

iii. <u>Teachers' Handbooks</u>	-	<u>Qty</u>
English 1-6	-	15,500
Mathematics 1-6	-	15,000
Social Studies 4-6	-	15,000
Life skills 1-6	-	46,100
Science 1-6	-	46,100

1997

Considering a book life of 2-3 years, it is anticipated 1994 books will be reprinted to meet the requirements for 1997. Due, however, to financial constraints and the need to revise certain books it is proposed that the shortfalls in the reprinted textbooks which represent the core subjects at both the BE:7-9 and senior secondary levels, be reprinted to attain 1:1 ratio in 1997. It is also proposed that 33% (i.e. 1:3) of technical drawing books 1-3 be procured. These proposals therefore work out as follows:

<u>level</u>	<u>Enrol 1997</u>	<u>Subject</u>	<u>top up reprint (QTY)</u>
BS1	316,406	ENGLISH 1	76,456
BS2	285,900	ENGLISH 2	16,406
BS3	253,188	ENGLISH 3	23,188
BS1	316,406	MATHEMATICS 1	23,188
BS2	285,900	MATHEMATICS 2	55,900
BS3	253,188	MATHEMATICS 3	23,188
BS1	316,406	SOCIAL STUDIES 1	316,406
BS2	285,900	SOCIAL STUDIES 2	83,080
BS3	253,188	SOCIAL STUDIES 3	117,958
BS1	316,406	SCIENCE 1	86,406
BS2	285,900	SCIENCE 2	285,900
BS3	253,188	SCIENCE 3	23,188
BS7	318,406	TECH. DRAW 1	105,469
BS8	285,900	TECH. DRAW 2	95,300
BS9	253,188	TECH. DRAW 3	84,395

Monitoring and Evaluation of printed materials is the responsibility of the Procurement Unit at the Projects Management Unit (PMU), Supplies and Logistics Division and GES Internal Audit Section. Head teachers will ensure that lockable facilities in schools are used to store the delivered materials and properly managed. Inspectorate division, Teacher Education Division & CRDD will enforce the effective usage of textbooks. District stores will receive deliveries.

Implementing Agency (ies): MOE, PMU, Logistics and Supplies Division.

Risks And Constraints

1. Issues of co-publishing textbooks.
2. Non adherence to financial management directives.
3. Ineffective school management committees.
4. Trade Union induced salary hikes, which offset salary/non-salary ratios.
5. Inaccurate returns on school enrolments and dropouts.
6. Unreported shortfalls in distribution of logistics.
7. Unreliable district level data.
8. Bottlenecks in distribution of teaching materials at sub-national levels and within schools.

Source(s) of Funding: IDA, USAID, EU, ADB, and GoG

Output/Key Performance Indicators)

1. Timely printing of textbooks, syllabuses, teachers hand books, workbooks and copybooks, and procurement of other materials.
2. Annual financial management review workshops.
3. Timely delivery of materials/supplies
4. Established textbook/pupil ratios achieved.

G. Distribution / Maintenance & Workshop for District Logistics Officers/Storekeepers

Rationale

Improving the Institutional capacity to distribute school supplies and other materials to schools.

Purpose and Scope:

For efficient management; and timely distribution of supplies.

Implementation Strategy

The implementation strategy comprises the following activities for the various beneficiaries listed:

- 1□ Study on Distribution and Procurement of Equipment/Vehicle
- 2□ Preparation and Conduct of Workshop
- 3□ Distribution and Maintenance (Annual Cost)

G.1 Study on Distribution and Procurement of Equipment/Vehicle

For efficient and timely distribution, the following vehicles have been programmed to be procured for the Supplies and Logistics Division (GES). However, this is subject to favoured recommendation of study on the system of distribution to be conducted. A total amount of about \$1.2 million will be needed for this purpose in 1997.

Make Of Vehicle	Specification	Quantity	Estimated Unit Cost	Estimated Total Cost (\$)	Justification
	a	b	c	d = a x b x c	
1. Truck	Da/10 ton.	12	70,000	840,000	One for each region, two at headquarters
2. Bus	20 Seater	2	51,600	103,200	Conveyance of personnel to warehouses
3. Pick Up	double cabin	1	35,200	35,200	Monitoring and evaluation
4. Forklift		2	42,333	84,666	For warehouse
Total Cost				1,063,066	

Operating Cost: Maintenance of Vehicles 1996

10% of Total Costs = \$106,307

Other Miscellaneous Expenses

A further 10 percent of \$10,631, will be used on other maintenance service charges for all vehicles e.g.

- i□ batteries
- ii□ engine oil
- iii□ other

Operating Cost : Maintenance of Vehicles 1997-2000

It is estimated that from 1997, each vehicle including the new ones will change Tyres twice a year. The costs are as follows:

Make Of Vehicle	Specification	Quantity	No of Tyres	Estimated Total Cost	Total Cost of Tyres
		a	b	c	d = a x b x c
1. Truck	Daf/10 ton.	17	14	400	95,200
2. Nissan		10	14	333	46,620
3. Buses	20 Seater	2	10	167	3,340
4. Pick Up	double cabin	1	10	167	1,670
5. Forklift		14	14	167	32,732
Total Cost					179,562
Other Miscellaneous Costs					17,956
Vehicle Maintenance Cost/annum: 1997-2000					197,518

Operating Cost for Monitoring And Evaluation

It is estimated that three (3) Senior Officers from Basic Education Division, Inspectorate Division and Supplies and Logistics Division of the GES will spend four (4) nights each month at \$33.3 to monitor and evaluate the textbook situation.

Operating Cost for Monitoring and Evaluation/annum: 1997-2000 \$6,394

G.2 Preparation and Conduct of Workshop

For effective planning towards proper logistics control at the District Levels, the Supplies and Logistics Division will organise an annual workshop for the District Logistics Officers and their storekeepers from 1997 - 2000.

In view of the large numbers of District Logistics Officers, the 5-day workshop will be held in two batches, one for the Northern sector, and another for the Southern sector.

G.3 Distribution and Maintenance (Annual Cost)

The following will be done to achieve an efficient delivery of school supplies:

- 10 Preparation of annual distribution plans by Logistics and Supplies Division.
- 20 Zoning of school/districts for efficient distribution of logistics.
- 30 Develop EMIS data on pupil/teacher/textbook ratios for logistics distribution.
- 40 Ensure logistics returns for improving logistics shortfalls through variance of SIVs and SRVs.
- 50 Establish monitoring and evaluation mechanisms for textbook distribution.

Distribution Cost

Distribution of teaching, learning and other materials to the districts/schools will be done by GES drivers and national service personnel until alternative recommendations from a study on efficient distribution of school supplies are adopted. Service personnel will accompany each vehicle and overnight allowance per person is estimated at \$27, while the cost of a gallon of fuel is \$2.

Fuel

Make of Vehicle	No. of Vehicle	Est. Mile/gal	Est. Mile/Annum*	No. of gal/Annum/Veh. d = c/b	Unit Cost e	Total Cost (\$) f = a x d x e
	a	b	c			
Daf Truck	17	15	36,025	2,402	2.0	81,668
Nissan Urvan	1	20	15,000	750	2.0	1,500
Isuzu pick up (for monitoring and evaluation)	1	25	10,000	400	2.0	800
Nissan (PAMSCAD)	10	15	36,010	2,401	2.0	48,000
						131,986

The total amount needed for fuelling vehicles for distribution to all 110 districts for 1997 is estimated at \$131,986 each year with the existing fleet of distribution vehicles. When more vehicles are procured, there will be the need to re-estimate the cost of distribution. Mileage will however change.

Overnight Allowance

Twenty-nine vehicles will require 34 persons who will require overtime allowances. An average total of 146.7 days is required for textbook distribution each year. At a rate of \$27/person/night, for 58 persons, it is estimated that \$134,653 will be needed to pay the overnight allowances for the drivers and national service personnel who will be engaged to distribute textbooks and other logistics in 1997.

1998 - 2000

From 1998 to 2000, based on the estimated total number of vehicles (including proposed procurement of vehicles), an amount of \$135,068 will be required each year to meet fuel consumption. It is also estimated that \$134,653 will be needed annually to defray overnight allowances for the drivers and national service personnel who will embark on distribution. The table below shows the steps taken to arrive at the Fuel Cost.

Make Of Vehicle	No Of Vehicle	Estimated Mileage	Estimated Mileage/gal.	No of Gal. d = c/b	Unit Cost e	Total Cost (\$) f = a x d x e
	a	b	c			
DAF TRUCK	17 ⁵	15	36,02	3,402	2.0	81,668
NISSAN (PAMSCAD)	10	15	36,010	2,400	2.0	48,000
NISSAN BUS (2 NEW ONES)	2	20	15,000	750	2.0	3,000
NEW PICK UP	1	25	10,000	400	2.0	800
FORK LIFT1	2	-	-	400	2.0	1,600
						135,068

The total amount needed annually to pay overnight allowances and purchase fuel coupons will be \$134,653 + \$135,068 = \$269,721 per annum from 1998 to 2000

Implementing Agency: Logistics and Supply Division, GES.

Risks And Constraints

- 10) Headteachers reluctance to collect supplies from district offices for fear that transport expenses will not be reimbursed timely
- 20) Inaccurate returns on school enrolments and drop-outs.
- 30) Unreported shortfalls in distribution of logistics.
- 40) Unreliable district level data.
- 50) Bottle-necks in distribution of teaching materials at sub-national levels and within schools.

* Based on previous year's required mileage for distribution of textbooks and supplies to all 110 districts.

⁵ Including 12 new vehicles

Source(s) of Funding: IDA, USAID, and KW

Output/(Key Performance Indicators)

- 1 Supplies distribution schedule.
- 2 Timely delivery of materials/supplies.
- 3 Reimbursements of head teachers' transport expenses on a timely basis.
- 4 Books distribution schedules.
- 5 All textbooks to have moved from district stores and school stores either to classrooms or back to regions/headquarters if distribution requirements have already been met.
- 6 Established textbook/pupil ratios achieved.

H. Curriculum, Syllabus, Textbooks Review and Development

Rationale

Build National Consensus on content of Basic Education Curriculum.
 Ensure production of simple, readable, user friendly and gender sensitive textbooks, workbooks, and copybooks for relevant levels of basic education subjects.

Purpose And Scope

- 1 Present the content and objectives of basic education prepared by CRDD on each subject area and allow stakeholders to express views and make recommendations for review if necessary.
- 2 Adopt current revised objectives and content of basic education.
- 3 Identify and build list of exemplary textbooks, library books and materials for the preparation of teaching/learning aids.
- 4 Build on prior review of syllabuses during National Curriculum Review Conference.
- 5 Build on strengthening activities that have taken place in CRDD, subject associations and inputs by stakeholders.
- 6 Review and write new curricula for Basic Schools and Teacher Training based on country vision.
- 7 Vet syllabus in terms of estimated time allotted for teaching each grade level subjects.
- 8 Emphasis in teachers' syllabuses an awareness of girl child problems.
- 9 Printing of New Syllabi.
- 10 Printing of New and reviewed Syllabi.
- 11 Ensure variety of standard teaching inputs for developing innovative teaching practices.
 Publishers will form their own writing panels to produce the textbooks and the teachers handbooks within a given time frame. Copies of textbooks and handbooks manuscripts will however be submitted to CRDD for approval before printing.

Implementation Strategy

The implementation strategy comprises the following activities for the various beneficiaries listed:

- 1 National Stakeholders Seminar on Curriculum Review
- 2 Development of New Syllabi for BS 1-9
- 3 Review and Development of Old Syllabus
- 4 Textbook Writing and Production
- 5 Strengthening CRDD

H.1 Conduct National Stakeholders Seminar on Curriculum Review

A National Curriculum Stakeholders' Conference will be held. This will be held in 1999, when curriculum review, textbook writing and trial testing is considered. A National Curriculum Approval Committee meeting will be held to approve the syllabi.

- 1 Hire facilitator to solicit views and opinions from stakeholders on state of curriculum.
- 2 Introduce the policy guidelines of the content and objectives of basic education curriculum to stakeholders.
- 3 To give approval to adoption for the preparation of the syllabuses for a specific subject areas.
- 4 Solicit ideas and build draft list relevant titles of exemplary textbooks, library books and list of instructional materials for library research and supplementary teaching and learning.

H.2 Development of New Syllabi for BS 1-9

This includes the following:

- H2.1. Preparations
- H2.2. Writing New Syllabi for BS1-3, BS4-6, & BS7-9
- 1□ Technical Assistance will be required to provide professional guidance at critical periods in process.
- 2□ Emphasis on reading and writing as critical in using Instructional time, and Teacher Training.
- 3□ Identify set of outputs and agree on series of workshops to facilitate achievement of overall goals.
- 4□ Vetting of new syllabus per each skill to assess how long it will take most pupils to learn.
- 5□ Gender Review: Vetting of new syllabuses for gender sensitivity
- 6□ Add total time estimates per average across vetting teachers and subtract from time allotted for each subject in school year.
- 7□ Design syllabus to ensure all can be learnt within allotted time.
- 8□ Agree on payment schedule per output. The favoured procedure is payment to be done after output.
- 9□ MOE will procure publishers through pre qualification bids for various subjects.

Level	Number of Schools
BS1-3	16,883 ¹
Subjects	
1□	Ghanaian Language
2□	Environmental Studies
3□	Religious and Moral Education
4□	Music / Dance

Level	Number of Schools
BS4-6	16,883
BS7-9	9,274
Subjects	
1□	Integrated Science
2□	Environmental Studies (BS4-6)
3□	Ghanaian Language
4□	Religious and Moral Education (BS7-9)
5□	Music / Dance
6□	Pre-Technical Skills (BS7-9)

To ensure a spiral and co-ordinated syllabus written for levels, the same resource persons will write syllabi for BS1-3; BS4-6; BS7-9.

Trial Testing

The CRDD will undertake Trial Testing of textbooks and syllabuses for BS1-9 in sample schools and effect the necessary adjustments. The Trial Tests will take place in 10 selected schools in each of the 10 regions. For BS1-9, 33 panellists will execute trial testing of syllabuses and textbooks in all 10 regions. There will be one panellist per subject per 3-year level e.g. BS1-3; BS4-6; BS7-9.

The trial testing materials in English, Mathematics, Environmental Studies and Religious and Moral Education will be trial tested for BS1-3. In BS4-6 English, Mathematics, Environmental Studies, Integrated Science and Religious and Moral Education will be trial tested. In BS7-9, English Language; Mathematics, Science, Agriculture, Social Studies, Pre-Technical Skills, Pre-Vocational Skills, Religious and Moral Education and French will be trial tested.

Ghanaian Languages

With the trial testing of Ghanaian Languages, since the same material is used for the 11 different languages and trial-testing material is the same for all the different languages. It will therefore not be necessary to trial test all the 11 languages. To cut down on costs, 5 languages will be considered for trial testing. The sample of 10 schools selected for trial testing will be considered using the following criteria.

1. geographic location
2. the predominant language spoken in the selected geographic area.
3. the quality of schools grouped by good, average and below average (stratified sampling)
4. at least one private school

In selecting 5 languages it is assumed that the other languages are represented.

<u>Number of Subjects to be Trial Tested</u>	<u>Number of Panellists required</u>
BS1-34 subjects plus 5 Ghanaian languages =	9
BS4-65 subjects plus 5 Ghanaian languages =	10
BS7-99 subjects plus 5 Ghanaian languages =	14
	33

Un-examinable subjects, will not be trial tested.

One panellist will trial test a subject for e.g. for BS1-3. Number of panellists required will therefore be 33.

Trial testing material will be sent ahead to the sample schools with guidelines for the teachers to start using the material. The panellists will then visit the schools for a period of only 5 days with their evaluation instruments to assess the work that has been done. Evaluation materials will be made up of syllabuses, textbooks and instruments, which will be analysed by CRDD.

H.3 Development of Old Syllabi for BS 1-9

This covers the following:

H3.1. Preparations

H3.2. Review of old Syllabi for BS1-3, BS4-6 & BS7-9

Level	Number of Schools
BS1-6	16,883
Subjects	
10	English Language
20	Mathematics
30	Physical Education

Level	Number of Schools
BS7-9	9,274
Subjects	
10	English Language
20	Mathematics
30	Physical Education
40	Science
50	Social Studies
60	French
70	Agriculture (ratio 1:2)

Syllabi and Teachers' Handbooks

The texts of BS1-6 Syllabi and Teachers Handbooks will be merged as a single publication thereby reducing the problem of complexity of distribution and making savings. Teachers' handbooks will be developed for the following subject by level:

Environmental Studies	(BS1-3)
Religious and Moral Education	(BS1-6)
Music and Dance	(BS1-6)
Pre-vocational	(BS7-9)
Physical Education	(BS7-9)

Each subject/class syllabus and handbook will be shared according to the number of classes, on a ratio of one teacher to one syllabus/handbook.

H.4 Textbook Writing and Production

- i. Contracting to illustrators, textbook developers and editors.
- ii. Pre-test all materials for cultural relevance, gender sensitivity, pedagogical correctness and ease in teaching.
- iii. Ensuring that methodology is child centred.
- iv. Select publishers to Develop new textbooks structure
- v. Textbook Manuscript development.
- vi. Printing and production of New Textbooks, Teachers' Handbooks and Workbooks/Copybooks for BS1-3, 4-6 & 7-9 for each stage.

Role of CRDD in the development of new textbooks

The CRDD will advise the PMU on criteria for pre-qualification of publishers and exist in the evaluation of prospective publishers. Also they will advise on the criteria for selection of writers by publishers and the specification of books such as number of pages, illustration and colours. The division will hold workshops on behalf of MOE for publishers and set up panels to evaluate draft manuscripts, illustrations and approve the final text.

Publishers

They will be required to do the following step by step after the textbook development project has been advertised:

- 1. Purchase the completed syllabuses
- 2. Form writing panels for various subjects depending on their areas of interest. (The writing panels will be made up of 60% Ghanaian and at most 40% Non-Ghanaian to ensure that local authors develop the know-how and the books suit the Ghanaian environment).
- 3. After permitted trial testing, publishers will submit ten (10) copies of the books to MOE for evaluation.
- 4. To discourage poor quality books for evaluation, publishers will pay a fee to cover cost of evaluation.
- 5. Deliver book within 180 days from date of signing contract with MOE, satisfying package requirements of MOE.
- 6. 20% final payment of cost production will be effected only after the publisher has delivered consignments to the region/district depots.

Printing of Reviewed Textbooks 1999

In 1999, all textbooks that need to be reviewed for BS1-3 will have been reviewed and printed. The following textbooks and syllabi will be ready for distribution. Quantities for distribution are based on year 2000 projected enrolments.

Pupil Textbook Ratios

English	-	1:1
English Workbook	-	1:1
Mathematics	-	1:1
Environmental Studies	-	1:1
Ghanaian Language and Culture	-	2:1
Religious and Moral Education	-	2:1

Textbooks

Level	Enrolment (Year 2000 projected)
BS1	608,361
BS2	540,096
BS3	491,873

YEAR 2000

In year 2000, all new and old textbooks, which need to be written as well as reviewed for BS4-9, would have been done and printed. Therefore the following textbooks and syllabi will be ready for distribution. Quantities for distribution are based on year 2001 projected enrolments, because books will be ready for classroom use in year 2001.

<u>Textbooks Level</u>	<u>Enrolment (Year 2000 projected)</u>
BS4	486,631
BS5	440,859
BS6	404,680
BS7	369,510
BS8	339,832
BS9	311,129

note: (BS7 French 184,755*)

The following steps will be used for textbook production :

- Preparation of Pre-qualification Document
- Advert and sale of pre-qualification document
- Evaluation and selection of publishers on subject basis
- Completion of bidding documents for submission
- Invitation of detailed proposals to select publishers
- Workshop on book writing
- Manuscript development
- Evaluation of manuscript
- Expected date of completion of dummy/prototype
- Approval of prototype
- Distribution to districts

H.5 Strengthening CRDD

CRDD will require support to enable them carry out their roles under the new programme. Three external consultants will be required for the following:

- i) Curriculum Development including Primary Methodology at the basic level
- ii) Book development
- iii) Test development and administration

The external consultants' support will be needed in each area of expertise for book development and test development for 2 man months respectively. In addition, 1 Gender Specialist will be required to ensure that text and illustrations of new materials are gender sensitive. Two local consultants will be contracted for desktop publishing and layout of books at unit cost of \$800 per man-month. Two local consultants will be required for the preparation and testing of CRT test material based on new curriculum for English and Mathematics for 2 man-months each. If textbook writing, design and development is not contracted to publishers, Two local Graphic Artists/illustrators will be required for high quality illustrations for the writing of textbooks and for the finalisation, layout and design of textbooks etc. Unit costs is estimated at \$800 per man-month for one month.

H51. Study tours on Curriculum Development (foreign)

Training of CRDD Staff

To enable CRDD play its re-emphasised role effectively, strengthening in terms of updating skills and knowledge will be required. Six 14 day study tours are planned at a unit cost of \$6,000 per tour. Two study tours will be undertaken by senior CRDD staff per year to such places as UK, US, Zimbabwe, Kenya etc.

Study Tours

- 2 study tours (criteria: senior staff) Tentative date - June / July 1997.
- 2 study tours (criteria: i. Senior Staff, for at least 2 weeks since CRT administration will be on-going)
- 2 study tours (criteria: i. Senior Staff, ii. participants should not be required for proof-reading for at least 2 weeks since printing will be on-going at this time).

* Assumption, about 50% of pupils in BS7-9 will be doing French

H.52 Training on Desktop Publishing (local)

Local training on the use of computers for data analysis, research and in desktop publishing for 24 senior staff is scheduled as capacity enhancement activity. The training will be focused on DOS, windows, word-processing (WordPerfect and Microsoft Word) and desktop publishing. It should be emphasised that senior staff for data analysis and report writing will mainly use computer equipment. Two support staff will require training in word-processing for the typing of manuscripts. Presently, CRDD has one electric typewriter, purchased in 1987 and one manual typewriter that is more than 10 years old. Computer training will be undertaken by resource persons from the Computer Centre of the PBME, MOE and by desktop publishing consultants.

H.53 Construction of CRDD offices

The Curriculum, Research Development Division of the Ghana Education Service will be strengthened by the provision of office accommodation. The block will contain place of conveniences including a Modern Research Library, which will be furnished and equipped. Desktop publishing equipment will also be installed proceeding the construction of the offices. Generally the construction process will cover the following stages:

- i) Design office block and specify furniture and equipment required.
- ii) Complete formalities for the award of contract
- iii) Construct and equip office block.

H.54 CRDD Library

As a temporary measure until the office accommodation is constructed for the CRDD, 6 additional rooms should be provided to the CRDD. Space allocated as library should be stocked and equipped with library furniture, books and journals.

Library Equipment

CRDD will require 2 split air-conditioning units for the newly set up library. It will also require library furniture and equipment such as:

Equipment	No.	Unit	Total
i. 2 split air-conditioning	1	1,071	2,142
ii. Library Furniture/equipment			
trolleys	2	372	744
step mobile	1	1,030	1,030
carrels	6	513	3,080
periodical displayers (rotating)	1	440	440
book support (standard)	50	2.6	130
book trough	2	54.4	109
catalogue cabinet (8'x5' double)	1	224	224
catalogue card sorter	1	49	49
card cabinet with locking rods	2	134	268
catalogue cards A-Z	10	24	240
Book Repair Kit	2	93	186
Classification labels	2	86	172
Box files	10	4	40
Multi-roll tape dispenser	2	30	60
Super punch	1	332	332
shelves/other e.g. carpet		1,500	1,500
			10,746

H.55 Other Support

Other support requirement for CRDD is a 4-wheel drive vehicle to facilitate research and development programmes.

Operating Cost

Maintenance is based on 5% percent of cost of equipment and vehicles.

Implementing Agency (ies): CRDD, MOE, PMU, Publishers, Supplies and Logistics Division, Teacher Training Division, TTCs, UCC, IEDE, and UCEW

Risks And Constraints

- 1 Identification of qualified resource personnel to facilitate/participate in curriculum development.
- 2 Ability of CRDD to provide/prepare relevant documentation in time for the conference.
- 3 Arriving at a consensus in adopting the output of the conference.
- 4 Difficulty of developing curriculum around themes.
- 5 Difficulty in developing Teachers handbook to go with syllabi
- 6 Technical limitations in personnel.
- 7 Delays in completion of illustrations

Source(s) of Funding: IDA, UNICEF, USAID

Output/(Key Performance Indicators)

- 1 National consensus on Curriculum at Basic Education level.
- 2 National Curriculum Stakeholders Review Conference report.
- 3 Culturally oriented child-centred curriculum, which sets achievable learning goals for all pupils, will be available for printing.
- 4 Development of methodology of textbook writing and evaluation.
- 5 Syllabus writing workshop report.
- 6 Timely and professional production of illustrated 'camera ready' textbooks, syllabuses, teachers' handbooks and other learning and teaching materials for printing and use.
- 7 Manuscripts of the following reviewed and written syllabuses will be ready for printing.

Syllabuses reviewed ⁷	Syllabuses Written
BS1-3 EL, Ma	GL&C, ES, RME, Mu, PE
BS4-6 EL, Ma	GL&C, ES, IS, RME, Mu, PE
BS7-9 EL, GL&C, Sc, Ag, SS, PVS, Fr, LS.	Ma, PTS, RME, Mu, PE. ⁹

⁷ Please refer to Policy Document for list of syllabuses to be reviewed, written and updated in BS1-9

⁸ EL - English Language	IS - Integrated Science	PTS - Pre Technical Skills
Ma - Mathematics	Sc - Science	Fr - French
GL&C - Ghanaian Lang. and Culture	Ag - Agriculture	LS - Life Skills
ES - Environmental Studies	SS - Social Studies	Mu&D - Music and Dance
RME - Religious and Moral Education	PVS - Pre Vocational Skills	PE - Physical Education

2. MANAGEMENT FOR EFFICIENCY

Background

Effective management within the education sector depends upon the management capabilities of the central ministry, the GES, the districts and the schools themselves. With Government firmly committed to the process of decentralisation of administration of public sector institutions, including education, capabilities have to be improved to meet the requirements of a system under which districts and communities themselves will have enhanced responsibility and authority, to improve the quality of and participation in education at the school level. However, incomplete and unclear transfer of authority, lack of clarity in job description, ineffective staff posting procedures, inadequate planning, monitoring and evaluation, and inadequately trained staff at all levels of management have contributed to hampering the effective implementation of decentralisation policy.

Critical management issues are to be addressed: the management structure of GES that remains "top heavy" with many levels of management and with some duplication of functions among headquarters, regions and districts; inadequacies in the supervision of schools and the limitation of disciplinary processes that seriously undermine effective teaching; data essential for planning and resource utilisation that are reported in a manner of little practical utility; too few capable managers at all levels of GES; personnel emoluments that absorb a very high proportion of the recurrent budget leaving very limited resources at the district and school level to improve quality; few incentives available to teaching and administrative staff to encourage and reinforce good performance; and lack of community participation in school governance.

In light of the above analysis, the overall objective of this component is to improve both the efficiency and effectiveness of the Ministry of Education (MOE) and the Ghana Education Service (GES) through managerial reform. In order to ensure that new and existing resource investments are wisely allocated and effectively utilised, activities will be focused on bringing greater discretion, discipline and accountability to schools, thereby increasing teaching effectiveness. The component will also increase the timeliness, accuracy and relevance of data to be used for monitoring performance at the district and school levels. There will be targeted interventions to improve instruction and student achievement and to achieve a more rational and equitable allocation of resources for infrastructure, materials, and personnel.

Key activities include:

- A. *Institutional/Organisational analysis and change*
- B. *Staffing & Personnel Management*
- C. *Performance Management*
- D. *Budgeting and Financial Management*
- E. *District Capacity Building*

A. Institutional/Organisational analysis and change

Rationale

A revised organisation structure for the MOE-GES which specifies clearly relationships with external bodies, opportunities for contracting activities to the private sector, new management accountabilities at all levels as well as the scope of delegated decision making.

Purpose and Scope

This activity will enable the MOE (and GES) clarify the external influences to which it is subjected and to take account of the implications in its internal re-organisation and the process of decentralisation which seeks to transfer the control over resources (both human and financial) to the District Assemblies.

To promote understanding and respond to the implications of the National Institutional Renewal Programme (NIRP) and, in particular, the Civil Service Performance Improvement Programme (CSPIP) for the restructuring of the MOE and GES.

To develop internal capacity to lead and manage change on a continuous basis to ensure that managers, supervisors and head teachers are effective in carrying out the responsibilities in a decentralised system.

Implementation Strategy

The implementation strategy comprises the following activities for the various beneficiaries listed:

- 1□ Organisational Analysis/Design (MOE/GES/DA)
- 2□ Personnel Audit and Manpower Plan
- 3□ Senior Management and Supervisory Training
- 4□ Change Management Workshops
- 5□ Refining Roles of SMC / PTAs and Training.
- 6□ Co-ordination / Services / Implementation Review of FCUBE Strategies.

A.1 Organisational Analysis/Design (MOE/GES/DA)

The activity will require two consultants, one local and one external, for 6 man-months. Their job will be to:

- 1□ Clarify institutional and legal framework for MOE-GES,
- 2□ Examine implications of legislation,
- 3□ Establish power of District/Metropolitan Assemblies,
- 4□ Determine mandates and authority of MOE & GES,
- 5□ Establish the relationship between the MOE, MLG and MOF,
- 6□ Establish the relationship between the MOE and GES,
- 7□ Review the functions and powers of District Education Oversight and School Management Committees
- 8□ Organise Management Retreat for MOE and GES Directors and Management Task Force to confirm recommendations.
- 9□ Organise Consultative Workshop to discuss and disseminate new roles etc. confirmed at retreat.

Inputs

- External Consultant -
- Local Consultant -
- Local Consultant -

There will also be the need for a 5-day Management Workshop for at least 30 participants and a Consultative Workshop for 30 participants for 5 days.

- Inputs: Management Retreat
- Consultative Workshop

A.2 Personnel Audit and Manpower Plan

There are serious imbalances between the manpower requirements and staffing levels in schools and Education Offices. The manpower requirements for 1994 in respect of Basic Education Schools were determined using teaching staff, establishment norms, and enrolment data from which excess staff and vacancies in respect of each school were derived. The 1996 update of these excesses and vacancies is required.

Norms for staff establishment in offices have to be reviewed and developed to make it possible to determine the manpower requirements for the various Organisational units in these offices. The imbalances will be corrected by carrying out a personnel audit to examine the numbers and skills currently available in the GES for the development of a Manpower Plan which specifies recruitment, transfers, promotions, and redundancy actions to meet the staffing requirements of the revised GES organisational structure.

The Personnel Audit will also address disability, study leave and secondment of staff to other organisations. Government policy on pre-school, also continued participation of religious bodies in education management will be reviewed, through dialogues and Workshops which will be organised under the personnel audit. The Manpower Plan will be integrated into IPPD to update its personnel database.

A Human Resource Base made up of:

1 Local Consultant in Manpower planning, a Task Force of 10 persons, 120 District Monitoring Assistants (on the basis that larger Districts will have two DMAs) and 11 Data Processing Personnel to undertake the following activities:

A.21 Procurement of consultant

A.22 Personnel Audit

Carry out a personnel audit of all GES offices and schools at the Basic Level, including those on study leave and secondment to other organisations. Organise two Workshops to determine the Manpower Requirements of all Organisational/management units.

A.23 Develop a Manpower Plan

A plan which specifies recruitment, transfers, promotions and redundancy actions to meet the staffing requirements of the revised GES organisational structure will be developed. The manpower plan will be linked with IPPD personnel database. In order to determine the professional and non-teaching force sufficient and necessary to carry FCUBE to achieve its set objectives, a personnel audit will be conducted to determine the numbers and skills currently available in the GES for the development of a Manpower Plan.

One local consultant (Manpower Planning Expert) will be required for nine man-months.
The personnel audit will be undertaken by a Personnel Task Force supported by District Monitoring Assistants.

A.3 Senior Management and Supervisory training

- a) A consultant will carry out a training needs analysis for managers, supervisors and head teachers.
- b) Organise in-country training programmes for managers, supervisors and head teachers, focusing on interpersonal, supervisory, planning and client consultation skills.
- c) The line Assistant Directors for Personnel and Circuit Supervisors will be specifically targeted so that they are able to train the large number of head teachers at the circuit level.

This activity seeks to develop internal capacity to lead and manage change on a continuous basis to ensure that managers, supervisors and head teachers are effective in carrying out their responsibilities in a decentralised system.

A.4 Change Management Workshops

In line with the need to develop a Core Group of agents and sponsors of change, for appointment to positions of responsibility and influence, (in the revised MOE/GES structures) Change Management Workshops will be organised to further deliver both the technical expertise and Reform mobilisation to managers and rank-and-file necessary to support MOE/GES.

A Human Resource Base made up of Local Consultant, Special Assistant and a Task Force would be set up to undertake the following activities:

- a) Organise Action Planning Workshop to be facilitated by Resident Advisor.
- b) Organise Regional Consultative Workshops with Local Resource Persons facilitating.
- c) Prepare 2 persons/district (District Director and a Circuit Supervisor) at the Regional Consultative Workshop to be agents of change at decentralised level after workshop.

Subsequent to the development of a Core Group of agents and sponsors of change appointed to positions of responsibility in the revised MOE/GES structures, Change Management Workshops will be organised for managers and staff of MOE/GES to transfer technical skills and to speed up reform mobilisation

A Human Resource Base will be set up to undertake the following activities:

- i) Organise Action Planning Workshop to be facilitated by Special Assistant.
- ii) Organise Regional Consultative Workshop to be facilitated by Local Resource Persons
- iii) Prepare 2 persons per district (District Director and a Circuit Supervisor) at the Regional Consultative Workshop to be agents of change at decentralised level after workshop. A local consultant of Manpower Planning and a Task Force of ten members will facilitate workshops.

A.5 Refining Roles of SMCs / PTAs and Training.

Under the FCUBE Programme communities are to be empowered and supported to take strong ownership for schools and to accept and show commitment to their new management roles in support of schools. This activity seeks to establish functioning SMCs by initiating a dialogue with community leaders and subsequently providing them with support through both the District Education Offices and DEOs.

A Human Resource Base made up of one Consultant, MOE, GES and 10 Resource Persons would be set up to undertake the following activities:

- a) Examine and recommend viable opportunities for communities to become more effectively involved in the management of schools through SMCs and DEOCs by studying among different levels and interest groups their views about DEOCs, SMCs and PTAs. A firm will be hired to carry out this activity.
- b) Conduct seminar to develop and clarify structures and functions according to recommendations. This is to remove possible misunderstanding and conflict; also to ensure acceptance and commitment on side of the stakeholders. During the seminar, Training Modules and Manuals for the establishment and effective functioning of SMCs nationwide will be designed.
- c) Propose possible legal amendment to existing laws on structures and functions.
- d) Train District Representatives and Resource Persons to train SMC Representatives at school level. Under the FCUBE Programme communities will be empowered and supported to take ownership of schools and to accept and show commitment to their new management roles in support of schools. This activity seeks to establish functioning SMCs by initiating a dialogue with community leaders and subsequently providing them with support through both the District Education Offices and District Organising Committees (DOCs).

For a period of two years and eight months, the formation of SMCs will be vigorously encouraged.

A Human Resource Base of Local Consultants and 4 Resource Persons will be set up to carry out the underlisted activities:

- i) Examine opportunities for communities to become more involved in the management of schools through SMCs and DEOCs; clarify the differences in roles of SMCs and PTAs to remove possible misunderstanding and conflict through a study.
- ii) Seminar to develop Messages/Material and Structures and Functions- Hint: Design Training Modules and Manuals for the establishment and effective functioning of SMCs nation-wide.
- iii) Propose legal amendment existing laws on structures and functions.
- iv) Training of SMCs, DEOCs, & Social Services Committees.

This sub-activity will be facilitated by: Local Resource Persons, the GES Council and the MOE

National Briefing
 Briefing for District Education Officers
 Training Workshops for SMCs

A.6 Co-ordination / Services / Implementation Review of FCUBE Strategies

This management sub-component will improve management structures and systems through periodic reviews and Co-ordination of various aspects of FCUBE implementation.

- a) Conduct annual implementation reviews of the management structures and systems, laying emphasis on District Education Offices. This activity will be carried out by regional teams and supported by community representatives from SMCs, District Assemblies, District Education Oversight Committees and District Education Offices.
- b) The Reform Management Unit will be responsible for conducting reviews for Headquarters and Regional Offices.
- c) This review process will be continued for three years for each region and district from the start of implementation.

The following activities will be carried out:

- 1D Nine Bi-annual implementation reviews will be conducted on management structures and systems, at all levels from 1997 to 2000. This activity will be carried out by regional teams supported by community representatives from School Management Committees, District Assemblies, District Education Oversight Committees and District Education Offices as follows:
- 2D The Programme Co-ordination Unit will be responsible for conducting reviews for Headquarters and Regional Offices.

District Reviews (2 per annum) with 2 representatives from each of 110 districts and 20 others from headquarters.
 240 Participants for 5 Days (Implementation Review)
 330 Community Representatives for 5 Days (First Annual District Review)
 330 Community Representatives for 5 Days (Second Annual District Review)

A. Procurement of Material/Equipment and Vehicles for Programme Co-ordination

For monitoring and co-ordinating of programmes, such as:

- the teacher in-service training
- curriculum development,
- quality control, manpower and staff management,
- education management information system,
- access and participation in terms of rehabilitation and ensuring equity,
- supply of school textbooks, equipment etc.

Three saloon cars will be procured for local movement in terms of donor and programme co-ordination. Three computers, two printers and three UPSs to facilitate the analysis of implementation review reports, workshops reports, training, administrative work etc. Four notebook computers will be bought to facilitate workshops, donor/review missions and seminars. Five sets of office furniture and additional furnishing for a 30-seater conference room to facilitate hosting of missions, review meetings as well as local seminars, workshops, and other meetings.

Two heavy-duty photocopiers will be required to support co-ordination activities. Two air conditioning units will be procured for the offices of the co-ordinator.

Procurement Items

- iD Vehicles (4w drive)*
- iiD Vehicles (pick-up, double cabin)*
- iiiD Vehicles (saloon cars)*
- ivD Computers with accessories*

- v□ Notebook computer *
- vi□ Printers (laser)*
- vii□ Uninterrupted Power Supply (UPS)*
- viii□ Electronic Typewriter*
- ix□ Photocopier *
- x□ Air-conditioning units*
- xi□ Furnishing (Office)
- xii□ File cabinet*
- xiii□ Binding machine
- xiv□ White marker board (Electronic panaboard)
- xv□ Giant staplers
- xvi□ Guillotine
- xvii□ Printer server (6-port)

- xx□ Software (for windows, upgrade)
- Custom Accounting Software
- Database - SPSS all modules
- Microsoft Office Professional*
- Anti-virus* -Norton's Utility and Anti-virus Prog.

Software for installation in the various key divisions and in the districts will be procured centrally and installed on each machine. Back-ups will then be left with the divisions and the districts.

B. Operating Costs

Operating costs will constitute 10 percent of total cost (\$28,590) of equipment and vehicles.

C. Consultancies

Specialists with particular disciplines will be engaged as required to facilitate or serve as catalyst in the various implementation processes.

Implementation Agency (ies) MOE

Risks and Constraints:

- Poor adherence to Implementation Plan.
- Possible resistance from GNAT
- Possible lack of co-operation and resistance from the GES and other stakeholders.
- Inability of GES to enforce sanctions
- Possible brain drain.
- Possibility of poor response from some communities in the formation and functioning of SMCs.

Source of Funding: IDA, UNICEF, CIDA, USAID, DFID, GOG, ADB

Output/(Key Performance Indicators)

- i□ Institutional Analysis recommendations adopted by MOE
- ii□ Report on of Consultative Workshop
- iii□ Improved Personnel Management System.
- iv□ Rewards, Incentives and Sanctions applied as and when necessary.
- v□ Capable personnel to efficiently carry out responsibilities in a decentralised system.
- vi□ GES and / or Local Government law amended to include SMCs existence.
- vii□ About 400 SMCs and all DEOCs trained and operational.

B. Staffing & Personnel Management

Rationale

To strengthen personnel procedures for a decentralised system and to design more appropriate salary structures for MOE-GES.

Purpose and Scope

The Approach used in this organisational design will be by first setting out management structures, subsequently by defining key management and supervisory jobs and finally by determining overall staffing requirements.

Implementation Strategy

The implementation strategy comprises the following activities for the various beneficiaries listed:

- 10 Personnel Management System
- 20 Job description/policies/grades review and preparation
- 30 Personnel Operations and Redeployment

B.1 Personnel Management System

B.2 Job description/policies/grades review and preparation

This aims at strengthening personnel procedures for a decentralised system and designing more appropriate salary structures for MOE-GES. Activities to be undertaken would include the following:

- 10 Job Description Preparation
- 20 Personnel, Operations
- 30 Job grading and pay structures
- 40 Motivation/Incentive schemes
- 50 Personnel Policies/Procedures
- 60 Management Staff Training

The above is broadly presented as:

- 10 Prepare job description for the various tasks in Education Management and Teaching.
- 20 Review and revise the job grading and pay structure within the MOE - GES to reflect new job contents and skills within the revised organisation structure for MOE - GES to provide for more appropriate salary differentials.
- 30 Develop a revised code of professional conduct to support strengthened disciplinary procedures that give line managers clear responsibility for initiating disciplinary action.
- 40 Develop employee motivation strategies which emphasis non-financial and financial incentives and provide discretion for District Assemblies to design locally based schemes.
- 50 Develop revised personnel policies and procedures for recruitment, promotions, transfers, and discipline that are relevant to a decentralised personnel management.
- 60 Train Personnel Managers and officers in counselling skills in order to support and advise affected staff.

An external consulting firm will liaise with a local consulting firm to undertake the above.

B.3 Personnel Operations and Redeployment

The main objective of these activities is to achieve an efficient and equitable distribution of staff and teachers. Teachers on GES payroll on secondment to various organisations will be recalled and re-posted or their appointments terminated. Incapacitated teachers will be boarded out.

B.31 Appointments and Redeployment

The time frame for these activities will be July 1997 to December 1999.

- i0 Appoint and re-deploy managers, supervisors and head teachers on the basis of proven competence and identified potential in accordance with the manpower plan.
- ii0 Formulate clear and transparent procedures to ensure fairness in appointment and redeployment.

- iii □ Develop modalities for boarding out incapacitated teachers.
- iv □ Review and strengthen IPPD System to ensure all staff movements are carried out efficiently and accurately.
- v □ Appointment/Redeployment of Managers, Staff and Head teachers
- vi □ Redeployment of Teachers

Resource Inputs

Two consulting firms, Local and External will be required to undertake these activities in collaboration with the MOE and GES.

Transfer Grants for the movement and placement of 10,000 staff at \$150 per person per annum for 5 years.
 Training in Counselling Skills

B.32 Personnel Operations

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Motivation/Incentiveschemes

Best Teacher Awards

An annual teacher award that gives awards to teachers based on their schools satisfying set criteria and then the teachers themselves satisfying District School Management Board criteria based on guidelines from MOE/GES;

The Best Teacher Award will be organised annually and teachers will receive awards for BS1-6 and BS7-9 separately. This will ensure an even distribution of the teacher awards over the basic education system. The best teacher awards will be organised at District, regional and national levels annually starting in 1997 academic year. The schools from which the best teachers from each District will be selected will first be determined using a multiple criteria approach. The best teacher award will be open to all teachers and will be in the form of cash and/or other reward. It will be organised at the end of each academic year in August after the third phase of Head teachers INSET and just before the beginning of the academic year.

Teacher Incentive Package

Cash Awards will be as follows for BS1-6 and BS7-9 teachers by levels in (\$) dollar:

District Awards	Category 1: BS1-6	Category 2: BS7-9
1st Position	- \$340	\$340
2nd Position	- \$200	\$200
3rd Position	- \$130	\$130
Regional Awards		
1st Position	- \$470	\$470
2nd Position	- \$340	\$340
3rd Position	- \$200	\$200
National Awards		
1st Position	- \$1,300	\$1,300
2nd Position	- \$1,000	\$1,000
3rd Position	- \$650	\$650

Annual Costs: Best Teacher Award

District Awards	- \$1,340 for 110 districts	=	\$147,400
Regional Awards	- \$2,020 for 10 regions	=	\$20,200
National Awards	- \$5,900	=	\$5,900

A teacher who is selected for any position in the best teacher award at any level is disqualified from being selected until after 3 years.

Mode of Selection of Best Teacher

Selected criteria will be used to select schools which will form the pool from which various Districts will select the best teacher. Guidelines for the selection of the best teacher at the District level will be prepared and distributed to the Districts. The District Education Office in conjunction with the School Management Committees will select the best teacher from the pool of schools that have been selected because they satisfy the following criteria:

Criteria for Selection of Schools

- 1 The reading skill ability of school should be above the District's average ($> =75$ percent)
- 2 The condition of physical infrastructure should not be below a defined standard ($> =50$ percent poor)
- 3 Percentage of women teachers should be below a certain minimum ($< =45$ percent)
- 4 Flows from P1 to P2 should not be below 85 percent
- 5 Flows from JSS 2 to 3 should not be below 90 percent
- 6 Illiteracy rate should be above a defined minimum (50 percent: The national average is approximately 54 percent).
- 7 Textbook/pupil ratio of 0.5 or less
- 8 Pupil/teacher ratio of 45 or above

Reading Skills Ability

The reading skills ability criterion will determine the effectiveness of the teacher's delivery of teaching and learning. It is planned that a reading skills ability test be conducted annually in all primary and junior secondary schools from 1997.

Condition of School

The condition of the school measured by the condition of the roofs, walls, floor, the availability of KVIP and urinal facilities are necessary for determining who should get the best teacher award. This is because favourable school conditions are conducive to the teacher giving off his/her best.

Percentage of Women Teachers

The lower the percentage of Women teachers, the more likely it is that social amenities are lacking in the District/community. This is because women teachers are less likely to accept postings to Districts/communities where they do not get accommodation or/and where social amenities are lacking. A school, which in spite of its low percentage of women teachers performs creditably, deserves commendation.

To ensure that women teachers are not unfairly discriminated against in the best teacher award, this criterion will be set at not lower than 45 percent of women teachers. The criteria will be examined further.

Retention

If retention is high, it implies that teaching/learning delivery is such that pupils interests in schooling are sustained. A school that satisfies the criteria of high retention rates as well as other criteria should be considered for best teacher award. Retention rates will be measured as follows:

- 1 flows from BS1 in year x to BS2 in year x+1
- 2 flows from BS8 in year x to BS9 in year x+1

Data on a comprehensive flow analysis over a 9 year basic education system available will be too laborious to analyse for about 20 thousand individual schools.

Illiteracy Rate of District/Community

Below a certain level of literacy, a community may not have any or very few role models and so children may not have the necessary urge and determination to achieve academic heights. A school which in spite of its location in a District/community with low literacy rates, is able to perform creditably compared to other schools in the same District/community deserves commendation and consideration for this award.

Textbook/pupil Ratio

A school that in spite of lack of textbooks has a high reading skills achievement needs consideration of its teachers in the award.

Pupil/Teacher Ratio

It is accepted that large classes are more difficult to handle and if in spite of this a school achieves high reading skills, teachers need to be considered.

Administrative Awards

As an incentive corresponding to the Best Teacher Award, annual monetary awards will be given to staff in administrative positions who perform creditably on the job. Up to 363 beneficiaries will receive awards amounting to \$214 per beneficiary. Each of 110 district offices and 10 regional offices will have three beneficiaries each. There will also be three beneficiaries from headquarters. The awards will be given at the end of each year.

Incentives for Teachers in Vulnerable/difficult areas

Bicycles will be given to teachers in remote disadvantaged areas and beneficiaries of this incentive will be expected to stay at least three years after benefiting from the facility. 5,000 bicycles will be given to teachers over a 5-year period. In 1997, when a larger number of teachers are expected to be re-deployed, 2,000 bicycles will be given as incentives. Incentives will be used to retain teachers in remote-disadvantaged areas as well as teachers to be re-deployed from over staffed schools to schools in remote disadvantaged areas. Newly appointed teachers who accept posting to remote disadvantaged areas and complete one year of service will be eligible to this incentive facility.

Year	Quantity
1997 -	2,000
1998 -	1,000
1999 -	500
2000 -	500
2001 -	500

Two hundred life jackets will be supplied to Circuit Supervisors and head teachers in areas with rivers, over the 5-year period.

Year	Quantity
1997 -	25
1998 -	25
1999 -	25
2000 -	25
2001 -	25

Implementation Agency

- Consulting Firm
- Consultant (External)
- MOE, GES

Risks and Constraints:

- Inadequate job description of tasks in education management and teaching.
- Possible resistance from GES at various levels and from District Assemblies.
- Possible resistance from affected staff.

C. Performance Management

Rationale

To create a culture at all levels of the educational system in which there is an information based decision-making capability and capacity that links policy to practice.

Purpose and Scope

Building an Educational Management Information System (EMIS) is part of a wider reform movement within the public Administration and Educational System of Ghana. For the Ministry of Education, the EMIS is a critical and necessary investment in the effort to shift the focus of the ministry to transparent management, performance and accountability, from "directive" to "consultative" management as described in Vision 2020. This cultural change must reach from the ministry to the classroom teacher.

Implementation Strategy

The implementation strategy comprises the following activities for the various beneficiaries listed:

- 10 EMIS Analysis, Design and Implementation
- 20 Performance Monitoring & Appraisal System

C.1 EMIS Analysis, Design and Implementation.

The EMIS will provide regular reports to enable managers to monitor the performance of the educational system and in particular the FCUBE programme in terms of returns on efficient use of resources. Also, the performance appraisal system of staff and/or MOE-GES units will be improved. Training relevant personnel at District, Regional and National levels to enhance their efficiency in the provision of regular data/reports will strengthen the information/dataflow component of the EMIS. Officers at the school, circuit and district levels will be supported by the system to analyse and improve the internal efficiency of the system at their levels.

C.11 Appoint EMIS Consultancy Firm(s)/Consultants - through selection of a firm that meet MOE requirements among short listed consultancy firms.

C.12 Information and Management Review

The specific outcomes will include:

- 10 a comprehensive assessment of data and information requirements in the ministry, regional offices, district offices, and in schools;
- 20 a review of existing information services including data collection instruments and data collection, maintenance, processing, analysis, distribution systems and recommendations for improving them;

C.13 EMIS Design and Implementation

An implementation plan for the development of a comprehensive, integrated system-wide EMIS will include;

- i0 a specification of a comprehensive set of education system data on enrolments, physical facilities, personnel, examinations, financial resources, school-age population, etc.
- ii0 a strategy for eliminating redundant data collection throughout the system;
- iii0 the specification of the roles and responsibilities to be taken by ministry, regional and district education offices and schools.

The following conceptual designs are envisaged:

- i0 EMIS cells will be established at the national, regional and district levels. In order to accomplish this, a training/simulation lab will be set up at the national level. Also at the national, EMIS workstations will be interconnected through a Local Area Network (LAN). This will eventually link with and service the EMIS workstations of all major educational decision-makers, the EMIS project office, and the EMIS training/simulation lab. EMIS cells will be set up as stand alone workstations in three (3) regions and twelve (12) districts during the pilot stage. In addition, portable computers will be used to provide support to the regional and district levels from the national.
- ii0 The establishment of micro-planning and/or school mapping programs in the districts will support the development of plans for siting new schools, expanding existing schools, merging schools, and determining appropriate levels of staffing. Based on a GIS training, a school mapping exercise will be conducted to locate schools within population catchment areas and estimate the number of school-age children within each catchment area in pilot areas. GIS will also support policy formulation.

- iii) Using a simulation lab, training will be given to both users and operational staff in Performance Management and Management Information System at District, Regional and National levels.
- iv) Computer equipment will be procured and installed at all levels in the pilot scheme to facilitate the establishment of EMIS and to enhance the Performance Management System. Three types of capital investment items are needed: (1) primary; (2) auxiliary; and (3) basic. Computers and printers are the primary capital investment items underlying the appropriate functioning of the EMIS cells. Air conditioners and UPSs (interruptible power supply) represent the auxiliary capital investment items which will ensure durability of primary capital investment items. Cleaning supplies represent basic capital investment items needed for suitable working environment for the primary and auxiliary capital investment items. Modalities will be provided for maintaining computers to ensure operational efficiency at District, Regional and National levels.

Census development

This will include the following activities:

Data validation, Designing Census forms, Designing Census dictionary, and Testing census forms; Application Development and Programming.

District staff, circuit supervisors and Head teachers will be trained in data collection methods and to undertake simple statistical analysis to evaluate the internal efficiency of the system at their levels.

Data collection and entry testing will be carried out to determine variables that influence accuracy and timeliness.

A non-parametric statistical software such as SPSS will be used in analysis. There will be an activity such as integration of data system and Research design.

These will require,

1 Consulting Firm (External to set up EMIS) for 30 months

1 Consulting Firm (Local to collaborate and maintain EMIS) for 30 months

Procurement and installation of Hardware/Software.

i) Procure the appropriate computer hardware and software.

ii) Install and set up modalities for maintaining computers to ensure operational efficiency at District, Regional and National levels.

The following hardware will be used in pilot stage:

Primary Capital Investment Items

Computer system (CPU, monitor, keyboard, mouse)

Printer

Auxiliary Capital Investment Items

Air conditioner

Un-interruptable Power Supply

Basic Capital Investment Items

High pressure duster (blower)

Dust covers (for CPU, monitor, keyboard, printer, & UPS)

Diskette storage container

Office desk

Computer chairs

Computer table

Filing cabinet

Mop

Water bucket

Broom

Dustpan

Dusting Cloth

Recurrent Investment Items

Diskettes

Laser Toner

Printer Paper

Cleaning Soap

EMIS Training / Simulation Lab Investment Items

- Computer Projection System
- Overhead Projector
- Electronic White board (Pana-board)
- 3-com network cards
- Cables, connectors, sheathing
- Installation

C.2 Performance Monitoring & Appraisal System

The main objective of these activities is to introduce and maintain a Performance Appraisal System capable of setting objectives, regular performance review and on-course corrective action to ensure attainment of larger FCUBE goals. Performance appraisal will take place as follows:

- i) Establish mechanisms for monitoring and accountability appropriate for a decentralised education system that emphasises performance indicators and management reports.
- ii) Design the necessary links between the EMIS for performance and the personnel database for the purpose of tracking staff performance and for monitoring of FCUBE programme targets and standards.
- iii) Define performance Indicators and standards for different levels of management and procedures for the periodic review of work programmes and implementation plans.

A more articulated plan for implementation will evolve out of the implementation of the EMIS. However, the following would be implemented in the meantime:

- C.21 Monitoring Teachers and HT competency/managerial skills.
- C.22 Strategic Planning
- C.23 Circuit Monitoring Assistants' Training Workshop.
- C.24 Performance Appraisal System
 - Focus group discussion workshop to determine key issues / constraints in performance management.
 - Field survey on performance management issues of concerns to stakeholders
 - Debriefing workshop on performance management.

Vehicles (double cabin pick-ups) will be procured for distribution in 1997. These vehicles will be used for strengthening inspection at district level.

Motorbikes will be procured for 700 Circuit Supervisors to strengthen supervision at the school level. An additional 100 motorbikes will be procured for 100 DMAs for monitoring inputs etc. at the schools level.

The following activities will be undertaken:

- i) MOE-GES will closely monitor the performance record of districts targeted for Technical Assistance toward full devolution.
- ii) Provide periodic reports on the status of the march of targeted districts towards full devolution.

Implementation Agency: PBME, Inspectorate Division of GES and 2 Consulting Firms (External and Local).

Risks and Constraints

- i) Ineffective review and poor monitoring.
- ii) Possibility of break down of machinery.
- iii) Poor maintenance of computers
- iv) Non availability of electricity/frequent fluctuations in supply of electricity in some districts.
- v) Possible slippage in monitoring

Output/(Key Performance Indicators)

- i) Improved Education Management Information System.
- ii) Acquisition of computer skills by different categories of staff.
- iii) Systems installed in District and Regional Offices

D. Budgeting and Financial Management

Rationale

To ensure that MOE, GES budgets at all levels are prepared consistently in accordance with the FCUBE programme/Educational reform structure and established budget guidelines

Purpose and Scope

The objectives of these sub-activities are to enable the sector account for its revenue and expenditure in accordance with established accounting standards and to produce periodic financial management reports which can be related to programme outputs and outcomes from the EMIS. A close working relationship will be forged with PUFMARP in order to co-ordinate budgeting and financial management under FCUBE with on-going GOG initiatives to strengthen public accounting systems.

Implementation Strategy

The implementation strategy comprises the following activities for the various beneficiaries listed:

- 10 PBME Budgeting Cycle (Process)
- 20 Design Resource Allocation System
- 30 Implementation of System
- 40 Development of Resource Control System
- 50 Training in Financial Management

D.1 PBME Budgeting Cycle (Process)

The activity will include the preparation and integration of composite budgets prepared by all agencies under the ministry and the four directorates of the ministry itself.

D.2 Design Resource Allocation System

This activity will include the following:

- i0 Develop modalities for setting up a close relationship with PUFMARP in order to co-ordinate budgeting and financial management under FCUBE with on-going GOG initiatives to strengthen public accounting systems.
- ii0 Develop an agreed resource allocation formula to facilitate the delegation of budgets to the district level by 1998 in accordance with FCUBE priorities.

D.3 Implementation of System

Procurement of Hardware

Procure and install the necessary Hard/Software through the EMIS hardware procurement

D.4 Development of Resource Control System

Review the current MOE, GES budgeting and accounting system and design an improved system which provides for financial control, capable of producing relevant and timely management information. Train managers and staff in the operation of the improved system.

For Budget and Systems Training, 300 persons will undergo training from each of 10 regions for 12 days.

D.5 Training in Financial Management

D.51 Foreign Study Tours

D.52 Financial Management Scholarship Programme

D.53 Financial Management Training (Local)

Implementation Agency

- i0 2 Consultant MOE, GES.

Risks and Constraints

- i□ Possible resistance to change from officers on old accounting schedules.
- ii□ Possibility of training not being effective.
- iii□ Possible brain drain.
- iv□ Possible under utilisation of accounting software
- v□ Erratic supply of electricity

Output/(Key Performance Indicators)

- i□ MOE, GES obtaining reliable and useful reports of financial and budgetary execution that can be related to the Performance Management System.
- ii□ GES providing reliable financial reports.
- iii□ MOE/GES budgetary execution consistent with FCUBE objectives.

E. District Capacity Building

Rationale

Build managerial and operational capacity for emergent District Department of Education that enables gradual devolution of MOE-GES current responsibilities to the District Assemblies.

Purpose and Scope

GES will provide Technical Assistance to District Assemblies that exhibit greater readiness for devolution as evidenced by fulfilling certain objective entry requirements.

Implementation Strategy

The implementation strategy comprises the following activities for the various beneficiaries listed:

- 10 District Assembly (DA) capacity review
- 20 GES Technical Assistance (TA) to District Assemblies for full Devolution
- 30 Performance Monitoring of DAs in practising devolution powers

E.1 DA capacity review

Set up modalities to review the capacity of District Assemblies in terms of the functioning of their Social Services Sub-committees and their use of "Common Fund" resources for educational purposes in order to identify those which are prepared for devolution.

Review the role of district assemblies in the cladding of pavilions and maintenance of other structures provided through various projects, including the PSDP project.

E.2 GES TA to District Assemblies for full Devolution

- i0 Develop mechanisms for the MOE-GES to provide Technical Assistance to District Assemblies at various stages towards full devolution.
- ii0 Study reports on District Assemblies that have shown demonstrable capacity towards devolution at Activity E.1.
- iii0 Ascertain districts needing various forms of TA related to their level of attainment towards devolution.

E.3 Performance Monitoring of DAs in practising devolution powers

- i0 Set criteria, standards and timing, regulated by appropriate legal-normative instruments, to determine the pace of effective devolution (control of personnel and financial management resources) synchronised with demonstrable capacity on the part of selected districts.
- ii0 The objective is to monitor closely the performance of District Assemblies specifically targeted for Technical Assistance.
- iii0 MOE-GES will closely monitor the performance record of districts targeted for Technical Assistance towards full devolution.
- iv0 Provide periodic reports on the status of the march of targeted districts towards full devolution.

Implementing Agency (ies)

- i0 Consultant
- ii0 MOE, GES

Risk and Constraints: Possible resistance to change

Output/(Key Performance Indicators)

- i0 A number of District Departments of Education would have developed a demonstrable capacity for the transfer of GES responsibilities and authority.
- ii0 District Assemblies are in a better position and prepared for full devolution.

Risk and Constraints: Ineffective monitoring by MOE/GES Officers.

Output/(Key Performance Indicators)

Performance levels of District Assemblies determined and used in recommendations for Technical Assistance towards full devolution.

3. ACCESS AND PARTICIPATION

Background

Across the country, conspicuous disparity exists in access to basic education services between boys and girls, the rich and the poor, and among geographic regions. Basic Education is supposed to be tuition-free and open to all. Currently, insufficient access, poor quality and financial constraints make the policy more of a promise than a reality. Nominal gross enrolments at the primary and junior secondary levels stand at 78 and 58 percent respectively of the relevant age cohorts. There are also equity concerns. Enrolments in the northern regions are up to 30 percent lower than the national average. In some areas, girls comprise only 35 percent of primary and as little as 28 percent, since the reform of junior secondary enrolments. Although primary enrolments have grown by about 25 percent since the reform programme began, expansion has come without the requisite improvement in the quality of teaching and learning. Furthermore, the expansion has not been rapid enough to keep up with the pace of the school-age population growth resulting in a stagnating or even declining ratios of BE gross enrolment. Insufficient infrastructure, family poverty, unavailability of teachers and geographic isolation all coincide to form a complex web of disadvantage.

In view of the above, the quantitative expansion and enhanced participation component, will promote wider coverage of basic education services. This will be done by applying selection criteria: for building new schools, replacing schools with poor infrastructure; expanding overcrowded schools; rehabilitating school physical infrastructure; providing houses for additional teachers; and by developing alternative delivery mechanisms. Measures to increase demand for basic will receive special attention. Girls, poor, and rural children will be targeted. FCUBE will use a variety of approaches to increase access to schooling by girls and under-represented groups including infrastructure development and rehabilitation. Options include: the provision of scholarships; incentives for female teachers and teachers; an emphasis on gender equity and sensitivity in materials and in training programmes; and the use of Participatory Learning Appraisal methodologies in selected regions to encourage community involvement in and understanding of the need for schooling. On the supply side, the MOE will first examine and rationalise the use of existing resources. The challenge of meeting the increased demand for facilities to maximum effectiveness; and targeting new infrastructure to those places where careful investigation has shown there to be most benefit in providing increased access.

Key activities includes:

- A. *Infrastructure Development and Maintenance*
- B. *Increasing Girls Participation*
- C. *Fostering Community Involvement in Improved Educational Services*

A. Infrastructure Development and Maintenance

Rationale

To promote wider coverage and achieve equity of the basic education system through quantitative and qualitative improvements to school facilities.

Purpose and Scope

Based on relative need and demonstrated demand of districts, dilapidated classrooms and other school facilities, including teachers' accommodation will be rehabilitated or constructed. A third of all facilities will be targeted at what will be defined as vulnerable/difficult areas.

Implementation Strategy

The implementation strategy comprises the following activities for the various beneficiaries listed:

- 1D Selection Criteria for rehabilitation and Construction
- 2D Rehabilitation and Construction Schemes (All Schemes)
- 3D Maintenance Policy and Strategic Planning Activities
- 4D Rehabilitation of 38 TTCs.

A.1 Selection Criteria for rehabilitation and construction.

The component for improving access and participation is targeted at various level of the education system. The following table shows the levels, which this component will address, the forms of interventions that will be used and the targets of these interventions.

Access and Participation			
<u>Level of Intervention</u>	the teacher	the school	the district
<u>Type(s) of Intervention</u>	Best Teacher Award	Teacher Accommodation Classroom Replacement KVIPs Classroom Rehabilitation	Vehicles
<u>Objective(s) for Intervention</u>	Create competition among teachers	a. Create competition among schools b. Address equity issue (targeting vulnerable/difficult areas) c. Address efficiency (maximizing use)	a. Create competition among districts b. Address equity (targeting/difficult areas) c. Address efficiency (maximizing use)

Interventions to school and districts will take the form of:

- i) Incentives to schools for performing exemplary, and
- ii) Incentives to Districts for achieving District targets based on FCUBE indicators

Carefully selected multiple criteria will be used to determine schools and districts to benefit from the various types of interventions under three schemes as follows:

- 1) determine schools and Districts to benefit from *incentive scheme* because they have been able to achieve set targets
- 2) determine schools and Districts to benefit from *vulnerable/difficult area scheme* because they fall within the group considered most disadvantaged and
- 3) determine schools and Districts to benefit from *maximising resource scheme* because there is the need to maximise the use of existing facilities

Exclusion

The same school cannot be selected twice. For example, one school cannot benefit in the same year from both the school incentive scheme and the maximising use of infrastructure scheme. If a school benefits from one scheme in a particular year, the school may not be selected for the same scheme in the next 3 years. For example, a school that benefits from the School Incentives Scheme in 1997 may not benefit from the Schools Incentives Scheme until year 2000, even though it may satisfy the set criteria.

School and District Interventions

Carefully selected criteria will be used to select schools and Districts to be the target of various types of interventions. Unit costs for the various types of interventions and the distribution under various schemes is given as:

Unit Costs for Types of Interventions

- i) Teacher accommodation will be provided to schools that satisfy set criteria. At least 40 percent of accommodation provided should go to women teachers. Under the Vulnerable/Difficult Areas Scheme, this consideration will ensure that women teachers remain in these areas to provide role models to girl pupils

The total of 200 units of 6-unit teacher accommodation is distributed to cover the School Incentives Scheme each year and the Vulnerable/Difficult Area Scheme each year.

ii) Rehabilitation of school facilities mainly provision of school roofing in the first year (data is not readily available on the condition of school facilities. However, it is accepted that the provision of suitable roofing for schools is what communities find most difficult to do. When data is available and after the annual review of the programme, other modes of rehabilitation will be addressed)

A number of 2,000 classrooms will be re-roofed under the three Infrastructure Development and Maintenance Schemes. Annual distribution of re-roofing is as follows:

- a) School Incentives Scheme - 600 classrooms
- b) Vulnerable/Difficult Area Scheme - 700 classrooms
- c) Decongesting over crowded school scheme - 700 classrooms

a) Provision of KVIP to schools will be done under the three schemes.

- b) School Incentives Scheme - 30 4-cubicle KVIPs
- c) Vulnerable/Difficult Area Scheme - 30 4-cubicle KVIPs
- d) Decongesting over crowded school scheme - 20 4-cubicle KVIPs

Replacement of school infrastructure: this will also be subject in subsequent years to information on infrastructure needs of schools, however, in year 1, the following number of units will be constructed.

	<u>Number of Classrooms</u>
Replacement (BS1-6)	100 units/year
Replacement (BS7-9)	50 units/year

Annual distribution under the various Schemes will be as follows:

	BS1-6	BS7-9
a) School Incentives Scheme	- 30 classrooms	10 classrooms
b) Vulnerable/Difficult Area Scheme	- 40 classrooms	30 classrooms
c) Decongesting over crowded school scheme	- 30 classrooms	10 classrooms

v) provision of vehicles to districts.

Annual distribution under the various Schemes will be as follows:

- a) School Incentives Scheme - 3 vehicles
- b) Vulnerable/Difficult Area Scheme - 4 vehicles

Categories of Criteria

The following categories of criteria will be used in selecting schools and districts for the various types of intervention under the three schemes of Incentives, Vulnerable/Difficult Area, and Maximising Resources (school infrastructure, teachers, etc). Criteria are grouped by poverty, equity, school quality, access and other criteria. Depending on the level of intervention and the type of intervention, various combinations of criteria will be used.

Poverty Criteria

1. Poverty in terms of number of poor people in District/region or proportion of poor people represented by District out of total population of poor people in the country. To support the poverty criteria will be the economic activity zone within which the District falls.
2. Rural/Urban criteria
3. Illiteracy rate in District/region

Equity Criteria

1. Percentage of trained teachers
2. Percentage of girls enrolled.

School Quality Criteria

1. Textbook/pupil ratio by subject area
2. Library book/pupil ratio (all titles)
3. Workbench spaces available
4. Tools and equipment for teaching

5. Condition of school physical facilities eg. roof, wall and floor
6. Pupils per teacher
7. Furniture per teacher, Furniture per pupil
8. Store for books and technical tools, office, staff room, library, laboratory etc.
9. Water source
10. Playing field
11. Other facilities like toilet, urinal (by gender), drainage, refuse disposal and security.
12. Pupil achievement eg. reading skills
13. Regular homework given

Access Criteria

1. Gross Enrolment Ratio, Gross Admission Ratio, percentage of private enrolment, average size of school, average class size, classes/classroom
2. Retention rate, percentage of repeaters

Other Criteria

1. Staff training
2. Staff accommodation
3. Community participation
4. Sports equipment/materials per pupil

A.2 Rehabilitation and Construction Schemes (All Schemes)

A.2.1 Vulnerable / Difficult areas

This activity will have as its major consideration the inability of communities to help themselves thereby barring themselves from benefiting from the incentive scheme. The percentage poor in a particular district should not be less than 30 percent for example. In other words, the argument is that districts who fall into the very vulnerable/difficult category will be unable to compete effectively for the schools and districts incentives. Such communities may not necessarily have their needs based on the maximisation of facilities (most vulnerable/difficult areas have poor enrolments). This activity ensures that these schools, communities, districts are not left out in the provision of facilities.

Criteria for determining vulnerable/difficult Districts to benefit from central government intervention

1. Teacher Accommodation criteria

Criteria	Priority	Weight
Poverty	1	3
Quality	2	2

- i) Region/District should fall into a category where at least 35 percent and above of population are poor (GSS)
- ii) Region/District with illiteracy rate more than 50 percent
- iii) Community participation should be low
- iv) More than 80 percent of staff have no accommodation, very poor accommodation travel more than km. to school every morning, mode of transport to school, willingness to stay in accommodation that may be provided close to school.
- v) Percentage of trained teachers should be between 10 to 30 percent and less
- vi) Percentage of women teachers should be 30 percent or less

2.0 Rehabilitation of classrooms

Criteria	Priority	Weight
Poverty	1	4
Quality	2	3
Access	3	2
Achievement	4	1

- i) Region/District should fall into a category where at least 35 percent and above of population are poor (GSS)
- ii) Region/District with illiteracy rate more than 50 percent
- iii) Condition of roofs, walls and floors of at least 50 to 60 percent of classrooms should be very poor.

iv) Pupil achievement levels of between 45 and 65 percent for school/District

3D Construction of KVIP

Criteria	Priority	Weight
Poverty	1	4
Quality	2	3

i) Region/District should fall into a category where at least 35 percent and above of population are poor (GSS)

ii) Region/District with illiteracy rate more than 50 percent

iii) Non-existence of KVIP or poor toilet facilities

iv) Pupil achievement levels of at least 40

4D Replacement of classrooms

Criteria	Priority	Weight
Poverty	1	4
Quality	2	3
Access	3	2
Achievement	4	1

i) Region/District should fall into a category where at least 35 percent and above of population are poor (GSS)

ii) Region/District with illiteracy rate more than 50 or 60 percent (depending on whether it is rural or urban)

iii) Condition of roofs, walls and floors of at least 50 to 60 percent of classrooms should be very poor (depending on whether it is rural or urban).

iv) Pupil achievement levels of at least 40 or 50 (depending on whether it is rural or urban)

v) Pupil/teacher ratio of at least 40 to 45 and above for school/District

vi) Average class size should be 45 to 50 and above

vii) Classes/classroom should be 1.5 to 1.8 and above

A.22 Decongesting over crowded school scheme

Efforts will be made under the programme for efficient use of existing physical and other facilities. In this regard, schools that are in dire need of facilities because of very high enrolments will be considered under the programme. Cases where it becomes imperative to improve school facilities because improvement of these facilities will address the need of a larger number of beneficiaries will be considered. About a third of all facilities will be provided to maximise the use of existing facilities, resources and address the need of larger numbers of beneficiaries as in the case of provision of for example, KVIP units for an overcrowded school.

The differences in the three types of interventions are obvious. In the incentive scheme to schools, competition among districts is encouraged as a catalyst to achieving set targets. In targeting vulnerable/difficult areas, a direct intervention is made towards the schools and districts, which have other factors beyond their control which militate against them, (e.g. Poverty). Such an intervention is meant to encourage them to make the effort at changing their situation in terms of basic education. This intervention is aimed at the rural and urban poor. In the third type of intervention, an effort is made to alleviate the problems of overcrowded schools who may not fall within the first and second types of interventions because their efforts are not exemplary enough to be selected in the incentives schemes nor do they fall within the poor category, however, their situation demands attention because of the urgent nature of their need (overcrowding).

All three interventions will consider both rural and urban factors in the selection of districts/school and will also consider equity in the selection.

1D Teacher Accommodation

Criteria	Priority	Weight
Access	1	1
Quality	2	2

i) Pupil/Teacher Ratios of 60 and above

ii) Classes/classroom should be 1.8 or higher

iii) Class sizes should be 60 and above

ivC More than 80 percent of staff have no accommodation, very poor accommodation travel more than ... km. to school every morning, mode of transport to school, willingness to stay in accommodation that may be provided close to school.

v□ Percentage of trained teachers should be 40 percent or less

vi□ Percentage of women teachers should be 40 percent or less

2□ Rehabilitation of classrooms

Criteria	Priority	Weight
Access	3	2
Quality	2	3
Achievement	4	1

i□ Classes/classroom should be 1.8 or higher

ii□ Class sizes should be 60 and above

iii□ Condition of roofs, walls and floors of at least 50 to 60 percent of classrooms should be very poor.

iv□ Pupil achievement levels of at least and 50 percent for school/District

3□ Construction of KVIP

Criteria	Priority	Weight
Poverty	1	4
Quality	2	3

i□ Classes/classroom should be 1.8 or higher

ii□ Class sizes should be 60 and above

iii□ Non-existence of KVIP or poor toilet facilities

iv□ Pupil achievement levels of between 45 and 65 percent for school/District

4. Replacement of classrooms

Criteria	Priority	Weight
Poverty	1	4
Quality	2	3
Access	3	2
Achievement	4	1

i□ Region/District should fall into a category where at least 35 percent and above of population are poor (GSS)

ii□ Region/District with illiteracy rate more than 50 percent

iii□ Condition of roofs, walls and floors of at least 50 to 60 percent of classrooms should be very poor.

iv□ Pupil achievement levels of between 45 and 65 percent for school/District

v□ Pupil/teacher ratio of 40 to 45 and above for school/District

vi□ Average class size should be 45 to 50 and above

vii□ Classes/classroom should be 1.5 to 1.8 and above

Operating Cost

The selection procedure will be made up of 'desk bound' and field verification. During construction and rehabilitation works, there will be the need for monitoring and evaluation. Unit costs for operational cost in terms of verification, monitoring and evaluation is \$5,000 per quarter.

Five percent of the cost of construction and equipment will be required for maintaining the programme.

Information Needs

For criteria of which data/information is not readily available, steps should be taken to fill these information gaps before the beginning of 1997 academic year.

A.23 School Incentive Scheme

As a motivational factor, annual teacher awards and accommodation will be provided for teachers (see component 2, under Personnel Operations) and District Directors of Education in remote/difficult areas. Schools and districts, which perform creditably, will also be given incentives for performing creditably or/and for using innovative method in teaching/learning. Incentives will be in the form of roofing sheets for rehabilitation and construction of classrooms and provision of KVIPs for schools and the provision of vehicle to districts.

Out of a total of 2,000 schools that will be re-roofed per annum, 600 schools will be re-roofed as school incentives. A total of 80 KVIPs will be provided for schools per annum out of which 30 will be provided as incentives each year. 30 BS1-6 classroom units will be constructed annually as incentives out of the total number of 100 classroom units to be constructed annually. In BS7-9, 10 classroom units will be constructed each year as school incentives out of a total number of 50 classroom units to be constructed annually. A total of about 200 6-unit teacher accommodation will be provided each year out of which at least a third will be provided as incentives to teachers in schools which achieve set targets. In situations where the school already has the facilities available on the menu, this activity will link up with the School Improvement Project in providing, within limits a 'felt need' identified by the school.

The implementation strategy comprises the following activities for the various beneficiaries listed:

- 1 Design house types to be constructed
- 2 Identify beneficiary schools/districts
- 3 Acquire lands for buildings
- 4 Sign contractual agreement with beneficiary districts assemblies/communities.
- 5 Complete formalities for the award of contracts
- 6 Construct houses and office blocks.

Forms of incentives to schools

- i Teachers accommodation
- ii rehabilitation of schools
- iii construction of KVIPs
- iv replacement of schools

The incentives to schools are expected to create a measure of healthy competition among schools vital for the achievement of programme objectives. In choosing criteria for the selection of schools, particular attention is paid to access, quality, equity and efficiency criteria that can be applied to the schools level. Poverty criteria is not used here because competition is open to all basic schools. It is however, expected that the criteria of the condition of schools physical infrastructure will eliminate schools who do not necessarily need these facilities.

Criteria for Selection of Schools

Achieving set targets

- 1 Percentage of girls enrolled should indicate a significant percentage increase over the previous year's.
- 2 Reading Skills achievement should indicate a significant percentage increase over previous year's.
- 3 Reading Skills achievement against quality of school
- 4 BECE results against quality of school

A.24 Incentives to Districts

District incentives will take the form of vehicles to the DEOs, construction, rehabilitation and maintenance of District Education Offices and provision of District Directors of Education Accommodation. Where the District does not require such facilities, other incentives identified by the DEO as a 'felt' need may be funded. District should satisfy the following criteria to benefit from these incentives:

Criteria for Selection of Districts

- 1 District should commit 40 percent or more of its DACF to needy basic education schools
- 2 Achieve and sustain targeted salary/non-salary ratios
- 3 Existence of scholarship schema for girls
- 4 Districts should not have over staffed schools/offices beyond set staffing levels
- 5 Pupil/teacher ratio of particular schools in the District should not be below the District average if the District average is less than 35 pupils per teacher for BS1-9
- 6 District should have a School Management Board DEOC
- 7 Gross Enrolment Rate (GER) should indicate a significant percentage increase
- 8 Gross Admission Rate into BS1 and BS7 (GAR) should indicate a significant percentage increase
- 9 Distribution of trained teachers in District should have an indication equity among schools
- 10 Distribution of textbooks in schools should have an indication of equity among schools
- 11 Existence of 'working' School Management Committees
- 12 Excellent school-community relationship
- 13 Multi-grade teaching (where there is a shortage of teachers)

A.3 Maintenance Policy

One objective of the primary school development project was to inculcate a maintenance culture within the district assembly. Headteachers bungalows were constructed for selected schools and the teachers requested to contribute mandatory token rent towards the maintenance of the facilities. The district assemblies were to collect the rent and supplement it with their own resources to maintain the facilities. However, it is evident that these rents have not been collected and no plans in place to maintain the facilities. This activity will study the factors that account for poor maintenance culture of communities, assemblies and other personnel within the education delivery system. Other areas where maintenance culture will be build are at Teacher training colleges level (infrastructure). The result will guide and complement effort of policy makers to issue the maintenance policy.

A.4 Rehabilitation of Teacher Training Colleges (TTCs).

Uncompleted infrastructure facilities for thirty-five TTCs will be completed while existing facilities, which are in various stages of disrepair, will be renovated/rehabilitated. In some cases new projects will be initiated. Each Training College will be provided with academic and office equipment. TTCs will be strengthened with the provision of equipment, vehicles and electric generating plants and teaching/learning materials.

The following are the proposed phases:

A.41 Starting Phase

A.42 Detailed Design

A.43 Construction including EQUIPPING AND FURNISHING

A.45 Technical Assistance

B. Increasing Girls Participation

Rationale

Develop reform Interventions to solve the problem of low access, retention, and achievement of girls in education.

Purpose and Scope

Available statistics indicate that girls are under-represented at all levels of the education ladder. Their participation decreases as they climb higher the education ladder with marked regional disparities. As at 1994/95 academic year, girls constituted 46%, 43% and 36% of Primary, JSS, and SSS enrolment respectively. During the same year, in the five Universities, female enrolment ranged between 8% - 29% (UDS & UCEW).

- To enable the Girls' Education Unit issue a blueprint that will embrace and harmonise researches already undertaken.
- To encourage strategic planning and prioritisation of the Units activities.
- To make more girls develop interest in science and technology subjects.
- To ensure that each district in the country has a gender desk officer who will work with the Girls Education Unit to promote girls' enrolment and retention in the districts.
- To establish scholarship scheme that will offer assistance to needy girls who cannot pursue or enrol in basic education due to financial constraints.

Implementation Strategy

The implementation strategy comprises the following activities for the various beneficiaries listed:

- 10 Preparation of working documents
- 20 Training Workshop for 220 District Officers of Girls Education
- 30 Establishment of Scholarship Schemes for Needy Girls
- 40 Adaptation of STME to Basic Education
- 50 PLA in districts with low female enrolment rate
- 60 Support for Girls Education Unit
- 70 Research Studies
- 80 Gender Attitude Assessment and Sensitisation
- 90 Support for Development of Gender Sensitive Surroundings and Training

B.1 Preparation of working documents

The literature review is required to ensure a uniform and consistent approach in purpose and action amongst all stakeholders and other sectors that are working to find solutions to the problems confronting girls in education. There is the need to gather scattered salient materials in various institutions and build on a data bank for the Girls Education Unit upon which a blueprint to inform strategy and priorities through which the Unit will achieve its mandate

Hire local and external consultants to analyse and synthesise available literature on education.

B.2 Training Workshop for 220 District Co-ordinators

220 officers, who will be appointed or selected by their District Directors, as gender desk officers for the district will undergo training. They will perform this task as an additional task to their normal schedule in the district office. To implement the above the following activities will be carried out;

- preparation of training materials based on training needs assessment
- selection of trainees
- prepare terms of reference for gender desk officers
- Conduct training and evaluate capacity building programme.

B.3 Establishment of Scholarship Schemes for Needy Girls

As one of the mechanisms for improving girls' education in terms of enrolment and retention, it is proposed to set up, on pilot basis, a scheme for the award of grant-in-aid/scholarship to girls from needy families in the most disadvantaged Districts based on carefully selected criteria. The scheme will cover nine years of basic education and it is expected that about 2,000 girls will benefit from the scheme annually.

Criteria	Priority	Weight
Poverty	1	3
Equity	2	2
Access	3	1

- i□ Percentage of poor in school should be 20 percent or less
- ii□ Region/District with female illiteracy rate more than 40 percent
- iii□ Percentage of girls enrolled should be 30 percent or less for District/school
- iv□ Retention of girls should be 30 percent or less over 6 year BS1-6 or 3 year BS7-9
- v□ Girls achievement levels of more than 65 and 75 percent for school/District

Upon the selection of the schools, Districts will select girls for the scheme. A scholarship fund of \$20/child for 440 girls per year identified in neediest areas will be set up annually and disbursed.

A study will be undertaken by a local consultant on Scholarship Schemes that have been implemented in the past and why in some communities the schemes have not necessarily led to an improvement in the participation of girls. The scholarship scheme will be effective from the 1997 academic year and the fund will be disbursed annually over the project period. After the study the following activities will be undertaken:

- review constraints in existing scholarship schemes and design modalities for award of scholarships.
- produce modalities for the award of scholarship. All members of the Girls Education Unit will undertake this activity within a period of one month. A total of 150 copies of the modalities will be produced and distributed to directors at all levels. District directors of education will be expected to make copies for their district assemblies.
- organise workshop on modalities for the award of scholarships
- implement scholarship scheme for needy girls and evaluate implementation after a considerable period. Based on the modalities, each district will select 4 needy girls to benefit from the scheme each year. Thus, a total of 440 needy girls annually for the duration of the implementation of the FCUBE.

B.4 Adaptation of STME to Basic Schools

With the commencement of the new educational reforms, there is the need to extend the STME clinic to JSS level to enable the students to have the right exposure before selecting their subjects in SSS level. In this direction teachers will be equipped with innovative teaching approaches to help them create interest in STM for children in primary schools. Pre-service institutions will be targeted to produce teachers with significant level of awareness in gender issues relative to STME. Efforts will be made to institute course credit system in pre-service institutions. In addition, a proposal will be drawn for an expanded and decentralised Science, Technology and Mathematics Education for girls in basic education at the district level. A local consultant will be required to do this. Based on a review of his/her report, STME workshops will be organised for girls at basic level in every district annually.

Monitoring and Evaluation

The scholarship and other schemes to increase the participation of girls at basic level will be monitored and evaluated as an input into annual reviews.

B.5 PLA in Districts with low female enrolment rate

The participatory learning approach (PLA) has been accepted world wide as the most efficient strategy in assisting communities to plan their development in all aspects. The Government's effort to increase girls' participation in education especially in the three northern regions of the country can be amply rewarded through the PLA, since among its returns is assisting communities to draw up their own Action Plan to increase girls' enrolment and retention.

The PLA will be done on a pilot scheme and will employ a long term local consultant. The pilot scheme will be started in two districts and four communities (2 communities in each district) in the northern region for 15 months. After this, the lessons learnt will be replicated in the other districts, particularly in the three regions in the northern section of the country. Other regions will be phased in gradually. The following are the major activities to be undertaken during implementation:

- i) Procure equipment/vehicles for PLA in 2 pilot districts.
- ii) Procurement of consultant for PLA
- iii) Awareness creation among districts selected through a reconnaissance survey (two districts and two communities in each district as pilot).
- iv) Training of district PLA officials and Girls Education Task force (GET)
- v) A research on PLA will be conducted and the result used to plan strategies for improving action on girls participation.
- vi) A field manual will be produced for training programmes of local GET on gender sensitisation.
- vii) Implement sensitisation process in communities and evaluate progress after a considerable length of time.
- viii) The training manual will be refined together with other implementation materials and replicated in the expanded phase.
- ix) All processes used to achieve the desired results (verifiable indicators) will be documented in a final report and disseminated as required.

B.6 Support for Girls Education Unit

There is need to ensure that the Girls Education Unit (GEU) is well-equipped, well-informed, motivated and hence capable of ensuring the unique problems of girls' education and gender issues are mainstreamed in MOE/GES decision-making and implementation processes. In this regard:

- a 4X4 vehicle (to facilitate field visits), stationery items, relevant literature, furniture, equipment (a photocopier, computer equipment) and computer software will be supplied
- Financial support for field visits to relevant project sites for liaison/net-working, monitoring & evaluation purposes, will be provided
- Financial support for participation in relevant, appropriate fora for the purposes of mutually learning from each other's experiences and networking will be provided

B.7 Research Studies

On an annual basis, provision will be made for demand driven girls' education related studies with clear implications for advocacy, policy development and/or focussed intervention.

One important area for intervention is girls' self-attitudes, which tend to be negative relative to boys'. However, it is often difficult to assess the impact of such interventions due to the unavailability of appropriate instruments. An instrument to assess girls' self-attitudes will thus be developed. Such an instrument can be used not only to develop focussed intervention strategies by providing relevant baseline data, but also to gauge the impact of the interventions.

B.8 Gender Attitude Assessment and Gender Sensitisation

There is a need to ensure that MOE/GES officers making crucial decisions affecting the girls' education are gender sensitive. First, a rapid assessment of current gender attitudes among key MOE/GES officers will be conducted. On the basis of the results, a focussed, gender sensitisation programme will then be developed. Initially the target group will be at MOE/GES headquarters staff, with prospects for extension to the regional and district levels.

8.9 Development of Materials Supportive of Girls' Education and Training

One way of promoting a "girl friendly" school environment is through the provision of materials that are supportive of, and promote girls' education. Such materials can be in the form of supplementary reading texts, posters, charts or other types of learning/teaching aids. It is anticipated that, there will be a need to train teachers in the use of some of the materials. Planned activities are as follow:

- Conduct "Write A Story Competition" with theme "The Girl Child & School"
- Conduct workshop for writers of best 10 stories
- Publish and distribute winning entry (12 000 copies)
- Conduct gender sensitisation workshop for book publishers
- Develop other materials that promote girls' education (including pre-testing)
- Develop and conduct orientation programmes to ensure teachers can use above materials effectively
- Publish and distribute materials

C. Fostering Community Involvement in Improved Educational Services

Rationale

Targeting Community Ownership and School-Based Demand-Driven Micro Projects

C.1 Schooling Improvement Fund (SIF)

This activity involves the setting up of a fund from which supplementary financial support will be made available to schools, which initiate projects to improve learning outcomes over the period of the Programme. The modalities for the operation of the Fund and criteria for selecting beneficiary schools have been worked out for discussion and approved by all stakeholders (MOE, GES, District, and Assemblies). It is envisaged that an average of 110 schools will benefit from the fund each year. This will be given to any one community or school. However, a pilot scheme of 60 schools will be supported in the 1st year as pilot scheme.

C.11 Pilot Phase

- i) Appoint a consultant to work on the modalities of the scheme.
- ii) Organise a workshop for District chief Executives, Presiding members and District MOE/GES Directors of Education to sensitise them on the operations of the fund.
- iii) Provide seed capital for the fund. The SIF grant ceiling is set at \$8,000 of which the community must provide 20 per cent. In all, 60 SIF projects will be funded in the first year as a pilot phase at the grant ceiling of \$6,400 per SIF project.
- iv) Procure a consultant to facilitate implementation of project. The work of the facilitating consultant will include organisation of promotional workshops at the community level, providing training for SMCs and community representatives in relevant management skills (basic accounting procedures, record-keeping, development of improvement plans and monitoring the implementation).
- v) Conduct Baseline Study to obtain data on reading and writing ability levels of pupils to provide the basis for assessing the impact of the scheme on learning outcomes.
- vi) Launch pilot project at the district level to signal commencement of implementation.
- vii) Conduct mid-term review to assess the experience gained in the process of implementation of pilot and provide recommendations as mid-course corrective measures to improve and fine tune implementation.

The Schooling Improvement Fund is a decentralised approach to funding educational needs. Currently, 3 districts have been selected based on their geographic locations for the pilot scheme. The districts are Savelugu-Nanton in the Northern Region, Sefwi Wiawso on the Western Region and Tano in the Brong-Ahafo Region.

The scheme will inject a level of flexibility into the provision of educational facilities that will aim at providing the felt basic educational needs of the school and community, rather than providing a menu of pre-selected needs. It aims at

- encouraging community based demand-driven initiatives which demonstrate a potential for improving the quality of teaching and learning; and
- fostering a sense of community ownership of schools and thereby enhance community interest and active participation in schooling.

The mode of financing is such that the community which is selected provides a fifth of the total cost of identified projects. This means communities will have to think seriously about sources of counterpart funding before they propose ambitious projects. A number of criteria is set for the selection of schools for the scheme.

Criteria for Selection of Schools

Schools, which are selected, should have the following characteristics:

- 1) not be involved in exploiting schoolchildren's labour on staff projects (child labour)
- 2) use instructional time fully
- 3) school project should not be cladding of pavilions
- 4) school project should not be provision of standard textbooks
- 5) school project should not be provision of standard furniture (except in extreme circumstances)
- 6) schools that provide timely statistical information required by headquarters

SIF Support

SIF support will be:

- 1□ production of instructional aids
- 2□ equipment (scales, Agricultural Tools, etc.)
- 3□ minor repairs to existing school infrastructure
- 4□ specialised furniture
- 5□ improvements to physical environment
- 6□ relatively inexpensive water and sanitation facilities
- 7□ physical education kits
- 8□ training and technical assistance
- 9□ support like motor cycles, bicycles for teachers on hire purchase, library books, excursions etc.

Training

Training cost is Included as part of SIF Mobilisation

Vehicles and Equipment

At least one vehicle is required for field verification, monitoring and evaluation. 8 motor bikes are required for the three pilot areas in the Northern, Western and Brong-Ahafo regions. 4 computers and accessories will be required for preparing workshop material and writing reports. Unit costs of equipment and vehicles are given as:

- i□ 1 photocopier (canon NP. 6030 with sorting trays and other accessories)
- ii□ 1 reprographic equipment (Gestetner)
- iii□ 4 printers- bubble jet - \$2,700
- iv. 4 computers with accessories
- v□ software - \$3,400
 - DOS 6.22 or higher
 - dBASE for Windows 5.1 or higher
 - SPSS for Windows (current version)
 - LOTUS for Windows (current version)
 - Word perfect for Window 6.1 or higher
 - Doctor Solomon's Tool kit (Anti Virus - current version)
- iv□ 1 vehicle (double cabin pick-up) - \$29,356
- v□ 8 motorbikes at \$300/unit - \$21,920

C.12 Evaluation

A local consultant will be procured to conduct a mid-term evaluation of each phase of the project (pilot and expanded phases). The scope of the evaluation will be as follows:-

- i□ Objectives, content, and relevance of the on-going SIPs
- ii□ process followed from mobilisation through implementation
- iii□ strengths and weaknesses of the institutional framework of SIF; the roles and responsibilities of SMCs, DAs, DACs, DEOs, GES, PMU, etc. and
- iv□ appropriate modifications of the SIF design and operational manual.

There will be supervisions missions review of the scheme along side the evaluation by the local consultant.

C.13 Phase II of Pilot

- i□ Embark on (expanded) phase 2 of pilot after evaluation of the pilot. An average number of 110 schools will be taken on annually at the grant ceiling of \$6,000 per SIF project. Selection of beneficiary schools will be done by the Steering Committee.
- ii□ Conduct a mid-term evaluation review meeting to discuss findings and recommendations of the evaluation.
- iii□ Steering Committee to meet to plan for expanded phase
- iv□ Revise SIF operational manual based on approved recommendations of the mid-term evaluation meeting.
- v□ Procure a facilitating NGO to facilitate implementation of expanded phase. The preparation for the expanded phase will include promotional workshops and training for SMCs and communities. At the beginning of each SIF Cycle, a 1-day Orientation workshop will be held for the following participants:

- DAC - 7 members
- VGO - 2 members
- PMU - 2 members

Steering Committee	-	7 members
District Assembly	-	4 members
Facilitators	-	2
SMC	-	9 member
Community	-	20 - 30 members

- vi. Conduct baseline study on pupils' performance
- vii. Develop SIPs for appraisal and final approval by DACs
- viii. Launch expanded phase at the district level.
- ix. Monitor implementation
- x. Conduct mid-term evaluation.

C.2 Information, Education & Communication (IEC)

1. To sensitise all stakeholders and target beneficiaries on policies, strategies, implementation arrangements for FCUBE.
 2. To solicit political commitment, decentralised level commitments and critical management and teaching staff support.
 3. To explain shift in Government policy on ownership of Educational Programmes at District Level
 4. To publicise the benefits available under the programme e.g. incentive schemes, access courses etc.
 5. To explain GES Law & MLGRD Law on Decentralisation.
 6. To explain mechanisms for implementing laws on District Level management (oversight) and school management committees.
 7. To solicit public support for enrolment of needy girls and disadvantaged groups, while agreeing on strategies for targeting such groups.
 8. To explain Government policies on levies, fees, district level taxes on Educational Infrastructure, Maintenance, and Scholarships for Girls, etc.
- i. Use of seminars, workshops and consultations with identified stakeholders on issues raised in P&S.
 - ii. Generation of Mass Media Audio -Visual Materials to enhance Public Educational Process.
 - iii. Launch and sustain FCUBE Bulletin.
 - iv. Identification of groups of communication experts to develop IEC campaign materials.
 - v. Use Print, Television, Radio and face-to-face IEC techniques.

C.21 Preparation and procurement

Consultant will undertake design of IEC strategy. Local Consultant will be required for the design of the IEC campaign programme in March 1997.

Two local consultants will be required for the actual implementation, which involves travelling across the country. The revised start date is 1997 and will continue throughout the Basic Education Programme.

C.22 Development of IEC Material

Publication and Distribution of FCUBE Brochures, Posters and Bulletin

The FCUBE Brochure and Poster are to raise awareness and educate partners and stakeholders about the FCUBE programme. The first brochure and Poster will focus on the constitutional and legal basis of FCUBE and the policy framework and constraints the programme is expected to address. The brochure and Poster will also highlight the main strategies for implementing FCUBE and the implementation plan for achieving the objectives of the program. A significant objective of the meetings and seminars to be organised will be to get commitment and support from significant stakeholders to the FCUBE programme.

The first brochure and poster will target political leaders and policy makers as well as all stakeholders at all levels of the society. Other target audiences include the Implementation Oversight Committee Members, the Directorate of the Ghana Education Service (GES), and all levels of the education service and members of District Education Oversight Committees and School Management Committees.

The main objective of the bulletin will be to solicit commitment of all implementing partners to collaboration and co-operation for the achievement of FCUBE objectives. Each Bulletin, after the first, will be issue specific and

focus on the achievements, needs, problems and targets of one or two components. Some of the bulletins will also focus on study reports, and communicate timely information to a wide range of important audiences.

The first bulletin will target political leaders and policy makers as well as all stakeholders at all implementing levels of GES and other Stakeholders. Other target audiences include the Implementation Oversight Committee Members, and all levels of the education service and members of District Education Oversight Committees and School Management Committees.

In order to achieve the above:

1. The IEC Team will develop and circulate the text of the first brochure and poster for comments and approval by the Senior Management Team and the Implementing Units and Divisions.
2. The IEC team and PMU will contract a publishing house to print the brochure and poster according to specification and number.
3. The IEC team will disseminate the brochure and posters to target audiences.
4. Meetings and seminars will be organised at national and regional levels to propagate the content of the brochure and posters to some of the target groups.
5. The IEC Team will develop and circulate the text of the first bulletin for comments and approval by the Senior Management Team and the Implementing Units and Divisions.
6. A two day seminar will be organised to write up the bulletin
7. The IEC team and PMU will contract a publishing house to print the bulletin according to specification and number.
8. The IEC team will disseminate the bulletin to target audiences.

Other Materials/Equipment

Audio and video cassettes are required for covering workshops, seminars, dramatised programmes for television and radio broadcasting and documentation. As a buffer to audio cassettes, reel to reel tapes will be required to capture radio programmes for broadcasting and storage. Two video cameras will be needed for filming of campaigns and other relevant activities under the basic education sector improvement programme. Mobile public address system will be required considering the targeted audience. An editing suite is for editing filmed programmes to ensure compatibility with broadcasting standards.

		Unit Cost (\$)	Total Cost (\$)
i. audio cassettes	50 cassettes per annum	3	158
ii. video cassettes	50 cassettes per annum	5	267
iii. reel to reel tape	20 (3-hour tapes)	11	210
iv. video cameras	*2	25,000	50,000
v. audio recorder	*2	500	1,000
vi. mobile public address system	*2	1,500	3,000
vii. series editing suite	*1	45,000	45,000
viii. electricity power generator	1	5,000	5,000
ix. vehicle (4WD)	1	36,500	36,500

However, asterisk items totalling \$135,500.00 is earmarked for procurement in 1997.

C.23 Implementation

An Information, Education and Communication strategy will be used to create awareness on the FCUBE programme objectives at the community level. Communication at the community level will be done using durbars, community gathering and for a primarily, and on a secondary level, the media, radio, television and public address systems. This is necessary to avoid politicising the whole basic education sector programme. The system will be devised with regard to cultural sensitivity so as not to alienate the community. Drama and role-play will also be employed as and when convenient.

C.24 Client Consultation

1. To use the bottom-up approach to effectively market the BESIP to highlight ownership for the project.
2. Participatory workshops will be organised at Local/District Levels to establish the basis of collaboration with stakeholders and to acquire their support for the cost-sharing principles critical to BESIP Implementation.
3. Equity Issues Involving Girls Participation in Basic Education. Other Disparities will be addressed through client consultation.

4. There is the need to replicate the Equity Pilot Activities that have proved successful by introducing relevant interventions to control various disparities especially gender.
 - i. Engage consultant(s)/Facilitator(s) for planning and organising workshops at all levels in pilot basis.
 - ii. Organise National and Regional Launching of FCUBE Programme.
 - iii. Embark upon Mass education using print and electronic media.
 - iv. Organise Participatory Appraisal fora in three districts, one region and one at the National level.
 - v. Consultation Studies On The Structure, Functions and Relationships of DEOCs, SMCs & PTAs

Consultation Studies On The Structure, Functions and Relationships of DEOCs, SMCs & PTAs

One strategy of FCUBE is to *increase community and district level participation* in the provision of good quality basic education for every Ghanaian child. To this end community level organisations and institutions are to be encouraged and supported to take up more and more responsibility for education in their localities. Indeed the bulk of school activities are to be transferred eventually to District Education Oversight Committees (DEOCs) and School Management Committees (SMCs). Indeed the role of DEOCs in the implementation of FCUBE have been spelt out in the GES act (Act 506 of 1995).

Unfortunately, there has been no provision in act 506 for the establishment of SMCs. Furthermore, the functions of SMCs and of PTAs are not clear. There continuous to be conflicts between the two organisations at the school level. Additionally, the SMCs as they exist now are full of education service personnel to the neglect of the community members who should form the bulk of the Committees. There is a general agreement that if the SMCs and the DEOCs are to function effectively the communities and interest groups that they are expected to represent should be consulted on their structures, functions and relationships with the official GES system.

The main purpose of including IEC as a strategy in FCUBE is to be able to identify issues, study them and develop appropriate strategies to address the issues. This is a typical situation that needs study and clarification before clear messages can be developed and communicated to the affected groups

DEOCs and SMCs are very central in the overall implementation plan of FCUBE. Therefore it is necessary to clarify their structure and roles to ensure their effective contribution to the program.

1. A firm will be contracted to conduct a consultation study among different levels and interest groups on their views about DEOCs, SMCs and PTAs. The study will look at how the respondents see the roles of these institutions and the nature of relationships that should be established among them. The views will be collated and analysed and reviewed and recommendations made to the SMT.
2. The IEC team will conduct of a seminar to develop the structures and functions based on the findings and recommendations of the study. The seminar will also develop and print blue prints for formation c institutions and recommend changes in the relevant legislation where necessary.
3. The IEC team and other agencies, units and divisions of GES will conduct series of training workshops to educate communities on the formation and functioning of DEOCs and SMCs and sensitise the general public about the institutions and the functions they are expected to play in FCUBE implementation process.

C.25 Impact Evaluation
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Implementation Agency: GES, Consultants (CEDEP), PMU, MOE, MOF, MLGRD, District Assemblies, GES, NGO, and Relevant Donor Agencies. Consultants, Basic Education, Inspectorate, Teacher Training Divisions, and Ministry of Communication (Ghana Broadcasting Corporation, GBC)

Risk and Constraints

- i. Communities' lack of power to influence the basic and essential problems of schools such as lack of textbooks and teachers, as well as checking teacher absenteeism.
- ii. Lack of capacity of the communities to identify schooling problems and formulate appropriate projects to help solve them.
- iii. Poverty can make it difficult for the community to raise the counterpart funds (20%) to support the project.
- iv. Possibility of stakeholders (District Assemblies and communities) not accepting scheme readily.

- v. The peak of farming activities can slacken community participation in projects.
- vi. Inflation affecting cost of goods and services.
- vii. Lack of logistics (impresst for fuel, motorbikes) for regular monitoring by circuit supervisors.
- viii. Cost-sharing concept may not be acceptable to parents.
- ix. Timing of IEC campaigns (location, targeting etc.).

Source(s) of Funding: IDA, DFID, USAID

Output/(Key Performance Indicators):

- i. Modalities of the scheme worked out
- ii. Agreement forms prepared
- iii. Launching completed
- iv. Orientation workshop organised
- v. Bank accounts opened
- vi. Seed capital provided for 110 schools annually.
- vii. Evaluation reports
- viii. Reports on each District Client Consultative Workshop, Regional and National.
- ix. Modalities for efficient replication of Participatory Community Workshop in all districts.
- x. Enhance Community Participation at all levels for BESIP Implementation.
- xi. A high level of ownership acquired for BESIP.
- xii. An effective, reliable new reading and writing method and kit made available to more schools in country

C.3 Extension of Enrolment, Retention and Quality Scheme

C.31 Extend Remedial Reading Skills Technique & Kit to Schools Countrywide (3 schools per district)

A test remedial reading skills technique and kit will be poorly performing pupils at the basic levels in 110 circuits in all the districts.

The activity will be an extension of a method for teaching remedial reading and writing skills for all levels of basic education.

The objective of the activity is to increase quality of education to children by increasing their reading and writing ability in the selected schools. This activity addresses the issue of quality directly since reading and writing are very important expected outcomes of basic education.

The method found to increase pupils' reading and writing ability within a matter of one academic year will be implemented through the following steps:

1. Contract Remedial Reading Skills Consultant
2. Identify and Select Schools by criteria
3. Conduct Seminar for Teachers and supervisors of selected schools
4. Provide material and kits
5. Launch Scheme
6. Monitor Scheme
7. Evaluate scheme

One circuit per district will be selected for phase one of the scheme. The selection will be based on the average performance of schools in the BECE examinations in the past three years. Those with the lowest performance in the district will be selected. Preference will also be given to schools with low trained teacher ratio as well as those with high pupil teacher ratio.

Trainers will be trained in the technique of teaching remedial reading and writing skills

Trainers will in turn train teachers in the schools of the selected circuits.

Teachers will apply the techniques in teaching their classes during regular school periods.

Teachers in the selected schools will be trained to use the method and the books in the most effective way. The teachers will apply the method for a whole year and reinforce the skills that children acquire.

The impact of the method will be evaluated at the end of every school term and supplementary reading and writing materials will be provided to enable children maintain the skills they acquire.

C.32 Organise Enrolment and Retention Competition In 25 Districts

There is need to increase enrolment and retention in several parts of the country with very low enrolment and retention rates. This activity will encourage communities and schools to play an active part in the enrolment of their children into schools and in helping to retain them there. There will be special attention paid to girls enrolment and retention.

The enrolment competition is a fast and community based approach to achieving and retaining high enrolment and retention in schools. The approach is sustainable and cost effective, since it involves the communities and the teachers. The Basic Education Division will select districts with gross enrolment ratios below the national average of 50% to participate in the activity. District with high enrolment but also high drop out rates especially among girls will also be included in the exercise

Selected districts will supported to organise circuit level competitions within the district, and school level competitions within circuits.

A one day seminar will be organised for the circuit supervisors of the selected districts to work out the modalities of the competition and to outline the rewards to be given to winners.

The Circuit supervisors will in turn guide and teachers and head teachers of the schools within the districts on their roles. Additionally the supervisors will brief the SMCs of all the schools taking part in the competition.

Schools and Communities will be guided to organise enrolment and retention drives in August prior to the new school year.

Three Circuit level rewards will be given to winners. There will be district level rewards to the circuits and school and community level rewards.

Rewards and incentives will include bicycles for the teachers of the schools, and support for SMCs request for school improvement facilities among others.

The cost of competitions will be borne by ADB.

C.33 Expansion of Community Supported Schools Scheme

The extension of Community Supported School Scheme is to encourage School Management Committees and communities to work together and take direct control and responsibility over the quality of education of their schools. Its also to encourage communities that are ready to assume some control over the education of their children. The main focus of this activity is to encourage parent and teacher participation in the provision of good quality education for their children. The activity also enables high level of contact and collaboration between teachers and the community.

The Scheme will be extended to cover 3 schools in each of the 110 Districts. The schools will be selected on the basis of the criteria set out here.

1. To improve quality of teaching and learning by :
 - i. Providing material incentives to teachers.
 - ii. Providing textbooks, library books supplementary books and other teaching aids to schools
 - iii. Applying GES standard procedure for selecting suitable head teachers for the pilot schools.
2. To increase community involvement in provision of good quality teaching and learning in their schools by:
 - i. Having SMCs set-up and functioning in the schools
 - ii. Involvement of communities in management
 - iii. SMCs mobilising resources to pay incentives to teachers.
 - iv. Community signing performance agreement/contract with teachers.
 - v. SMCs meeting regularly with their teachers to review progress of their school children.
 - vi. Providing models for other communities to adopt

Implementation tasks will include:

1. Development and distribution of schools selection criteria and performance contracts.
2. Identifying schools by criteria and collation of returns from the Districts
3. Conducting seminars for, Circuit supervisors S M Cs and P T As and Teachers
4. Provide material support to the communities.
5. Launching and implementing scheme.
6. Monitoring scheme.
7. Evaluation of scheme quarterly.

Criteria for Selecting Schools

1. The willingness of the communities and teachers to adopt the scheme.
2. Application of Standard procedure to appoint head teachers

The outcomes will include;

- i. increased teacher/pupil contact time,
- ii. decrease absenteeism for teachers,
- iii. improved reading and writing for pupils,
- iv. increased material support from community for schools,
- v. increased interaction between teachers and community,
- vi. increased community supervision of teachers.
- vii. enrollment increased
- viii. children's school performance increased
- ix. child dropout reduced
- x. SMC involvement in school activities increased
- xi. There will be increased SMC involvement in the school activities

The communities will volunteer to take part in the scheme and will be assisted to draw up the plans and agreements with the teachers.

The communities will contribute resources to support the scheme. Additional support will come from FCUBE for the first year as encouragement to the communities.

The scheme has been tried elsewhere and found to be effective in improving teaching and learning quality.

There will be a seminar for the communities that sign up to take part in the activity. Teachers and SMC executives will be brought together for the seminar. The guideline for the implementation will be given at the seminars.

The impact of the method will be evaluated at the end of every school term for two years.

C.4 The Model School

To support sustainable and replicable school based reforms to improve the quality of primary education.

The programme will target the creation of 330 model schools, including at least one model school in each of the country's 110 districts. In each of these schools, external stakeholders will help put in place all the functions and resources necessary to operate the schools at acceptable School Quality Standard (SQS). Provisional SQS targets (Table.1 is an illustration of SQS) that represent the best current practices for primary education in Ghana will be developed. With the knowledge gained from using SQS as a planning and management tool in the model schools, funding agencies will help the MOE develop a national Model Schools Programme that is affordable and appropriate in the Ghanaian context. School Quality Standards are based on the concept that there is a threshold of conditions and processes at each school, and for each classroom within the school, that is necessary for pupils learning. The refinement and focusing of these school quality standards over time will be an integral part of the entire programme.

TABLE 1: ILLUSTRATIVE SET OF SCHOOL QUALITY STANDARDS (SQS)

<p>I. IMPROVED ENVIRONMENT FOR LEARNING</p> <p>A. SCHOOL FACILITIES</p> <ul style="list-style-type: none"> ■ Durable school facility with adequate space for students ■ Sufficient secure storage area in each school ■ School latrines & portable water accessible and maintained ■ Physical facility for preparing/storing food <p>B. INSTRUCTIONAL MATERIALS</p> <ul style="list-style-type: none"> ■ 100% teachers have guides for each subject taught ■ At least 1 textbook per pupil for each core subject in each class ■ One set of supplemental learning materials for each grade & subject ■ Every pupil has exercise book and 2 pencils <p>II. PROMOTE EFFECTIVE TEACHING</p> <p>A. SCHOOL MANAGEMENT</p> <ul style="list-style-type: none"> ■ School supervision visit at least 3 times/year ■ School Timetable followed ■ School improvement plan prepared and followed ■ Regular staff meeting held to work on school improvement plan ■ Daily school supervision by head/senior teaching 	<p>B. CLASSROOM & TEACHING</p> <ul style="list-style-type: none"> ■ Teacher attendance is over 90% ■ Each classroom has adequate space for 50 pupils ■ teacher prepares regular lesson plans ■ Teacher guides for subjects utilised ■ One seat & writing surface for each pupil ■ One blackboard per classroom ■ Three assessments per pupil per term <p>C. STAFFING</p> <ul style="list-style-type: none"> ■ 90% of teachers demonstrating competent teaching ■ In-service professional development 2 times/yr. ■ One teacher per class/subject ■ Teachers paid on time <p>III. SUPPORT GREATER PARENT & COMMUNITY INVOLVEMENT</p> <ul style="list-style-type: none"> ■ The child comes to school healthy and prepared to learn ■ Parents and the community provide financial and / or material support for the school's operation ■ there is frequent communication between school staff and parents on pupil progress ■ Every school has active PTAs or SMC.
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The activities that support achievement of Quality Education Through Model Schools focus on:

- a) Improving the environment for learning
- b) promoting effective teaching, and
- c) supporting greater parent and community involvement in education.

To improve the environment for learning, funding agencies will help strengthen District support for model school, develop school improvement plans, improve supplies and distribution of learning materials, and renovate and construct physical facilities for each model school.

To promote effective teaching, funding agencies will support training for teachers to use pupil-centred instructional practices and assessment techniques, improve school supervision by both circuit supervisors and school headmasters, create a sustainable in-service professional development system, develop and test distance learning technologies for teacher training and classroom instruction.

Under the community involvement component, external assistance will be obtained to help develop and implement educational information campaigns about quality education and model schools; establish and strengthen SMCs, PTAs, and other local organisations, including the provision of basic skills training in accounting, management and advocacy; and support the participation of communities in developing and implementing school improvement plans.

Selection Of Model Schools In The Districts:

USAID in collaboration with the MOE/GES and the DEOCs in the selected districts will then agree on the criteria for the final selection of about three(3) schools in each district

The 3 model schools in each district will represent a mix of standards and levels of input ranging from the quality of infrastructure to textbook and teacher ratios to class size and retention rates.

In addition the schools selected should be from representative socio-economic zones of the district that is, spread across rural, semi-rural and Municipal and be within reasonable commute or be reasonably accessible from the district headquarters.

Again, everything possible should be done to get the schools grouped in clusters so that lessons learned in each school would be easily spread within the participating schools by way of in-service workshops. Furthermore, the willingness of the community/schools to adopt the programme and that of the teachers to reciprocate for the incentive package by improving upon their performances and sharing lessons learned with non-model schools should also be considered.

Final Selection of Model Schools:

For the initial 6 districts the report of the A&E Firms would be discussed with the officials of the MOE/GES and the DEOCs and the list of schools to start implementation from would be finalised for submission to the PVO and International contractor on arrival. Following the initial 6 districts, the international contractor will manage a similar contractual arrangement with a local A & E firm for the remaining districts.

Technical Assistance Contractors

To enable some stakeholders to carry out the necessary interventions, external experts will be procured. USAID for instance, will procure two long-term technical assistance contractors and one (1) grantee will be brought on board to collaborate with officials from the MOE/GES and other development partners.

One of the contractors will provide technical assistance and training for the Model School Programme others related to:

- a) improving the learning environment and
- b) promoting more effective teaching.
- c) revising the primary education curriculum and developing and testing instructional material and assessment standards and procedures,
- d) improving the educational management and performance systems and
- e) increasing the capacity and authority of districts and schools to manage educational outcomes.

The Grantee will be responsible for engendering greater parent and community involvement in school improvements and quality schooling. Specifically the Grantee will:

- a. Mobilise communities through an Information Education Communication (IEC) campaign;
- b. Increase understanding by communities of SQS and their roles in the government-community partnership for school improvement;
- c. Strengthen SMCs and PTAs to enable them manage their schools;
- d. Manage a small project fund that will support communities and SMCs in school improvements;
- e. Improve the capacity of Ghanaian NGOs to manage these processes.

Implementing Agencies: USAID, Basic Directorate, IEC Consultant, PMU, Logistics and Supplies

Output/Key Performance Indicators

1. All levels of stakeholders consulted on the mode for their involvement in the management, ownership and control of educational services for their communities and schools.
2. Professional study conducted and reliable data and information gathered and collated.
3. All existing data/information collated and catalogued and recommendations developed for implementation
4. Clear workable structures and functions of SMCs and PTAs developed for efficient implementation
5. Appropriate recommendations and proposals for amendments to legislation made.

The intermediate results and indicators to measure the results that will contribute to achieving the strategic objective under the model school are:

- a. Improved Environment for Learning. At least 90% of Model Schools will accomplish annual objectives for improving the learning environment.
- b. More Effective Teaching. Within two years of establishing a Model Schools programme, pupil performance in model schools on standardised annual assessments will be at least 50% greater than that in control schools.

- c. Greater Parent and Community Involvement. At least 80% of model school parent and community groups will meet their commitments for annual school improvement plans.

C.5 Childscope Process

1. BUILDING PARTNERSHIPS BETWEEN COMMUNITIES, LOCAL ORGANISATIONS, GES AND DISTRICT ASSEMBLIES
2. ENHANCING MANAGEMENT OF SCHOOLS BY STRENGTHENING LINKS BETWEEN DISTRICTS, SCHOOLS AND COMMUNITIES
3. ESTABLISHING "CHILD-FRIENDLY" AND "GIRL-FRIENDLY" SCHOOLS
4. ASSISTING TEACHERS TO DEVISE INNOVATIVE WAYS OF IMPROVING TEACHING AND LEARNING

Rationale

As communities are empowered to take ownership of schools, the GES and District Assemblies must strive to support parents and community members in fulfilling their responsibilities. Childscope employs an approach based on participatory methods, including Participatory Learning and Action (PLA). True participation at the community, school, district and national level to foster the development of an effective network of people working to support basic education.

Childscope recognises the value of building upon existing strengths so as to encourage deepened collaboration between district level offices and non-governmental organisations (NGOs). NGOs may have experience in participatory, community-based approaches to development which, combined with the DEO's expertise in the formal education system, can provide a conducive atmosphere to encourage and facilitate the involvement of community members, teachers and district level offices in improving basic education.

The process-oriented nature of Childscope takes lessons learned into account as approaches are replicated from one community to another and as more activities are developed. The approach utilises the "Triple-A" system of Assessment, Analysis and Action, to design, implement, monitor and evaluate all activities. Every school, community and district has its unique qualities, and flexibility is essential in developing a programme that will recognise these qualities.

Purpose and Scope

Through involving education officials, community members, policy makers and leaders at all levels, the pilot phase of Childscope aimed to develop a sustainable model for providing quality basic education, working to:

- Improve education so pupils can read, write and be numerate by the end of primary school;
- maintain (or increase where necessary) enrolment; and
- increase attendance and continuation rates, especially of girls.

Activities are scheduled to be initiated in two additional districts in 1997.

Additionally, it is imperative that the lessons learned through district and community-based initiatives are carried to the national, policy making level. In this way, such efforts provide practical experiences for assessing policy implementation, and serve to contribute to the body of knowledge fuelling policy development. It is thus envisioned that Childscope submit, on a regular basis, appropriate reports to the FCUBE Senior Management Team.

Implementation Strategy

Four complementary and supportive strategies are employed:

i Community Participation

-- improve school management and community participation in the affairs of the school

ii Teacher Development

-- enhance the quality of instruction through training teachers in child-centred, activity-based methods

iii Health Promotion

-- utilise health education as a tool to improve the learning abilities of children and enable them to carry messages from the school to the community

iv) Networking and Capacity Building

-- work in coalition with a network of communities and the Government of Ghana to implement and monitor project activities

The activities within each strategy are introduced concurrently; thus, implementation begins with a comprehensive training for a core team at the district level. The core team may consist of approximately 4-6 people, representing the District Education Office, the District Co-ordinating Director's office, local NGOs working in the education sector and various district level decentralised departments, such as Community Development, the District Health Management Team and the National Commission for Civic Education.

Following the training, the core team is responsible for identifying communities and schools (through an appropriate, demand-driven process), designing activities and strengthening the capacity of community members to assess, analyse and act upon the needs of the school. Furthermore, the DEO takes a lead role, with the support of the DEOC and the decentralised departments, in assisting head teachers and teachers to improve the teaching and learning in the classroom.

Education within a district is further supported by FCUBE institutions, including the District Education Oversight Committee and School Management Committees. Childscope aims to support the establishment and enhance the performance of such institutions.

The process-oriented nature of Childscope is also supplemented by an infrastructure development component. The pilot project indicates that the infrastructure development component benefits from the process nature, but that the process may be jeopardised if the infrastructure is introduced too soon. In future implementation, it is envisioned that the infrastructure component be initiated no sooner than one and a half years, after the initiation of the process-oriented facet of Childscope.

Implementing Agencies: Basic Education Division GES, Consultants

Sources of funding: UNICEF, CIDA, DFID, IDA, GOG, and Irish Aid support

Risks and Constraints:

Additional responsibility for gender officers not in line with terms of reference, thus encouraging conflict of interest
Improper definition of logistics required for gender desk officers.

Poor identification of neediest girls
misapplication of the scholarship

Pilot may not inject the necessary awareness creation, which is a pre-requisite for changing the attitude to girls' education.

Choice of girls to benefit from scheme will be constrained by the availability of relevant and reliable data.

Output

- 1) Increased Enrolment and retention of needy girl child in basic schools.
- 2) Desk officers trained to work with Girls' Education Unit of the MOE at decentralised level.
- 3) Increased enrolment and retention of girls in the three northern regions of Ghana.
- 4) A changed attitude to the education of girls reflected in girls' enrolment rates (GER), girls admission rates (GAR), and share of girls enrolment from BS1-9.
- 5) Increased awareness by parents of their roles and responsibilities towards their daughters education
- 6) Increased girls' enrolment
- 7) Greater community involvement in the functions of their school
- 8) Teachers enhance performance through increased gender sensitivity, utilising varied and active teaching methods.
- 9) District officials recognise and act on the importance of educating girls as a facet of development of the district.
- 10) Strengthened district level institutions, including DEOs, DEOCs and SMCs
- 11) Enhanced network of district offices and NGOs working together on behalf of girls' education
- 12) Improved hygiene and nutrition for school-age children

Impact Indicators

Impact of project activities:

- Enrolment rate (boys and girls), measured termly
- Attendance rate (boys and girls), measured termly
- Retention rate (boys and girls), measured annually

Partnerships for education established and supported:

- Number of PTAs operating in project area, measured annually
- Frequency and quality of interaction between NGOs and district offices on behalf of basic education, measured annually
- District Administration trained in development planning process, with emphasis on education, measured annually

Pupil Assessment:

- Academic achievement of pupils at various stages of primary school

Research and community awareness:

- Number of communities where Participatory Learning & Action activities undertaken, measured annually
- Number and quality of community visits, measured annually

Teaching aids and community involvement tools developed:

- Numbers produced, measured annually

Teacher development/in-service training:

- Numbers participating, type of training measured annually
- Follow-up to ensure impact of training measured annually

School and District-level supervision:

- Number of Head teachers trained in the use of the Head teacher's Handbook, type of training, measured annually
- Circuit supervisors and inspectors included in appropriate project activities, measured annually

ENROLMENT PROJECTIONS		1994 (Base Yr)	1996 (Actual)	1997	1998	1999	2000	2001	2002	2003	2004	2005	Growth Rate
Population / Enrollment													
Primary school-age population		2,936,059	3,038,821	3,145,180	3,255,261	3,369,195	3,487,117	3,609,166	3,735,487	3,866,229	4,001,547	4,141,601	3.5%
Public primary school enrollment		1,920,803	2,016,336	2,094,935	2,195,684	2,320,805	2,480,084	2,657,878	2,857,103	3,069,305	3,290,086	3,512,585	6.4%
Private Primary		233,843	256,382	271,944	289,585	310,841	339,357	375,570	415,064	458,240	503,147	550,334	8.9%
GER for Primary education		75.95%	74.79%	75.25%	76.35%	78.11%	80.85%	84.05%	87.82%	91.24%	94.79%	98.10%	3.1%
JSS-age population (12-14)		1,177,493	1,261,360	1,305,506	1,351,200	1,398,492	1,447,440	1,495,100	1,550,533	1,604,802	1,660,970	1,719,104	3.5%
Public JSS enrollment		659,851	717,322	756,794	794,582	828,633	855,770	891,527	936,019	1,001,039	1,077,427	1,167,568	5.6%
Private JSS		30,707	64,505	82,749	93,001	104,762	111,590	114,743	119,453	129,255	144,501	161,792	10.3%
GER for JSS		58.65%	61.98%	64.31%	65.68%	66.74%	66.83%	67.17%	68.07%	70.43%	73.57%	77.33%	3.5%
Population													
Primary school-age population (6-11)		3.50%	3.50%	3.50%	3.50%	3.50%	3.50%	3.50%	3.50%	3.50%	3.50%	3.50%	3.50%
JSS-age population (12-14)		3.50%	3.50%	3.50%	3.50%	3.50%	3.50%	3.50%	3.50%	3.50%	3.50%	3.50%	3.50%
Pupils/Students													
Population of P+age children (P+ME)		525,263	563,746	583,477	603,899	625,035	646,912	669,554	692,988	717,242	742,346	768,328	5.00%
P1 (public) intake growth rate		3.50%	4.00%	5.50%	7.00%	7.00%	7.00%	7.00%	7.00%	7.00%	7.00%	7.00%	6.00%
P1 (private) intake growth rate		10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	8.00%
P1 intake rate (public)		72.15%	71.24%	72.62%	75.08%	77.62%	80.24%	82.95%	85.76%	87.83%	89.95%	91.26%	8.00%
P1 intake rate (public-private)		82.47%	80.48%	82.41%	85.48%	88.88%	92.00%	95.45%	99.04%	101.69%	104.41%	106.34%	8.00%
Public Enrollment by grade													
ps 1		379,700	386,192	401,640	453,391	485,128	519,087	555,423	594,303	629,961	667,759	701,147	5.00%
ps 2		338,066	338,915	376,058	399,380	429,873	462,533	497,376	534,557	574,244	610,928	649,629	5.00%
ps 3		325,452	332,151	350,606	366,526	392,106	422,746	455,645	490,724	528,136	568,048	605,060	5.00%
ps 4		312,933	318,159	326,085	345,599	363,824	387,540	410,259	451,299	486,521	524,073	564,121	5.00%
ps 5		290,347	297,912	317,319	317,984	337,607	356,299	380,293	411,169	444,422	479,858	517,622	5.00%
ps 6		274,305	282,354	301,135	310,804	312,266	331,873	350,863	375,050	406,021	439,420	475,007	5.00%
js 1		245,520	253,231	267,950	286,754	299,324	301,951	321,903	341,411	365,925	397,113	430,748	5.00%
js 2		220,876	226,323	240,563	255,901	269,969	279,311	289,606	293,210	313,390	333,303	358,086	5.00%
js 3		193,455	198,087	208,809	223,798	239,860	254,211	264,211	281,217	301,811	322,227	347,372	5.00%
Primary		1,920,803	1,955,713	2,016,336	2,094,935	2,320,805	2,480,084	2,657,878	2,857,103	3,069,305	3,290,086	3,512,585	6.4%
JSS		659,851	677,641	717,322	756,794	794,582	855,770	891,527	936,019	1,001,039	1,077,427	1,167,568	5.6%
(primary growth rate)		1,018	1,031	1,059	1,079	1,097	1,069	1,072	1,075	1,074	1,072	1,068	1.068
(JSS growth rate)		1,027	1,055	1,055	1,050	1,043	1,033	1,042	1,050	1,069	1,076	1,084	1.084

ENROLLMENT PROJECTIONS		1994 (Base Yr.)	1995 (Actual)	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Private Enrollment														
ps 1		45,235	47,220	51,942	57,136	62,859	69,135	76,048	83,653	92,018	99,380	107,330	115,917	
ps 2		44,840	44,401	43,949	48,565	53,796	59,554	66,880	72,832	80,476	88,878	96,354	104,394	
ps 3		43,272	44,169	43,378	43,029	47,543	52,777	58,539	64,872	71,892	79,483	87,893	95,411	
ps 4		38,792	40,613	43,378	42,749	42,469	46,901	52,133	57,897	64,203	71,197	78,951	87,266	
ps 5		33,266	35,448	39,288	42,130	41,697	46,901	52,133	57,897	64,203	71,197	78,951	87,266	
ps 6		29,436	29,173	34,447	38,335	41,235	40,954	40,852	45,182	50,405	56,172	62,512	69,481	
js 1		13,191	26,799	27,692	32,834	36,737	39,699	39,604	39,641	43,952	49,166	54,932	61,272	
js 2		10,323	12,510	25,283	26,452	31,468	35,387	38,395	38,461	38,611	42,896	48,102	53,862	
js 3		7,193	9,500	11,533	23,462	24,786	29,680	33,580	36,641	36,890	37,192	41,466	46,659	
Primary (private)		233,843	241,022	258,382	271,944	289,585	310,841	339,357	375,570	415,864	458,348	503,147	550,334	
JSS (private)		30,707	48,809	64,508	82,749	99,001	104,762	111,580	114,740	119,453	129,255	144,501	161,792	
(primary growth rate)			1.031	1.064	1.061	1.065	1.073	1.092	1.107	1.107	1.102	1.098	1.094	
(JSS growth rate)			1.590	1.322	1.263	1.124	1.126	1.065	1.028	1.041	1.082	1.118	1.120	
Total Enrollment (Public and Private)														
ps 1		424,935	433,412	453,582	480,866	516,241	554,263	595,136	639,077	696,321	729,341	775,089	817,064	
ps 2		382,906	383,316	402,622	424,623	453,179	489,427	528,413	570,209	615,032	663,122	707,282	754,022	
ps 3		368,724	376,320	374,349	393,637	416,069	444,883	481,285	520,516	562,556	607,618	656,940	700,470	
ps 4		351,725	358,802	369,867	368,834	388,051	410,726	439,879	476,156	515,532	557,718	602,924	651,387	
ps 5		323,613	333,356	347,496	359,449	359,691	379,127	402,204	431,426	468,069	507,661	550,065	595,486	
ps 6		302,743	311,527	324,800	339,470	352,039	363,220	372,725	396,055	425,455	462,193	501,932	544,480	
js 1		258,711	289,030	295,642	309,929	325,491	339,024	341,555	361,544	385,364	415,092	452,046	492,020	
js 2		231,199	239,633	295,846	282,353	297,437	313,693	328,004	331,671	352,007	376,190	406,189	442,287	
js 3		200,648	207,587	220,342	247,261	264,655	280,677	297,791	313,055	318,107	339,003	363,693	394,031	
Primary		2,154,646	2,196,735	2,272,718	2,366,379	2,485,269	2,631,646	2,819,442	3,033,449	3,272,966	3,527,653	3,793,233	4,062,919	
JSS		690,556	726,450	781,830	839,543	887,583	933,394	967,350	1,006,270	1,058,472	1,130,295	1,221,928	1,329,348	
(primary growth rate)			1.020	1.035	1.041	1.050	1.059	1.071	1.076	1.079	1.078	1.075	1.071	
(JSS growth rate)			1.062	1.076	1.074	1.057	1.052	1.036	1.040	1.049	1.071	1.281	1.088	

ENROLMENT PROJECTIONS												
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Repetition rate (public, 1993)												
ps 1	5.50%	5.50%	4.95%	4.49%	4.01%	3.61%	3.25%	2.92%	2.63%	2.37%	2.13%	1.92%
ps 2	3.50%	3.50%	3.15%	2.84%	2.55%	2.30%	2.07%	1.86%	1.67%	1.51%	1.36%	1.22%
ps 3	3.00%	3.00%	2.70%	2.43%	2.19%	1.97%	1.77%	1.59%	1.43%	1.29%	1.16%	1.05%
ps 4	2.50%	2.50%	2.25%	2.03%	1.82%	1.64%	1.48%	1.33%	1.20%	1.09%	0.97%	0.87%
ps 5	2.20%	2.20%	1.98%	1.78%	1.60%	1.44%	1.30%	1.17%	1.05%	0.95%	0.85%	0.77%
ps 6	2.50%	2.50%	2.25%	2.03%	1.82%	1.64%	1.48%	1.33%	1.20%	1.08%	0.97%	0.87%
js 1	1.20%	1.20%	1.00%	0.97%	0.87%	0.79%	0.71%	0.64%	0.57%	0.52%	0.46%	0.42%
js 2	1.70%	1.70%	1.53%	1.38%	1.24%	1.12%	1.00%	0.90%	0.81%	0.73%	0.66%	0.59%
js 3	0.70%	0.70%	0.63%	0.57%	0.51%	0.46%	0.41%	0.37%	0.33%	0.30%	0.27%	0.24%
Dropout rate (public, 1993)												
ps 1	4.94%	4.94%	4.45%	4.00%	3.60%	3.24%	2.92%	2.63%	2.36%	2.13%	1.91%	1.72%
ps 2	1.84%	1.84%	1.66%	1.49%	1.34%	1.21%	1.09%	0.98%	0.88%	0.79%	0.71%	0.64%
ps 3	1.16%	1.16%	1.04%	0.94%	0.85%	0.76%	0.68%	0.62%	0.55%	0.50%	0.45%	0.40%
ps 4	2.74%	2.74%	2.47%	2.22%	2.00%	1.80%	1.62%	1.46%	1.31%	1.18%	1.06%	0.96%
ps 5	2.69%	2.69%	2.42%	2.18%	1.95%	1.76%	1.59%	1.43%	1.29%	1.16%	1.04%	0.94%
ps 6	3.82%	3.82%	3.44%	3.09%	2.78%	2.51%	2.26%	2.03%	1.83%	1.64%	1.46%	1.30%
js 1	5.29%	5.29%	4.76%	4.28%	3.85%	3.47%	3.12%	2.81%	2.53%	2.28%	2.05%	1.84%
js 2	6.76%	6.76%	6.08%	5.48%	4.93%	4.44%	3.99%	3.59%	3.23%	2.91%	2.62%	2.36%
js 3 (grow by lower rate?)	57.66%	57.66%	51.89%	46.70%	42.03%	37.83%	34.05%	30.64%	27.58%	24.82%	22.34%	20.10%
Alternative Primary enrolment	1,953,001											
Primary enrolment (private) growth rate	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%
JSS enrolment (private) growth rate	15.00%	15.00%	17.50%	20.00%	22.50%	25.00%	27.50%	30.00%	30.00%	30.00%	30.00%	30.00%
Teachers												
Number of Primary teachers in the system	68092	67,414	70,512	73,601	76,629	79,197	81,613	83,981	86,301	88,575	90,804	92,987
Number of JSS teacher in the sys.	37441	35,273	35,868	36,004	36,334	36,657	37,024	37,484	38,034	38,773	39,692	40,804
Primary teachers newly supplied	4480	4480	4446	4400	4400	4000	4000	4000	4000	4000	4000	4000
Primary teachers redeployed	0	0	0	100	100	100	0	0	0	0	0	0
Primary teachers attrition rate	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%
JSS teachers newly supplied	1080	1080	1100	1000	1000	1000	1100	1200	1300	1500	1700	1900
JSS teachers redeployed	0	0	0	50	50	50	0	0	0	0	0	0
JSS teachers attrition rate	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%

APPENDIX II

NORMS FOR DISTRIBUTION OF SCHOOL SUPPLIES

SR.	ITEM	FREQUENCY	NORM
1	Attendance Register	Supply Annually	1 per class
2	Teachers Notebook	"	1 per teacher
3	Report Cards	"	1 per pupil
4	Cumulative Records Book	"	1 per pupil (BS1 only)
5	Store Issue Voucher	Supply every 2-yrs.	
6	Store Receipt Voucher	"	
7	Chalk (White)	Supply Annually	5 boxes / class / term
8	Chalk (Colored)	"	1 box / class / term
9	Pencil – BB	"	2 per pupil / term (BS1-3)-eraser attached
10	Pencil – HB	"	1 per pupil / term (BS1-3)-eraser attached
11	Maths Set	"	1 per pupil / term (BS7-9) for 1997 1 per pupil / term (BS7 only from 1998)
12	Exercise Book 1	"	6 per pupil / year BS3-6 6 per pupil / year BS1+2
13	Exercise Book Squared	"	3 per pupil / year BS1+2
14	Exercise Book Single Ruled	"	5 per pupil / year BS1+2
15	Exercise Book Plain	"	Suspend supplies-not much patronized
16	Graph Exercise Book	"	1 per pupil / year BS7-9
17	Card Board	"	10 per pupil / year BS1-9
18	Newsprint	"	3 per pupil / year BS7-9
19	Continuous Assessment Booklets	"	1 per class / year BS7-9
20	Crayon	"	1 packet / class / year BS1-3
21	Felt Pens	"	1 packet / class / year BS1-9
22	Powder Color	"	? / school / year BS4-6
23	Brush	"	A Brush / pupil / year BS4-6
24	Grey Baft	Supply Annually	1 meter / 10 pupils / year BS2 1 meter / 4 pupils / year BS3-4 1 meter / 2 pupils / year BS5-6 1 meter / 10 pupils / year BS7-9
25	Check Materials	"	1 meter / pupil / year BS7-9
26	Stranded Cotton	Supply Annually	1 reel / 5 pupils / year BS2 1 reel / 2 pupils / year BS3-6 1 reel / pupil / year BS7-9
27	Agricultural Science Tools	Supply Every 5-yrs.	1 set / school BS7-9
28	Science Kits	"	1 set / school BS7-9
29	Chalkboard Drawing Instruments	"	1 set / class BS7-9
30	Globe	"	1 set / school BS7-9
31	Ghana Political Wall Maps	"	1 set / school BS7-9
32	World Political Wall Maps	"	1 set / school BS7-9
33	Atlas	"	30 / school BS7-9



Republic of Ghana
Ministry of Education

BESIP / FCUBE

SUMMARY PACKAGE

This set contains:

- FCUBE/BESIP Programme Logical Framework
- Major indicators with baseline and targets
- Physical Implementation progress 1997 (percentage)
- Financial Progress 1997
 - a) Overall financial status of the education sector
 - b) Overall budget and actual expenditure for BESIP
- Indicative quarterly plan for 1997-2001
- Budget Estimates for 1998 operations
- Enrolment Projections

Logical Framework: Ghana Free Compulsory Universal Basic Education (FCUBE) 1996-2005

Narrative Summary	Verifiable Indicators	Means of Verification	Important Assumptions																																																																																				
<p>Goal: Empowered citizenry regardless of geographic region, gender, religion or ethnicity by acquiring 9 years of quality basic education including options for skills training or formal study.</p> <p>Subgoals: To fulfil constitutional obligation of providing Free Compulsory Basic Education to all Ghanaian children of school going age by 2005 by significantly improving the quality of teachers, achievement levels, enhanced management efficiency and basic education access.</p>	<p>1. About 95% of schools going children (GCR) are in schools by 2005 2. Less than 10% cohort dropout at the end of GES by end of 2005. (a 90% cohort completion rate)</p> <p>1. All legal aspects of the program are developed and authorities delegated. 2. Each school has at least 50% trained teachers. 3. Pupil achievement level of 50% English / 40% Math is achieved by 2005 4. Girls' participation has increased from 46.25% (1995/96) to 50% by 2005. 5. 70% SACs and 100% DEOCs are fully functional by 2001. 6. Pupil / classroom ratio of 45:1 is kept constant from 2001 onwards. 7. Textbooks per pupil ratio is 2:1 by 2005 8. Pupil / teacher ratio at primary (PTR) is 45:1</p>	<p>Annual reports by M.E. Five-yearly report by GLSS.</p> <ul style="list-style-type: none"> CoG's notifications / order letters EMIS report DEO reports Evaluation reports by Inspectorate Division GRT reports 	<p>Continuous government support with at least 10% increase in non-salary expenditure (in real terms) per year in Basic Education.</p> <ul style="list-style-type: none"> Baseline for achievement levels established. Teacher attitude is satisfactorily changing towards serious working and thus quality improvement in the classrooms is rapidly taking place. Government is gradually stretching itself to manage interventions in the basic school system. Parents in economically deprived & educationally backward areas are willing to send their children to school. Local communities becoming more involved in school management. 																																																																																				
<p>Subgoal: 1. Enhanced quality of Teaching and Learning.</p> <p>2. Efficient Management.</p>	<p>1.1. Teachers for upgrade decreasing by 1.2% per year by INSET & Distance Learning. (Reduced from 12.8% to about 1% by the year 2005) 1.2. Rate of pre-service training is increasing by ___% per year. 1.3. At least 10% bi-annual increase in achievement levels of schools having trained teacher.</p> <p>2.1. Legislative work done & authorities delegated to OAs by 2001. 2.2. Organizational structure, job descriptions, management policies/procedures reviewed, finalized and management training provided to all by 2001. 2.3. EMIS fully functional in all districts with trained staff in place and error rate within 5%. 2.4. Management at all levels is fully trained in utilizing EMIS feedback in day-to-day decision making and policy reviews by 2003. 2.5. 40% of 110 districts budgetary and financial practices improved by year 2000. 2.6. Financial Management system fully integrated into EMIS by the year 2005. 2.7. By 1999 at least 40% SACs / 70% DEOCs performing all functions assigned to them.</p>	<ul style="list-style-type: none"> EMIS reports. Inspectorate reports. Progress reports from implementing units. Progress reports from Program Coordinators' office. 	<p>1.1. Continuum flow of INSET program implementation ensuring accurate intervention. 1.2. Sustained collaboration and effective capacity optimized with reduced varied resistance. 1.3. Timely supply of study materials and student support system as close as possible to the learner. 1.4. Adequate materials and Training for Test Administrators ensured 1.5. Timely delivery from vendors and procurement. 1.6. Competent curriculum developers and publishers adhered to timetable. 2.1. Proposed changes accepted by all stakeholders. 2.2. Availability of skilled and willing personnel in management & supervisory positions. 2.3. Harmonized EMIS with other systems, meeting information needs. 2.4. Adequate supervision of retrained/ trained financial mgt. personnel. 2.5. De-concentration of HC/Regional operational authorities to the Districts. 3.1. Site selection is based on agreed criteria. 3.2. Relevant and reliable data is available for the selection of deserving girls for scholarship. 3.3. Successful IFC campaign & delegated authority to DEOCs & SACs.</p>																																																																																				
<p>3. Improved Access and participation.</p>	<p>3.1. Schools for repair/rehabilitation is reduced by 10% per year. 3.2. At least 40:1 pupil classroom ratio is achieved by 2001. 3.3. Attendance by School going population (SGP) is increasing by 5.0% per year. 3.4. Girls' participation rate of 48.24 is increasing by 0.8% per year to 50% by 2005.</p>	<ul style="list-style-type: none"> Revenue orders. Statements of Expenditures prepared/submitted to donors. CoG's Audit reports. Donor supervision reports. 	<p>1.1. Component Costs (in million US\$)</p> <table border="1"> <thead> <tr> <th></th> <th>1996</th> <th>1997</th> <th>1998</th> <th>1999</th> <th>2000</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1. Quality</td> <td>14.0</td> <td>18.3</td> <td>21.2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Mgmt.</td> <td>1.5</td> <td>4.9</td> <td>4.1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Access</td> <td>0.7</td> <td>5.5</td> <td>29.8</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>16.2</td> <td>28.7</td> <td>55.1</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>(b) Category Costs</p> <table border="1"> <thead> <tr> <th></th> <th>1996</th> <th>1997</th> <th>1998</th> <th>1999</th> <th>2000</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Civil works</td> <td></td> <td></td> <td>26.9</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Goods</td> <td></td> <td></td> <td>20.3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Training</td> <td></td> <td></td> <td>3.5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>TA</td> <td></td> <td></td> <td>1.0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Operating</td> <td></td> <td></td> <td>3.2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td>55.1</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		1996	1997	1998	1999	2000	Total	1. Quality	14.0	18.3	21.2				2. Mgmt.	1.5	4.9	4.1				3. Access	0.7	5.5	29.8				Total	16.2	28.7	55.1					1996	1997	1998	1999	2000	Total	Civil works			26.9				Goods			20.3				Training			3.5				TA			1.0				Operating			3.2				Total			55.1			
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<p>Activities/Components: 1.1. In-Service training of Education personnel. 1.2. Pre-Service teachers' training 1.3. Distance Learning 1.4. Assessment/Evaluation of student performance. 1.5. Provision of instructional materials. 1.6. Curriculum review and development.</p> <p>2.1. Institutional/Organizational analysis and change. 2.2. Staffing and personnel management 2.3. Performance management/monitoring 2.4. Budgeting and Financial management 2.5. District capacity building</p> <p>3.1. Infrastructure development and maintenance. 3.2. Increasing girls' participation. 3.3. Fostering community involvement in improved educational services.</p>																																																																																							

Physical Implementation Progress, 1997 (percentage)

Percentage Progress are estimated considering actual work done by the implementing units based on discussions (Last updated on March 5, 1998).

Major/ Sub-Component	Projected (Dec 1997)	Actual (Dec 1997)	% Progress	Remarks
	(1)	(2)	(3)	
All Three Major Components Combined =	30%	22%	74%	
Component 1: ENHANCED QUALITY OF TEACHING AND LEARNING				
A. In-Service Training	29%	23%	79%	
B. Pre-Service Training	27%	13%	48%	
C. Distance Learning	43%	35%	81%	
D. Institutional support & Management of Training	2%	0%	0%	
E. Learning Assessment and Evaluation	32%	14%	44%	
F. Provision of Instructional Material and school supplies	15%	15%	100%	Targets for 1997 were fully achieved
G. Distribution/Maintenance & Workshop for Supply/Logistics Officers	26%	20%	77%	
H. Curriculum, syllabus, textbooks review & development	58%	58%	100%	Targets for 1997 were fully achieved
Component 2. MANAGEMENT FOR EFFICIENCY				
A. Institutional/Organizational analysis and change	18%	16%	89%	
B. Staffing & Personnel Management	40%	26%	65%	
C. Performance Management	34%	29%	85%	
D. Budgeting and Financial Management	36%	12%	33%	
E. District Capacity Building	44%	29%	66%	
Component 3. ACCESS AND PARTICIPATION				
A. Infrastructure Development and Maintenance	75%	46%	61%	Scheduled for 1998
B. Increasing Girls' Participation	0%	0%	0%	
C. Fostering Community Involvement in Improved Educ. Services	22%	18%	82%	
	6%	9%	150%	Implementation exceeded projected target for the period
	24%	14%	58%	
	40%	31%	78%	

Program Management Indicators

- a. Annual Progress Target =
 - 80-90% in 1997 - 1998
 - 90-100% in 1999-2000
- b. All implementing units are regularly providing monthly implementation progress report on prescribed forms.
- c. There is reasonably minimal rescheduling of programmed activities.

Notes

- (1) Estimated percentage target set to be achieved during 1997 (in Jan 1997)
- (2) Revised percentage targets set to be achieved during 1997 (in July 1997)
- (3) The percentage progress is computed considering the revised achievement target set for the date ending December 31 1997. (2)/(1)

1997 PROGRAM COST AND ACTUAL EXPENDITURE BY FUNDING SOURCE

SR	PROGRAM COMPONENTS	IMPLEMENTING DIVISION	PROGRAM COST 1997 (IN US\$)	EXPENDITURE IN US\$																				
				TOTAL	100%	GOC	20%	IDA (PSDP)	35%	IDA (BESIP)	9%	USAID	15%	DFID	1%	UNICEF/CIDA	2%	ADB	0%	FRENCH GOVT.	0%	GTZ/KW	3%	JICA
	ALL COMPONENTS TOGETHER		26,940,512	14,799,268	51%	3,072,859	8,137,790	1,337,963	1,572,623	112,296	236,736													
1	Component 1: ENHANCED QUALITY OF TEACHING AND LEARNING		16,412,296	7,656,472	47%	2,995,441	1,837,280	1,181,600	1,572,623	46,340	3,188													
2	A. In-Service Training	Training Division	1,470,360	636,388	36%		381,980	144,408																
3	B. Pre-Service Training	Training Division	118,174	42,218	36%					42,218														
4	C. Distance Learning	Training Division		2,432						2,432														
5	D. Institutional support & Management of Training	Training Division	1,679,600	1,690	0%					1,690														
6	E. Learning Assessment and Evaluation	Inspectorate/CROO	1,235,194	1,201,429	97%	1,125,802			75,927															
7	F. Provision of Instructional Material and school supplies	PMU/Logistics	10,745,700	5,640,117	52%	1,747,467	1,455,300	995,655	1,451,696															
8	G. Distribution / Maintenance	PMU/Logistics	259,018	152,955	59%	107,195			45,000															
9	H. Curriculum, syllabus, textbooks review & development	CROO	954,300	70,003	7%	15,277		51,536			3,188													
10	Component 2. MANAGEMENT FOR EFFICIENCY		4,556,071	1,319,949	29%	18,802	1,065,896	140,487		63,956	28,814													
11	A. Institutional/Organizational analysis and change	Manpower	805,759	797,941	99%		639,873	110,718		19,536	28,814													
12	B. Staffing & Personnel Management	Manpower	665,232	18,802	3%	18,802																		
13	C. Performance Management	PMME	2,931,630	431,232	15%		427,017	4,235																
14	D. Budgeting and Financial Management	PMME/Adm&F	153,400	57,475	37%			25,504		31,941														
15	E. District Capacity Building	Basic Education		14,400						14,400														
16	Component 3. ACCESS AND PARTICIPATION		7,972,195	3,342,847	73%	7,617	5,234,820	15,876		284,734														
17	A. Infrastructure Development and Maintenance	Basic Education	6,925,400	5,021,943	73%		4,641,943																	
18	B. Increasing Girls' Participation	Girls Education	277,100	46,460	20%	7,617					38,843													
19	C. Fostering Community Involvement in Improved Educ. Services	Basic Education	819,695	774,444	94%		592,877	15,876		165,891														

Notes: Exchange rate = 81 = US\$1
 TA costs for DFID and USAID not included
 Budgetary support to GOC not included

SOURCE: GES (A-F)
 UNICEF, KWIGIZI, P.M.U

INDICATIVE QUARTERLY PLAN FOR 1998 - 2001

BESIP/FCUBE IMPLEMENTATION SCHEDULE

Code	Activity Name	Duration	1997				1998				1999				2000				2001			
			Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4		
1	Component 1: ENHANCED QUALITY OF TEACHING AND LEARNING	24.5w	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		
197	A. In-Service Training																					
2	A1. Training of Headteachers (HT)	210.6w	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		
3	A1. Training of Headteachers (HT)-1997	187.2w	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		
4	A1. Training of Headteachers (HT)-1998	44.6w																				
5	A1. Training of Headteachers (HT)-1999	46w																				
6	A1. Training of Headteachers (HT)-2000	36.6w																				
198	A2. Training Circuit Supervisors & ADEs	36.6w																				
205	A3. Workshop s/Seminars for Dist. Directors	159w																				
210	A4. School-based Teacher Development CLUSTER MEETING	160w																				
2254	A5. Failed/Referred Teachers Upgrading Course	176.2w																				
235	A6. Seminar for District Key Officials & Community Leaders	102.02w																				
240	A7. Impact Evaluation of HT Trainings	152.4w																				
2258	A8. Integrated School Development Process (ISDP)	156.4w																				
243	B. Pre-Service Training	96.6w	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		
244	B1. Strategic Planning for Training (STAGE 1)	180w	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		
274	B2. National Teacher Training Conference	53.2w	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		
282	B3. Redesign Pre-service Programs	28w	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		
316	B31. PHASE 1- Review & Improvement of existing TT Program	77.8w	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		
283	B32. PHASE 2- Preparation of New TT Programme	8.4w	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		
284	B32.1 Resource Preparatory Meeting	69.4w	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		
289	B32.2 Training of Curriculum material Writers	3.8w	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		
294	B32.3 Development / writing of curric. mat. for basic TT sub/ courses	5w	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		
294	B32.3 Development / writing of curric. mat. for basic TT sub/ courses	30.6w	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		

INDICATIVE QUARTERLY PLAN FOR 1998 - 2001

BESIP/FCUBE IMPLEMENTATION SCHEDULE

Code	Activity Name	Duration	Impl'tng Div	96	1997	1998	1999	2000	2001
				Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4
1679	D6. Establishment of District Training Teams (DTT)	9.55w	Training	▲					
466	E. Learning Assessment and Evaluation	210w		▲	▲	▲	▲	▲	▲
467	E1. Student Performance	203.6w	CRDD PMU	▲	▲	▲	▲	▲	▲
468	E11. Criterion Reference Test (BS-6)	43.8w	CRDD PMU		▲	▲	▲	▲	▲
478	E12. Revised CRT	74w	CRDD PMU		▲	▲	▲	▲	▲
1756	E13. Continuous Assessment	118.8w	CRDD PMU		▲	▲	▲	▲	▲
490	E2. Support for Basic Edu. Cert. Exams. (BECE)	207.8w	Basic.Edu			■	■	■	■
496	E3. Baseline Studies on Literacy & Numeracy	41.68w	Inspectorate		▲	▲	▲	▲	▲
507	F. Provision of Instructional Material and school supplies	245w	PMU / Logistics	▲	▲	▲	▲	▲	▲
508	F1. Procure & Distribute School Supplies	205.8w	PMU / Logistics	▲	▲	▲	▲	▲	▲
509	Chalk and Crayon	203.6w	PMU / Logistics	▲	▲	▲	▲	▲	▲
514	Exercise Books	203.6w	PMU / Logistics	▲	▲	▲	▲	▲	▲
519	Pencils	203.6w	PMU	▲	▲	▲	▲	▲	▲
524	Library Books	152.2w	PMU	▲	▲	▲	▲	▲	▲
528	Cupboards	152.2w	PMU	▲	▲	▲	▲	▲	▲
532	Life skills Materials	203.6w	PMU / Logistics	▲	▲	▲	▲	▲	▲
537	Globe, Maps(wall) & Atlas	203.6w	PMU / Logistics	▲	▲	▲	▲	▲	▲
542	Science & Technical Equipment	203.6w	PMU / Logistics	▲	▲	▲	▲	▲	▲
547	ChalkBoard Drawing Instrument	203.6w	PMU / Logistics	▲	▲	▲	▲	▲	▲
552	F2. Reprinting of Existing Textbooks/Handbooks etc.	48.4w	PMU / Logistics	▲	▲	▲	▲	▲	▲
555	G. Distribution/Maintenance & Workshop for Dist. Stores/pers. & Logistics Officers'	232.8w	PMU / Logistics	▲	▲	▲	▲	▲	▲
556	G1. Study on Distribution & Procure Equip / Vehicle etc.	34w	PMU / Logistics	▲	▲	▲	▲	▲	▲
563	G2. Preparation and conduct of workshop	46w	PMU / Logistics	▲	▲	▲	▲	▲	▲

INDICATIVE QUARTERLY PLAN FOR 1998 - 2001
BESIP/FCUBE IMPLEMENTATION SCHEDULE

Code	Activity Name	Implementing Div	Duration	1997				1998				1999				2000				2001			
				Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4
693	Component 2. MANAGEMENT FOR EFFICIENCY		223w	▼																			
694	A. Institutional/Organizational analysis and change	Manpower	207.6w	▼																			
695	A1. Organizational Analysis/Design (MoE/GES/DA)	Manpower	100.2w	▼																			
714	A2. Personnel Audit and Manpower Plan	Manpower	93.4w		▼																		
1160	Prepare TOR for TA	Manpower	21d																				
715	A21. Procure local TA	Manpower	32d																				
716	A22. Personnel Audit	Manpower	20.8w																				
725	A23. Manpower Plan	Manpower	62w																				
730	A3. Senior Management and Supervisory training	Manpower	5w																				
739	A4. Change Management Workshops	Manpower	3.6w																				
744	A5. Refining Roles of SMC/PTAs and Training	Basic Edu	85w																				
759	A6. Coordination / Goods & Services / Implementation Review of FCUBE strategies	FCUBE Co-ord	199.6w	▼																			
784	A61. Review of FCUBE strategies / Coordination	FCUBE Co-ord	70.6w	▼																			
760	A62. Programme Coordination	FCUBE Co-ord	199.5w	▼																			
895	B. Staffing & Personnel Management	Manpower	106.6w	▼																			
896	B1. Personnel Management System	Manpower	18w	▼																			
907	B2. Job description/ policies/ grades review & preparation	Manpower	41.6w	▼																			
916	B3. Personnel Operations and redeployment	Manpower	100w	▼																			
917	B31. Manpower Rationalization	Manpower	10d	▼																			
918	B32. Appointments and Redeployment	Manpower	99w	▼																			
923	B33. Personnel Operations	Manpower	50.6w		▼																		
939	C. Performance Management	PSME	211w																				
940	C1. EMIS (Analysis, Design, & Implementation)	PSME	211w																				

INDICATIVE QUARTERLY PLAN FOR 1998 - 2001

BESI/FCUBE IMPLEMENTATION SCHEDULE

Code	Activity Name	Duration	Imp'ting Div	1997				1998				1999				2000				2001			
				Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4
1353	C13. SIF (Phase-II)	105.5w	Basic.Edu																				
1378	C2. Information, Education & Communication (IEC)	112.2w	SRIMPR																				
1379	C21. Preparation and procurement	83.2w	SRIMPR																				
1390	C22. Production (development) of IEC Material	64w	SRIMPR																				
1396	C23. Institutional capacity Building	11.4w	SRIMPR																				
1403	C24. Implementation	1.6w	SRIMPR																				
1407	C25. Impact Evaluation	35w	SRIMPR																				
1413	C26. Social Mobilization-Client Consultation	53w	SRIMPR																				
1423	C3. Extension of Good Practices for Enhancing Good Quality Basic Education	93.6w	Basic.Edu																				
1448	C4. The "Partnership" School	72.4w	Basic.Edu																				
1456	C5. Childscope Process	101.4w	Basic.Edu																				
2208	C51. 1997 Activities	45.6w	Basic.Edu																				
2209	C52. Community Participation	57.8w	Basic.Edu																				
2219	C53. Health Promotion	50.2w	Basic.Edu																				
2225	C54. Networking	50.2w	Basic.Edu																				

COST ESTIMATES FOR 1998 BESIP OPERATIONS

COMPONENT/SUB-COMPONENT	IMPLEMENTOR	CIVIL WORKS	GOODS	TRAINING	TECHNICAL ASSISTANCE / STUDIES	OPERATING COST	TOTAL	PROPOSED FUNDING SOURCE
SUMMARY ESTIMATES (in US\$)								
COMPONENT 1: ENHANCED QUALITY OF TEACHING AND LEARNING			17,632,576	1,381,675	277,028	1,902,491	21,193,770	38.44%
COMPONENT 2: MANAGEMENT FOR EFFICIENCY			1,432,164	1,240,133	288,816	1,135,577	4,096,690	7.43%
COMPONENT 3: ACCESS AND PARTICIPATION		26,957,137	1,215,000	860,553	483,358	333,738	29,849,791	54.13%
TOTAL		26,957,137	20,279,740	3,482,365	1,049,202	3,371,806	55,140,251	100%
	%	48.9%	36.8%	6.3%	1.9%	6.1%	100%	

Cost Prepared by Programme Implementing Units
 Certified and Processed by P&ME Division of MOE
 Exchange Rates 4/23/00 = 1.00
 Proposed Funding Source by FCUBE Coordinator

COST ESTIMATES FOR 1998 BESIP OPERATIONS

COMPONENT/SUB-COMPONENT	IMPLEMENTOR	GOODS	TRAINING	TECHNICAL ASSISTANCE / STUDIES	OPERATING COST	TOTAL	PROPOSED FUNDING SOURCE
COMPONENT 2: MANAGEMENT FOR EFFICIENCY							
A. Institutional analysis and change (MAGESDA)							
A1. Organizational analysis and change	Manpower	1,432,164	1,240,133	288,816	1,136,677	4,096,090	DFID
A2. Personnel Audit and Manpower Plan	Manpower		400	42,000	338,600	301,000	USAID GOG
A3. Senior Management and Supervisory Training	Manpower		17,000			17,000	IDA
A4. Change Management Workshops	Manpower		115,000			115,000	IDA
A5. Refining Roles of SACRPTAs and Training	Manpower		319,500	7,860	9,800	337,260	IDA GOG
B. Staffing & Personnel Management							
B1. Job description/positions grades review & preparation	FCUBE COORD	404,614	53,840	24,000	28,500	761,144	IDA UNICEF USAID GOG
B2. Personnel Operations and redeployment	Manpower	164,300	291,782		742,360	1,198,432	USAID
B3. Performance Management	Manpower	164,300	103,782		742,350	1,010,432	IDA DFID GOG
C. Performance Management							
C1. EMS (Analysis, Design, & Implementation)	PBME	803,250	192,461	1,386	11,437	1,008,534	IDA GOG
C2. Performance Monitoring & Appraisal System	PBME	900,000	170,884		10,000	990,884	DFID GOG IDA
C3. Budgeting and Financial Management	PBME	3,250	21,597	1,366	1,437	27,650	IDA GOG
C4. Implementation of System	PBME/Admin & F		228,661		4,800	233,461	DFID GOG
C5. Development of Resource Control System	PBME/Admin & F		90,000		4,800	94,800	DFID GOG
C6. Training in Financial Management	PBME/Admin & F		138,661			138,661	DFID GOG
C7. District Capacity Building	Basic Education		21,369			21,369	DFID UNICEF USAID GOG
C8. District level intervention	Basic Education		21,369			21,369	IDA GOG
C9. District capacity review	Basic Education						DFID UNICEF USAID GOG
C10. Performance Monitoring of Districts in progress devolution powers	Basic Education						DFID UNICEF USAID GOG
COMPONENT 3: ACCESS AND PARTICIPATION							
A. Infrastructure Development and Maintenance							
A1. Rehabilitation and Construction Schemes (All schemes)	Basic Education	26,987,137	1,216,000	660,648	333,738	29,697,523	IDA ADB EU USAID GOG DFID KFW
A2. Rehabilitation of 38 TTCL	Basic Education	26,987,137		5,066	39,087	29,027,886	GOG KFW
A3. Rehabilitation of 38 TTCL	Basic Education	21,687,137		5,066	39,087	22,021,890	KFW
B. Increasing Girls' Participation							
B1. Training workshop for 120 district officers of Girls' Education	Basic Education	36,000	477,398	32,261	20,840	796,899	GOG UNICEF
B2. Establishment of Sponsorship Scheme for Heavy Girls	Girls Education		65,800			65,800	GOG DFID
B3. Adaptation of STVE to Basic Education	Girls Education		57,004		11,140	68,144	GOG UNICEF JICA
B4. PLM in districts with low female enrolment rates	Girls Education		457,367		9,800	467,167	DFID UNICEF CIDA
B5. Support for Girls Education Unit	Girls Education		31,704	14,000		45,704	UNICEF CIDA GOG
B6. Research studies	Girls Education		36,000			36,000	UNICEF CIDA GOG
B7. Gender analysis for Policy and Planning	Girls Education			7,261		7,261	UNICEF CIDA GOG
B8. Development of Materials Supportive of Girls' Education and Training	Girls Education		11,000			11,000	UNICEF CIDA
C. Fostering Community Involvement in Improved Educ. Services							
C1. School Improvement Fund (SIF)	Basic Education	270,000	1,179,000	238,987	472,000	2,159,987	IDA GOG
C2. Information, Education & Communication (IEC)	Basic Education		715,000	4,897		719,897	IDA GOG DFID
C3. Extension of "Enrolment & Retention Incentives" to Schools	Basic Education		147,000	5,400	200	173,600	GOG
C4. The "Partnership" Schools	Basic Education		317,000	227,800	22,000	566,800	USAID
C5. Childscope Process	Basic Education		270,000	367,500		637,500	UNICEF CIDA

Cost Prepared by Programme Implementation Unit
 Checked and Processed by PBME Division of MOE
 Exchange Rates Q2/98 - \$1.00
 Prepared Funding Source by FCUBE Coordinator

Appendix 1

ENROLMENT PROJECTIONS		1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2006-05
		(Base Yr)	(Actual)	(Actual)	(Actual)	(Actual)	(Actual)	(Actual)	(Actual)	(Actual)	(Actual)	(Actual)	(Actual)	(Growth rate)
Population / Enrollment														
Primary school-age population		2,936,059	3,038,821	3,145,180	3,255,261	3,369,195	3,487,117	3,609,166	3,735,487	3,866,229	4,001,547	4,141,601	4,287,328	3.5%
Public primary school enrollment		1,920,803	2,016,336	2,094,935	2,195,684	2,320,805	2,480,084	2,657,879	2,857,103	3,069,305	3,290,086	3,512,585	3,748,086	6.4%
Private Primary		235,843	256,382	271,944	289,585	310,841	339,357	375,570	415,864	458,348	503,147	550,334	603,842	8.9%
GER for Primary education		75.95%	74.79%	75.25%	76.38%	78.11%	80.85%	84.05%	87.62%	91.24%	94.79%	98.10%	101.30%	3.1%
JSS-age population (12-14)		1,177,493	1,261,360	1,305,508	1,351,200	1,398,492	1,447,440	1,498,100	1,550,533	1,604,802	1,660,970	1,719,104	1,779,204	3.5%
Public JSS enrollment		659,851	717,322	756,794	794,582	828,633	855,770	891,527	936,019	981,039	1,027,427	1,074,556	1,122,042	5.6%
Private JSS		30,707	64,508	82,749	93,001	104,762	111,560	114,743	119,453	129,255	144,501	161,792	181,204	10.3%
GER for JSS		58.65%	61.98%	64.31%	65.99%	66.74%	66.93%	67.17%	68.07%	70.43%	73.57%	77.33%	81.16%	2.5%
Population														
Primary school-age population (6-11)		3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3.50%
JSS-age population (12-14)		3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3.50%
Pupils/Students														
Population of P1-age children(PBME)		526,263	544,682	563,477	603,899	625,035	646,912	669,564	692,993	717,242	742,346	768,328	795,288	5.00%
P1 (public) intake growth rate		3.50%	4.00%	5.50%	7.00%	7.00%	7.00%	7.00%	7.00%	7.00%	7.00%	7.00%	7.00%	8.00%
P1 (private) intake growth rate		10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	8.00%
P1 intake rate (public)		72.15%	71.24%	72.62%	75.08%	77.62%	80.24%	82.95%	85.76%	87.83%	89.55%	91.20%	92.85%	51.20%
P1 intake rate (public-private)		82.47%	80.46%	82.41%	85.48%	86.68%	89.00%	91.45%	93.04%	94.69%	96.41%	98.16%	100.00%	106.34%
Public Enrollment by grade														
ps 1		379,700	386,192	401,640	453,391	486,128	519,087	555,423	594,303	629,961	667,759	701,147	739,187	5.00%
ps 2		308,066	338,915	376,038	399,380	429,873	462,533	497,376	534,557	574,244	610,928	649,029	688,629	5.00%
ps 3		325,452	332,151	330,971	368,520	392,106	422,746	455,645	489,724	528,136	568,048	609,060	650,288	5.00%
ps 4		312,933	318,189	326,489	345,539	363,824	387,546	418,259	451,299	486,521	524,073	564,121	605,842	5.00%
ps 5		290,347	297,912	308,210	317,994	327,607	356,299	369,293	411,169	444,422	479,858	517,622	557,842	5.00%
ps 6		274,305	282,354	290,352	310,604	312,268	331,873	350,883	375,050	406,021	439,420	475,007	512,742	5.00%
js 1		245,520	253,231	267,950	289,754	299,324	301,951	321,903	341,411	365,925	397,113	430,746	466,842	5.00%
js 2		220,876	226,323	240,563	265,969	275,311	289,605	293,210	313,390	333,303	358,086	389,436	427,427	5.00%
js 3		193,455	198,087	208,809	239,860	250,997	264,211	276,414	291,217	301,611	322,227	347,372	374,029	5.00%
Primary		1,920,803	2,016,336	2,094,935	2,195,684	2,320,805	2,480,084	2,657,879	2,857,103	3,069,305	3,290,086	3,512,585	3,748,086	6.4%
JSS		659,851	717,322	756,794	794,582	828,633	855,770	891,527	936,019	981,039	1,027,427	1,074,556	1,122,042	5.6%
(primary growth rate)		1,018	1,031	1,039	1,048	1,057	1,069	1,072	1,075	1,074	1,072	1,068	1,064	1.06%
(JSS growth rate)		1,027	1,059	1,055	1,050	1,043	1,033	1,042	1,050	1,069	1,076	1,084	1,094	1.06%

fCUBE Programme Component Wise

Implementation Schedule 1997

