implement IEC and sensitisation programmes to raise communities' awareness of the value of formal education for girls, particularly at the basic level Design and implement a quota system to enable girls from rural areas to enter SSS Provide suitable school facilities for females (students and teachers) at all levels Increase female enrolments at tertiary levels 	<ol style="list-style-type: none"> 2003 2005 2003 2003 2004 2004 2003
EA14 Promote the recruitment and deployment of female teachers	<ul style="list-style-type: none"> IEC in place for teacher recruitment, especially females by 2004 Provide motivational package to teachers in hardship areas by 2004 	<ol style="list-style-type: none"> Implement district sponsorship programme for teacher trainees in all districts Support teacher deployment in deprived areas, particularly females Provide 'deprived area incentive package' (e.g. teacher accommodation, transport and services) Support volunteer teacher programmes in rural areas, with an emphasis on local recruitment (especially of females) 	<ol style="list-style-type: none"> ongoing 2003 2004 2003
EA15 Strengthen the Girls Education Unit including Region/District Girls Education Teams	<ul style="list-style-type: none"> GEU Work Programme in place and being implemented at all levels – central, regional, district. Annual review of GEU by HRMD Annual National Girls Education reports including relevant indicators completed/published Highly trained and motivated GEU staff in place at all levels Girl friendly guidance and counselling system in place and procedures implemented 	<ol style="list-style-type: none"> Maintain and update statistical database of relevant indicators and establish an ongoing monitoring and reporting system Provide ongoing training to all GEU staff on community mobilisation, guidance and counselling, planning and implementation and other relevant activities to enhance performance of the GEU Coordinate GEU and Guidance and Counselling (G&C) to establish procedures and systems related to girls education – e.g. to sanction sexual harassment or bullying of female pupils/students by male peers 	<ol style="list-style-type: none"> ongoing ongoing 2004

2.3.2 Area of Focus 2 - Quality of Education (QE)

Quality of Education (QE)

Make the various resources available to the system (including teachers, teaching practices, learning conditions and facilities) more effective and more equitable and target educational outputs for improvement.

Improve Quality of Teaching and Learning for Enhanced Pupil/Student Achievement (Policy Goal 2)

Policy Objectives	Indicative Target	Strategies	Start by
<p>QE1 Increase provision of and accessibility to textbooks and other teaching/ learning materials</p>	<ul style="list-style-type: none"> • Primary pupil textbook ratio to be 1:1 for all subjects by 2005 • JSS Pupil textbook) to be 1:1 by 2004 whilst for all subjects by 2005 • 10 or more computers per Senior Secondary School (25% of schools by 2005, 50% by 2008, 75% by 2012, 100% by 2015) • All teachers have access to teaching support materials by 2008 • 1 resource/computer room per Senior Secondary School (25% of schools by 2005, 50% by 2008, 75% by 2012, 100% by 2015) • 50 Teacher Resource Centres established by 2015 	<ol style="list-style-type: none"> 1. Conduct needs and readiness assessment surveys 2. Ensure access to textbooks in core subjects for all students at all pre-tertiary levels 3. Procure and distribute textbooks 4. Provide teaching and learning aids to all schools/teachers 5. Review and publish list of essential teaching support materials for pre-tertiary levels 6. Procure and supply computers and accessories to Senior Secondary Schools, based on needs with preference given to deprived areas 7. Review guidelines on the use and maintenance of textbooks, equipment and teaching materials in schools at pre-tertiary levels 8. Establish additional Teacher Resource Centres in 50 districts with preference given to the newly created districts 	<p>1. 20 03 2. 20 03 3. 20 03 4. 20 03 5. 20 03 6. 20 04 7. 20 03 8. 20 04</p>
<p>QE2 Provide school and public library facilities and encourage community/ private libraries</p>	<ul style="list-style-type: none"> • All schools with libraries/resource rooms by 2015 • All libraries/resource rooms (schools and public) with minimum stock, storage and retrieval systems - including computers) by 2015 • IEC system for libraries/resource rooms in place by 2012 	<ol style="list-style-type: none"> 1. Conduct needs and readiness assessment surveys 2. Construct and rehabilitate 10 regional libraries 3. Provide all schools with a library/resource room 4. Design and publish IEC materials for libraries 5. Develop programme involving DAs, communities and the Private Sector, for the provision of libraries at the community level. 	<p>1. 20 03 2. 20 03 3. 20 04 4. 20 03 5. 20 04</p>

<p>QE3 Improve the effectiveness of teacher preparation, upgrading and deployment at all levels, with emphasis on the recruitment and deployment of females</p>	<ul style="list-style-type: none"> • Reduce % of untrained teachers from 21.2% at the primary level and 12.8% at JSS to not more than 5% in 2015 across the basic level. • Reduce % of untrained teachers at SSS level from • IEC in place for teacher recruitment, especially females by 2004 • Provide motivational package to teachers in hardship areas by 2004 	<ol style="list-style-type: none"> 1. Implement district sponsorship programme for teacher trainees in all districts 2. Support teacher deployment in deprived areas, particularly females 3. Provide 'deprived area incentive package' (e.g. teacher accommodation, transport and services) 4. Support volunteer teacher programmes in rural areas, with an emphasis on local recruitment (especially of females) 5. Review policy on study leave (with a view to reducing the number of teachers taking study leave annually, reducing the financial burden of the study leave system, and placing a greater emphasis on distance education as a means of professional development) 6. Strengthen supervision and inspection systems. 7. Design and publish IEC materials 8. Review conditions of service for tertiary staff 9. Rehabilitation of Ghana Education Staff Development Institute 10. Introduce a teacher rotation/redeployment system to supply remote rural areas with qualified teachers 	<ol style="list-style-type: none"> 1. ongoing 2. 2003 3. 2004 4. 2003 5. 2003 6. 2004 7. 2003 8. 2003 9. 2003 10. 2004
<p>QE4 Develop a motivated teaching cadre for all levels with support from the Private sector, CBOs, NGOs, FBOs and Development Partners</p>	<ul style="list-style-type: none"> • Career path, criteria for promotion, annual review of performance, conditions of service for teachers at all levels drafted/revised and published by early 2004, implemented by 2005 	<ol style="list-style-type: none"> 1. Define and institutionalise a multi-level career path with a clearly defined promotion policy based on equity and merit with appropriate incentives and rewards to those who remain in service 2. Review policies and procedures for promotion, discipline and staff development 	<ol style="list-style-type: none"> 1. 20 03 2. 20 03
<p>QE5 Improve the relevance of the curriculum at pre-tertiary levels</p>	<ul style="list-style-type: none"> • National curriculum at basic level published and circulated to all schools by end of 2003 • Complete revision of SSS curriculum and publish by 2004 • Basic level teachers trained in the new curriculum by 2004 • SSS level teachers trained in the new curricula by 2006 • New curriculum examined from 2004 onwards for BECE and 2005 onwards for SSSCE • Next revision of basic curriculum to be in 2006 	<ol style="list-style-type: none"> 1. Review national curricula at all levels in collaboration with key stakeholders to ensure relevance to national needs and conditions and remove bias (related to gender or special needs for example) 2. Print and distribute new syllabi to school 3. Develop/up-grade teacher training programmes (INSET and PRESET) to train teachers in the new curricula 4. Conduct examinations based upon new curricula 5. Institutionalise remedial programmes as a core part of the basic education sub-sector 6. Ensure textbooks are revised and developed in line with new curricula 7. Establish Curriculum Oversight Committee within the MoE 8. Redesign academic training at all levels to integrate rigorous entrepreneurial training and career counselling into the academic programme at all levels. 	<ol style="list-style-type: none"> 1. 2003-basic 2004-SSS 2. 2003-basic 2004-SSS 3. 2004 4. 2004 5. 2004 6. 2004 7. 2003 8. 2004

<p>QE6 Develop a reliable pupil/ student/ learners testing and assessment system</p>	<ul style="list-style-type: none"> • MNS test agreed, standardised and validated by December 2004 • First cohort/sample of students (25%) tested for competency on single agreed MNS test by December 2005, sample rising to 30% by 2015 	<ol style="list-style-type: none"> 1. Review current approaches/tests to evaluate learning outcomes at primary and JSS levels by developing learning standards and learning targets with particular emphasis on P1-P3 2. Adopt and agree a single <i>Competency-Based Approach</i> to evaluate learning outcomes at primary and JSS levels by defining and adopting minimum national standards (MNS) for students at agreed stages (P3, P6, JSS2) 3. Provide feedback to inspectors and community on the outcomes of all tests 	<ol style="list-style-type: none"> 1. 2004 2. 2004 3. 2003
<p>QE7 Develop effective Accountability systems</p>	<ul style="list-style-type: none"> • Criteria and roles of supervision and inspection revised and published by end 2003 • Supervisors and inspectors trained and in place by 2004 • Ensure 90% attendance of teachers in basic schools 	<ol style="list-style-type: none"> 1. Review monitoring and inspection systems for management at ministry, agency, regional, district levels and at all school/institutional levels 2. Improve the teacher supervision system to provide support for professional development and enhanced teacher performance 3. Provide material support for supervisors and inspectors 4. Develop and implement a system to effectively monitor and sanction teacher absenteeism and tardiness 	<ol style="list-style-type: none"> 1. 2003 2. 2003 3. 2005 4. 2003
<p>QE8 Review guidelines on language policy (medium of instruction and languages taught) at all pre-tertiary levels of education</p>	<ul style="list-style-type: none"> • Guidelines on language policy published and circulated to all schools by December 2003 • Foreign language (French) programme fully developed and in place at JSS and SSS levels by 2010 • Ghanaian Language policy reviewed in 2008 • Guidelines on revised policy distributed and acted upon by 2009 	<ol style="list-style-type: none"> 1. Develop, publish and circulate to all schools, guidelines on language policy 2. Develop and introduce a comprehensive Foreign/Second Language (French) programme at JSS and SSS levels 3. Support the development and production of textbooks in English, Ghanaian Languages and French and other teaching /learning materials 4. Expand and promote the study of French in teacher training colleges 5. Conduct comprehensive review of Language policy in 2008 	<ol style="list-style-type: none"> 1. 2003 2. 2004 3. 2004 4. 2004 5. 2008
<p>QE9 Ensure literacy and numeracy in English and a Ghanaian Language</p>	<ul style="list-style-type: none"> • Minimum National Standards in literacy and numeracy in English and Ghanaian Languages set for Primary, JSS and SSS by 2005 • Literacy and numeracy in a Ghanaian language by 30% of Primary 3 pupils by 2007 • Literacy and numeracy in Ghanaian Language by 50% of Primary 6 pupils by 2010 • Literacy and numeracy in English by 30% of Primary 3 pupils by 2007 • Literacy and numeracy in English by 50% of Primary 6 pupils by 2010 	<ol style="list-style-type: none"> 1. Provide INSET courses for language teachers in P1 to P6 on a regular basis 2. Provide at least one specialist language teacher to serve a cluster of primary schools Support the development and production of textbooks and other teaching /learning materials in English and Ghanaian Languages 3. Distribute the recommended textbooks and teaching guides for the Ghanaian Languages 4. Revise Ghanaian languages syllabus at TTC to focus on the teaching of literacy and numeracy 5. Develop and implement a more effective methodology for the use of the English Language as a medium for teaching and learning 6. Revise timetable to increase time allocation for the teaching of literacy and numeracy in English and Ghanaian Languages 7. Develop minimum national standards to monitor learning achievements in English and Ghanaian languages for all levels of pre-tertiary education 8. Organise tests to measure literacy and numeracy standards in P3 and P6 according to MNS set 9. Organise tests to measure literacy and numeracy standards in P3 and P6 according to MNS set 	<ol style="list-style-type: none"> 1. ongoing 2. 2004 3. 2003 4. 2003 5. 2003 6. 2003 7. 2003 8. 2004 9. 2005

Improve the Quality of Academic and Research Programmes (Policy Goal 7)

Policy Objectives	Indicative Targets	Strategies	Start by
QE10 Promote academic programmes and research activities relevant to national development in collaboration with the private sector	<ul style="list-style-type: none"> Competitive tender process for research funding in place by 2005 50% of all research funding from private and non-governmental sectors by 2010 Revised university block grants system in place by 2008 (based on teaching, administration and research criteria including research published in recognised journals and/or in ISBN publications) Academic programmes reviewed by 2005 	<ol style="list-style-type: none"> Establish university exchange programmes for students and staff Review academic programmes to ensure relevance to national development Undertake consultation with the private sector, particularly industry, to identify pertinent areas for research Develop process for accessing research funding Strengthen capacity within universities to conduct relevant research Strengthen the Research unit of SRIMPR division of the MoE Redesign academic training at all levels to integrate rigorous entrepreneurial training and career counselling into the academic programme at all levels. 	<ol style="list-style-type: none"> 2005 2004 2004 2004 2004 2004 2004
QE11 Promote the dissemination of research findings for development	<ul style="list-style-type: none"> Publication of biannual digest of research findings beginning 2004 	<ol style="list-style-type: none"> Write guidelines on the publication and dissemination of research findings Ensure that research findings relevant to national development, and industry, are widely available Promote the use of electronic libraries for the storage and publication of research papers and findings 	<ol style="list-style-type: none"> 2004 2004 2006

Promote Good Health and Environmental Sanitation in Schools and Institutions of Higher Learning (Policy Goal 4)

Policy Objectives	Indicative Target	Strategies	Start by
QE12 Expand and improve School Health, Sanitation and Safety systems	<ul style="list-style-type: none"> Expanded and improved School Health and School Hygiene systems at all levels to 60% coverage by 2008 Guidelines for School Health, Sanitation and Safety published and distributed by end 2003 All schools rehabilitated in terms of safety, sanitation and health by 2015 Provide first aid facilities in all schools by 2015 Potable water available in all schools 	<ol style="list-style-type: none"> Develop and publish guidelines on minimum standards for health, sanitation and safety in institutions at all levels of education Provide adequate safety, sanitation and basic health care facilities and access for children with disabilities, in accordance with guidelines Establish effective guidance and counselling systems for pupil/student welfare at all levels Ensure each pre-tertiary institution has a designated school health officer and that this person is trained in basic first aid Ensure that there is potable water within 500m of all school sites and that there are adequate sanitation facilities on-site (especially for girls and women) at all pre-tertiary institutions 	<ol style="list-style-type: none"> 2003 2004 2003 2004 2003

<p>QE13 Encourage the participation of the Private Sector, CBOs, NGOs, FBOs and Development Partners in the Integrated School Health system</p>	<ul style="list-style-type: none"> • 40% of all health funding from non-governmental sources by 2010 • IEC Health programmes in place by 2005 	<ol style="list-style-type: none"> 1. Establish linkages with Non-Government bodies to work with government on School Health programmes. 2. Collect and publish data on the health and nutritional status of children in basic schools 3. Design and implement IEC Health Programmes to educate and disseminate information in the area of school health. 	<ol style="list-style-type: none"> 1. 2003 2. 2004 3. 2004
---	---	--	---

Identify and Promote programmes that will assist in the prevention of HIV/AIDS (Policy Goal 9)

Policy Objectives	Indicative Target	Strategies	Start by
<p>QE14 Identify and promote STD/HIV/AIDS prevention care and support at all levels of education</p>	<ul style="list-style-type: none"> • HIV/AIDS programmes operational in schools/institutions by 2004 • All new teachers trained in STI/HIV/AIDS basic counselling, prevention, care and support by 2005 • All currently serving teachers trained in STI/HIV/AIDS basic counselling, prevention, care and support by 2006 • IEC programmes for HIV/AIDS in place by 2004 • Programme for pupil/student peer educators in place by 2004 • HIV/AIDS workplace programmes in place by 2004 	<ol style="list-style-type: none"> 1. Introduce HIV/AIDS programmes in teacher training syllabuses and conduct INSET courses for currently serving teachers 2. Establish and develop district based HIV/AIDS committees 3. Develop system to monitor the prevalence of HIV/AIDS amongst staff and pupils 4. Establish HIV/AIDS clubs in schools/institutions at all levels 5. Design and implement IEC programmes to educate, and disseminate information, in the area of HIV/AIDS prevention and management 6. Train pupil/student peer educators 7. Appoint focal person to implement HIV/AIDS programmes within the workplace 8. Train workplace peer educators and focal persons 9. Provide logistical support to HIV/AIDS Secretariat (MoE) 10. Train staff in HIV/AIDS secretariat 11. Organise advocacy workshops to high level management (political leaders and education executives) to increase commitment 12. Develop manual and guidelines for the operation of NGOs working on HIV/AIDS programmes in schools and institutions 13. Review manuals for workplace (officers) on HIV/AIDS 14. Provide guidance and counselling systems in schools which provide support and assistance to pupils experiencing problems such as sexual harassment or bullying, including that of girl pupils by male peers and/or teachers. 15. Provide material support to those children orphaned as a result of HIV/AIDS, in order that they can complete their education. 	<ol style="list-style-type: none"> 1. 20 04 2. 20 03 3. 20 04 4. 20 03 5. 20 03 6. 20 04 7. 20 03 8. 20 04 9. 20 03 10. 2004 11. 2004 12. 2003 13. 2003 14. 2003 15. 2004
<p>QE15 Integrate HIV/AIDS in the curriculum</p>	<ul style="list-style-type: none"> • See QE5 • Every Secondary and Tertiary level institution with a trained counsellor by 2005 • Every JSS with one teacher designated and trained as an HIV/AIDS counsellor by 2005 	<ol style="list-style-type: none"> 1. Develop special HIV/AIDS modules for insertion into all syllabuses where appropriate 2. Introduce HIV/AIDS programmes in teacher training syllabuses 3. Train HIV/AIDS counsellors and care teams to operate in JSS, SSS and tertiary institutions 4. Develop special Sexual and reproductive health modules, to be inserted into the curriculum 	<ol style="list-style-type: none"> 1. 2003 2. 2004 3. 2004

2.3.3 Area of Focus 3 - Educational Management (EM)

Educational Management (EM)

The Ministry, its agencies and schools will make the most efficient use of scarce resources within clearly defined roles that will develop a new culture of service, support and mutual trust.

Strengthen and Improve Educational Planning and Management (Policy Goal 5)

Policy Objectives	Indicative Target	Strategies	Start by
EM1 Identify, clarify and strengthen management roles at all levels of the education system	<ul style="list-style-type: none"> New Education Act passed by 2004 IEC programme for the Education Bill in place 2004 Operational Manuals for officers in central ministry/agencies/regions/districts developed and in place by 2005 All desk officers at all levels have supervised and agreed Work Programmes in place by December 2003 and reviewed annually thereafter HRD and Capacity Building programme designed, in place and operational during the period 2003 - 2008 All schools have a School Performance Improvement Plan (SPIP)(agreed with either SMC/BOG) in place by December 2004 and operational by 2005 Monitoring and evaluation system developed by end 2003 Annual appraisal/review and audit systems at all levels in place by 2004 First Annual Review of Sector Performance to take place in November 2004, and annually thereafter 	<ol style="list-style-type: none"> Complete Draft Education Bill and submit to Cabinet by December 2003 Clarify the roles of the Ministry of Education and the GES Strengthen monitoring mechanisms and accountability measures including performance appraisal and institutional performance reviews for management at ministry, agency, regional, district, school and institutional levels Establish SWAp Management/ Communication system, ensuring quarterly meeting of ESTAC and monthly meetings of EA, QE, EM and ST Thematic Groups Develop public awareness programmes (IEC) on the basic elements of the Education Act to sensitise all stakeholders on their rights and responsibilities in the provision, management and administration of education Identify HRD needs and competencies at all levels of the management system (central and non-central) and provide-targeted training to upgrade the technical competence of selected staff Prepare guidelines for drawing up School Improvement plans and distribute to districts and schools Strengthen pre-school unit of GES to ensure the capacity to implement the expansion Identify 'good practices' for all levels of management Prepare and publish operational manuals, including guidelines for harmonising 'good practice', for use at all levels of educational management Prepare detailed work programmes for desk officers at all levels of management Systematic management training of headteachers Enforcement of all rules and regulations pertaining to the delivery of education 	<ol style="list-style-type: none"> 2003 2003 2003 2003 2004 2003 2003 2003 2003 2004 2003 ongoing ongoing
EM2 Strengthen monitoring and evaluation, and accountability systems across the whole sector	<ul style="list-style-type: none"> Monitoring and evaluation system developed by end 2003 Annual appraisal/review and audit systems at all levels in place by 2004 Head counts for payroll conducted on an annual basis 	<ol style="list-style-type: none"> Strengthen monitoring mechanisms and accountability measures including performance appraisal and institutional performance reviews for management at ministry, agency, regional, district, school and institutional levels Conduct annual headcounts to ensure accuracy in the Ministry of Education payroll (with an emphasis on removing ghost names) Develop and implement a system/process through which the harassment of pupils by teachers can be formally reported and sanctioned 	<ol style="list-style-type: none"> 2003 2003 2003

<p>EM3 Strengthen the Education Management Information System (EMIS) and improve education statistics</p>	<ul style="list-style-type: none"> • EMIS reviewed and strengthened by December 2003 • Education Statistics Abstract published annually from 2004 (containing national-level data, including the ESP indicators) • EMIS systems established in all districts by 2015 	<ol style="list-style-type: none"> 1. Design user friendly EMIS application to accurately capture all indicators in the ESP to enhance monitoring and evaluation systems (including financial information) 2. Identify and monitor the contribution that the private sector makes to education 3. Sensitise officials at district/regional levels on the purposes and value of having an accurate EMIS 4. Statistics Unit of SRIMPR adequately staffed and re-trained/up-graded in both data collection and analysis 5. Establish EMIS systems in all districts 6. Conduct training in use of EMIS at HQ, Regional and District level 7. Computerise the documentation centre of MoE 8. Subscribe to journals and other materials for the centre 9. Conduct, publish and distribute annual education census, including schools in the distribution 	<ol style="list-style-type: none"> 1. 2003 2. 2003 3. 2004 4. 2005 5. 2003 6. 2003 7. 2004 8. 2004 9. annually
<p>EM4 Ensure equity in resource allocation</p>	<ul style="list-style-type: none"> • Every SSS with BOG by 2004 – with members of the local community sitting on the BOG • (Basic) Education for All achieved by 2015 	<ol style="list-style-type: none"> 1. Use mapping and other needs-assessments (including manpower needs) to determine educational needs at all levels 2. Review the 'disadvantaged criteria formula 3. Design resource allocation formula to ensure equity across districts at all levels 4. Inaugurate BOG in every SSS ensuring community participation 	<ol style="list-style-type: none"> 1. 20 03 2. 20 03 3. 20 03 4. 20 03
<p>EM5 Ensure effective decentralisation and community ownership and participation</p>	<ul style="list-style-type: none"> • Every Primary School and JSS has SMC properly constituted by December 2004 • Basic school fees/levies abolished by 2004 • Every Primary School and JSS receives a per capita allocation (directly from the centre) to be accounted for and spent in accordance with its SPIP • Every Second cycle institution has a BOG in place by 2004 	<ol style="list-style-type: none"> 1. Review guidelines as to the establishment and operation of SMCs – with an emphasis on financial resource management - and distribute these to the districts and schools 2. Establish SMCs to cover all basic schools 3. Design and implement a system to monitor and evaluate the operations of SMCs, PTAs, DEOCs 4. Establish BOGs to cover all second cycle institutions 5. Design and implement a system to monitor and evaluate the operation of BOGs in second cycle institutions 6. Investigate the issue of capitation grants for basic schools 7. Enforce the abolition of school fees/levies at basic level 8. Strengthen communities to manage pre-schools 	<ol style="list-style-type: none"> 1. 2003 2. 2003 3. 2003 4. 2003 5. 2003 6. 2003 7. 2004 8. 2005
<p>EM6 Strengthen the involvement of civil society in education management</p>	<ul style="list-style-type: none"> • See EM4 above • ESTAC and EA, QE, EM and ST Thematic Groups operational from mid-2003 • First Annual Review of Sector Performance in November 2004 and annually thereafter 	<ol style="list-style-type: none"> 1. Establish an <i>Education Sector Technical Advisory Committee</i> with representatives from stakeholder communities 2. Establish Thematic Groups for SWAp Management and Implementation 3. Conduct review of ESP progress in November 2003 4. Conduct Annual Review of Sector Performance beginning November 2004 	<ol style="list-style-type: none"> 1. 20 03 2. 20 03 3. 20 03 4. 20 04
<p>EM7 Review the management of schools in partnerships with religious bodies</p>	<ul style="list-style-type: none"> • New Education Act in place by 2004 • Regulations for the management of schools in partnership with religious bodies published and made available by 2005 	<ol style="list-style-type: none"> 1. Collaborate with Faith Based Organisations to re-focus their support towards the holistic development of schools and students and not the partisan interests of specific religious denominations 2. Review partnership arrangements with FBOs and engage their participation within the SWAp approach 3. Develop and publish regulations regarding the management of schools in partnership with religious bodies 	<ol style="list-style-type: none"> 1. 2003 2. 2003 3. 2004

<p>EM8 Provide guidelines on cost sharing and cost recovery</p>	<ul style="list-style-type: none"> • Write Develop Guidelines on Cost Sharing and Cost Recovery in education available before December 2004 • Also see EA4 and EA5 above 	<ol style="list-style-type: none"> 1. Require all tertiary institutions to submit Cost Recovery proposal to Government by December 2003 2. Write guidelines on 'Cost-Sharing' and Cost Recovery and circulate to all deliverers at all levels within the education system by 2004 3. Make guidelines available to all stakeholders – including the public, districts and regions 4. Monitor schools to ensure adherence to guidelines on fees/costs 	<ol style="list-style-type: none"> 1. 2003 2. 2004 3. 2004 4. 2005
<p>EM9 Increase private sector participation in the education sector</p>	<ul style="list-style-type: none"> • Schools-Communities-Businesses partnership programmes in place at national and local levels by 2005 • Also see EA4 and EA5 above 	<ol style="list-style-type: none"> 1. Determine and provide enabling environment for the Private Sector to participate in the education process 2. Develop partnership initiative through inclusive management approaches (aimed at Schools, Communities and Businesses) 	<ol style="list-style-type: none"> 1. 2004 2. 2004

2.3.4 Area of Focus 4 - Science, Technology and TVET (ST)

Science, Technology and TVET (ST)

There will be an extension of opportunities for young people, including out-of-school children, drop outs and 'normal' school leavers to engage in technical and vocational opportunities. There needs to be increased investment in the promotion of science and technology, particularly in junior secondary schools and in post-basic institutions.

Extend and Improve Technical and Vocational Education and Training (Policy Goal 3)

Policy Objectives	Indicative Target	Strategies	Start by
ST1 Ensure relevant education and training for employability	<ul style="list-style-type: none"> A comprehensive relevant TVET programme established by 2005; including trained, specialist staff, in all sub-sectors by 2010 Additional 10 Technical Vocational Institutes established by 2015 3 Teacher Training Colleges provided with additional facilities to train Technical teachers 	<ol style="list-style-type: none"> Finalise national policy on TVET in collaboration with other MDAs and the private sector Establish a national qualification framework and authority Establish an inter-ministerial council for TVET Establish 10 additional technical institutes on necessity basis (preference first given to needy areas) Develop programmes at the secondary and tertiary levels that have a definitive focus on Job Market readiness, preparation and entrepreneurship through alliances with the private sector and other public sector agencies (also see ST2 below) Establish Trained Advisory Committee to facilitate the link between the technical curriculum and industry Organise entrepreneurship programmes Commence trace research on employment of students from Technical and Vocational Institutes Design and implement system to monitor and evaluate the performance of students and teachers on industrial attachment Establish database on career advancement for students and provide careers advisory service Provide additional Technical facilities to 3 Teacher Training Colleges and upgraded in order that they can provide diploma courses to train for teachers for Technical Vocational Institutes 	<p>1. 20 03</p> <p>2. 20 05</p> <p>3. 20 05</p> <p>4. 20 05</p> <p>5. 20 05</p> <p>6. 20 04</p> <p>7. 20 03</p> <p>8. 20 04</p> <p>9. 20 03</p> <p>10. 2005</p> <p>11. 2004</p>
ST2 Allow for diversification of the technical and vocational curriculum (e.g. to include agriculture and business studies)	<ul style="list-style-type: none"> A comprehensive relevant TVET programme established by 2005 Trained, specialist staff, in all sub-sectors and institutions by 2015 	<ol style="list-style-type: none"> Establish a comprehensive Technical and Vocational Education and Training programme at all levels. Review technical and vocational curriculum in consultation with industry to take a demand driven approach and increase its relevance to industry ensuring that programmes take into account recent shifts in the jobs markets - with emphasis on agriculture, ICT, business applications, craftsmanship self-employment Expand the availability of core subjects (to SSS level) as optional courses in TVIs to facilitate the entry of TVI graduates to tertiary level education 	<p>1. 2004</p> <p>2. 2003</p> <p>3. 2004</p>

Promote and extend the Provision of Science and Technology Education and Training (Policy Goal 6)

Policy Objectives	Indicative Target	Strategies	Start by
ST3 Promote science, mathematics and technology education and training	<ul style="list-style-type: none"> • Provide 100 additional workshops and 150 additional science laboratories in SSS • Rehabilitation of existing JSS workshops by 2006 • 50% of JSS to have workshops by 2015 • Additional 10 TVIs constructed by 2015 • IEC programmes to promote Science and TVET circulated by end 2004 	<ol style="list-style-type: none"> 1. Design national science and technology policy 2. Revitalise science laboratories and technical subjects workshops at all JSS, SSS, TVI (including the design of appropriate low-cost JSS workshops) 3. Ensure that practical skills are examined (and provide the funds for such examination) 4. Increase investment in science and technology through provision of facilities, training for staff in the use of such facilities and arranging for work-experience (in collaboration with the private sector, industry and commerce) 5. Provide support package to improve education in science, mathematics and technology at the basic level 6. Develop and publish IEC programmes to promote science and TVET, with an emphasis on attracting female students and those from rural areas 7. Continue to promote and support the use of STME clinics to encourage girl pupils interest and achievement in science, technology and mathematics education 	<ol style="list-style-type: none"> 1. 2003 2. 2005 3. 2005 4. 2005 5. 2005 6. 2003
ST4 Promote Information and Communication Technology (ICT) in schools and institutions of higher learning	<ul style="list-style-type: none"> • National policy on ICT in Education (ICTE) finalised and published by end of 2003 • Infrastructure for ICTE provided to first phase of Senior Secondary Schools by 2005 • Sufficient staff trained in ICT delivery by 2005 • Relevant basic and advanced level ICT training programmes in place by 2005 	<ol style="list-style-type: none"> 1. Finalise national policy on ICTE including syllabi 2. Provide necessary infrastructure to support ICTE programmes at SSS level 3. Train a core team in ICT as TOTs 4. Provide appropriate ICT training opportunities at all levels, utilising Science Resource Centres (SRCs) 5. Develop a cadre of trained persons to support the delivery of ICT in schools and institutions (pre-service and in-service) 6. Provide access to the Internet and establish a networking system as a basic part of the instructional environment in selected primary, secondary and tertiary institutions 7. Construct/rehabilitate computer laboratories in schools and institutions 	<ol style="list-style-type: none"> 1. 2003 2. 2003 3. 2004 4. 2004 5. 2004 6. 2004 7. 2004