

ID	Dep/Div	Activity ID	Comp.	Programs Components and Activities	Days	Plnd Start	Plnd Finish	Responsibility
104	TRGDIV	3094	1A46	Assemble, analyze & disseminate meeting report	100	Oct 2 '97	Oct 15 '97	CEO
105	TRGDIV	3095	1A47	A47. Cluster meeting No. 2 in Term 1	234	Oct 18 '97	Nov 17 '97	CS
106	TRGDIV	3096	1A47	Conduct school visits; prepares and submit report	34	Oct 16 '97	Oct 20 '97	CS
107	TRGDIV	3097	1A47	Conduct Cluster meeting	16	Nov 3 '97	Nov 3 '97	CS
108	TRGDIV	3098	1A47	Assemble, analyze & disseminate meeting report	100	Nov 4 '97	Nov 17 '97	CEO
109	TRGDIV	3099	1A5	A5. Seminar for Dist. Key Officials & Community Leaders	454	Sep 8 '97	Nov 7 '97	TrgDiv
110	TRGDIV	3100	1A5	Identify training needs	46	Sep 8 '97	Sep 11 '97	TrgDiv
111	TRGDIV	3101	1A5	Identify and support resource persons	53	Sep 12 '97	Sep 18 '97	TrgDiv
112	TRGDIV	3102	1A5	Select training centers	53	Sep 12 '97	Sep 18 '97	TrgDiv
113	TRGDIV	3103	1A5	Prepare detailed budget estimates	100	Sep 12 '97	Sep 18 '97	TrgDiv
114	TRGDIV	3104	1A5	Prepare guidelines for budget estimates	50	Sep 12 '97	Sep 14 '97	TrgDiv
115	TRGDIV	3105	1A5	Select and inform participants	53	Sep 12 '97	Sep 14 '97	TrgDiv
116	TRGDIV	3106	1A5	Conduct Resource Persons' preparatory meeting	28	Sep 26 '97	Sep 29 '97	TrgDiv
117	TRGDIV	3107	1A5	Prepare seminar material	50	Sep 30 '97	Oct 8 '97	TrgDiv
118	TRGDIV	3108	1A5	Procure and distribute seminar material	100	Oct 7 '97	Oct 20 '97	TrgDiv
119	TRGDIV	3109	1A5	Conduct seminar	20	Oct 21 '97	Oct 22 '97	TrgDiv
120	TRGDIV	3110	1A5	Assemble and analyze seminar reports	130	Oct 23 '97	Nov 3 '97	TrgDiv
121	TRGDIV	3111	1A5	Prepare final report and disseminate	28	Nov 6 '97	Nov 7 '97	TrgDiv
122	TRGDIV	3112	1A6	A6. INSET to upgrade teachers to diploma level	3973	Sep 1 '98	Mar 1 '00	TrgDiv
123	TRGDIV	3113	1A5	Constitute working group	50	Sep 1 '98	Sep 7 '98	TrgDiv
124	TRGDIV	3114	1A6	Familiarize implementation strategies (workshop)	50	Sep 8 '98	Sep 14 '98	TrgDiv
125	TRGDIV	3115	1A5	Identify training needs and subjects to be studied	40	Sep 15 '98	Sep 18 '98	TrgDiv
126	TRGDIV	3116	1A6	Nominate panel members to develop curriculum	50	Sep 21 '98	Sep 25 '98	TrgDiv
127	TRGDIV	3117	1A6	Develop curriculum	50	Sep 28 '98	Oct 2 '98	TrgDiv
128	TRGDIV	3118	1A6	Identify distance learning material to be written	40	Oct 5 '98	Oct 9 '98	TrgDiv
129	TRGDIV	3119	1A6	Workshop on material writing	100	Oct 9 '98	Oct 22 '98	TrgDiv
130	TRGDIV	3120	1A6	Writing of materials by individuals or panels	150	Oct 23 '98	Nov 12 '98	TrgDiv
131	TRGDIV	3121	1A6	Editing of material	200	Nov 13 '98	Dec 10 '98	TrgDiv
132	TRGDIV	3122	1A6	Expert review of material	250	Oct 11 '99	Jan 14 '99	TrgDiv
133	TRGDIV	3123	1A6	Conduct workshop on assessment procedures	40	Jan 15 '99	Jan 20 '99	TrgDiv
134	TRGDIV	3124	1A6	Identify Teachers to undergo upgrading	150	Jan 21 '99	Feb 10 '99	TrgDiv
135	TRGDIV	3125	1A6	Print material	2200	Feb 11 '99	Dec 15 '99	PMU
136	TRGDIV	3126	1A6	Distribute material to districts	250	Oct 16 '99	Jan 10 '00	TrgDiv
137	TRGDIV	3127	1A6	Implement training program	300	Jan 20 '00	Mar 1 '00	TrgDiv
138	TRGDIV	3128	1A6	Monitor training program	300	Jan 20 '00	Mar 1 '00	TrgDiv
139	TRGDIV	3129	1A7	A7. Distance Learning Material Preparation	3630	Jul 7 '97	Nov 25 '98	Distance Edu
140	TRGDIV	3130	1A7.1	A7.1. Constitute Panel for developing material	50	Jul 7 '97	Jul 11 '97	TrgDiv
141	TRGDIV	3131	1A7.2	A7.2. Production of Distance Learning Material (DLM)	3098	Jul 14 '97	Sep 17 '98	Distance Edu
142	TRGDIV	3132	1A7.2	Conduct 1st workshop to prepare DLM	140	Jul 14 '97	Jul 14 '97	Distance Edu
143	TRGDIV	3133	1A7.2	Edt DL material	200	Aug 1 '97	Aug 28 '97	Distance Edu
144	TRGDIV	3134	1A7.2	Expert review of DL material	150	Aug 29 '97	Sep 18 '97	Distance Edu
145	TRGDIV	3135	1A7.2	Final edit of DL material and payment of fees	100	Sep 19 '97	Oct 2 '97	Distance Edu
146	TRGDIV	3137	1A7.2	Approve DL material	50	Oct 3 '97	Oct 3 '97	Distance Edu
147	TRGDIV	3138	1A7.2	Procure printing and delivery	2200	Oct 10 '97	Aug 13 '98	PMU
148	TRGDIV	3139	1A7.2	Distribute DLM to 6 DL resource centers	250	Aug 14 '98	Sep 17 '98	Logistics
149	TRGDIV	3140	1A7.3	A7.3. Preparation of tutor training handbooks/manuals	2990	Oct 3 '97	Nov 25 '98	Distance Edu
150	TRGDIV	3141	1A7.3	Conduct workshop	140	Oct 3 '97	Oct 22 '97	Distance Edu
151	TRGDIV	3142	1A7.3	Edt material	200	Oct 23 '97	Nov 19 '97	Distance Edu
152	TRGDIV	3143	1A7.3	Expert review	150	Nov 20 '97	Dec 10 '97	Distance Edu
153	TRGDIV	3144	1A7.3	Final edit and payment of fees	100	Dec 11 '97	Dec 21 '97	Distance Edu
154	TRGDIV	3145	1A7.3	Approve material	50	Dec 11 '97	Dec 17 '97	Distance Edu
155	TRGDIV	3147	1A7.3	Procure printing and delivery	2200	Dec 18 '97	Oct 21 '98	PMU
156	TRGDIV	3149	1A7.3	Distribute DLM to 6 DL resource centers	250	Oct 22 '98	Nov 25 '98	Logistics
157	TRGDIV	3148	1A8	A8. Institutional support for INSET	3318	Oct 1 '98	Feb 4 '99	TrgDiv
158	TRGDIV	3150	1A8.1	A8.1. Support for Training Division	3318	Nov 1 '98	Feb 4 '99	PMU
159	TRGDIV	3151	1A8.1	Procure Video/Equipm and furniture etc	2400	Nov 1 '98	Oct 2 '97	PMU
160	TRGDIV	3154	1A8.1	Study tours (foreign - distance learning)	2454	Mar 3 '97	Feb 9 '98	TrgDiv
161	TRGDIV	3155	1A8.1	Select country/institution for local & foreign trip	1000	Mar 3 '97	Jul 10 '97	TrgDiv
162	TRGDIV	3156	1A8.1	Agreement with institutions	150	Jun 30 '97	Jul 10 '97	TrgDiv
163	TRGDIV	3157	1A8.1	Identify/Approve participants for local & foreign	150	Jul 21 '97	Aug 6 '97	TrgDiv
164	TRGDIV	3158	1A8.1	Conduct foreign study (incl travel)	1200	Aug 11 '97	Jan 23 '98	Transea
165	TRGDIV	3159	1A8.1	Prepare and submit study report	100	Jan 28 '98	Feb 6 '98	Transea
166	TRGDIV	3160	1A8.1	Conduct local study (incl travel)	1200	Aug 11 '97	Jan 23 '98	Transea
167	TRGDIV	3161	1A8.1	Prepare and submit study report	100	Jan 28 '98	Feb 6 '98	Transea
168	TRGDIV	3162	1A8.1	Training on Material preparation	1162	Mar 3 '97	Aug 6 '97	TrgDiv/PMU
169	TRGDIV	3163	1A8.1	Identify and support training institution	3000	Mar 3 '97	Jul 10 '97	TrgDiv
170	TRGDIV	3164	1A8.1	Select participants	50	Mar 3 '97	Mar 7 '97	TrgDiv
171	TRGDIV	3165	1A8.1	Training in Web processing & dbase operators	150	Jul 21 '97	Aug 6 '97	Institu
172	TRGDIV	3168	1A8.2	A8.2. Support for Strategic Planning Group	2484	Nov 1 '98	Oct 2 '97	PMU/TrgDiv
173	TRGDIV	3187	1A8.2	Rehabilitate office	2400	Nov 1 '98	Oct 2 '97	PMU
174	TRGDIV	3188	1A8.2	Procure vehicle/equipment furniture etc	2400	Nov 1 '98	Oct 2 '97	PMU
175	TRGDIV	3170	1A8.2	A8.3. Support Meetings	172	May 1 '97	May 16 '97	TrgDiv
176	TRGDIV	3171	1A8.2	NTC meetings	10	May 1 '97	May 1 '97	TrgDiv
177	TRGDIV	3172	1A8.2	National In-Service Advisory Board meeting	10	May 16 '97	May 16 '97	TrgDiv
178	TRGDIV	3173	1A8	A8. Impact Evaluation of INSET programs	904	Jul 1 '97	Nov 3 '97	TrgDiv
179	TRGDIV	3174	1A8	Form Support Evaluation Team	20	Jul 1 '97	Jul 2 '97	TrgDiv
180	TRGDIV	3175	1A8	Revise monitoring and evaluation indicators	100	Jul 13 '97	Jul 16 '97	TrgDiv
181	TRGDIV	3176	1A8	Prepare 2 documents (including field test and approval)	50	Jul 17 '97	Jul 21 '97	TrgDiv
182	TRGDIV	3177	1A8	Identify evaluation sample and prepare a plan	50	Jul 22 '97	Jul 26 '97	TrgDiv
183	TRGDIV	3178	1A5	Conduct evaluation exercises	300	Jul 29 '97	Sep 6 '97	TrgDiv
184	TRGDIV	3179	1A5	Prepare & disseminate report on findings	400	Sep 9 '97	Nov 9 '97	TrgDiv
185	TRGDIV	3180	16	B. Pre-Service Teacher Training	6660	Nov 1 '98	May 21 '99	TrgDiv
186	TRGDIV	3558	1B1	B1. National Teacher Training Conference	470	May 1 '97	Jul 4 '97	TrgDiv
187	TRGDIV	3559	1B1	Prepare for the conference	250	May 1 '97	Jun 4 '97	TrgDiv
188	TRGDIV	3560	1B1	Conduct Conference	50	Jun 5 '97	Jun 11 '97	TrgDiv
189	TRGDIV	3561	1B1	Compose recommendations	20	Jun 12 '97	Jun 13 '97	TrgDiv
190	TRGDIV	3562	1B1	Approval of recommendations by GOO	50	Jun 16 '97	Jun 20 '97	TrgDiv
191	TRGDIV	3563	1B1	Disseminate recommendations	20	Jun 23 '97	Jun 24 '97	TrgDiv
192	TRGDIV	3564	1B1	Review ICUBE policies	100	Jun 23 '97	Jul 4 '97	NCE
193	TRGDIV	3181	1B2	B2. Strategic Planning Group	712	Nov 1 '98	Feb 12 '97	TrgDiv
194	TRGDIV	3182	1B2.1	B2.1. Grouping Reports and Debriefing workshop	310	Jan 1 '97	Feb 12 '97	TrgDiv
195	TRGDIV	3183	1B2.1	Groups forming and series of working meetings	200	Jan 1 '97	Jan 20 '97	TrgDiv
196	TRGDIV	3184	1B2.1	Prepare Group Reports	20	Jan 29 '97	Jan 30 '97	TrgDiv
197	TRGDIV	3185	1B2.1	Prepare service material for debriefing workshop	50	Jan 31 '97	Feb 6 '97	TrgDiv
198	TRGDIV	3186	1B2.1	Conduct workshop	10	Feb 7 '97	Feb 7 '97	TrgDiv
199	TRGDIV	3187	1B2.1	Procure composite report (issues on teachers)	20	Feb 10 '97	Feb 11 '97	TrgDiv
200	TRGDIV	3188	1B2.1	Produce and disseminate report	30	Feb 10 '97	Feb 17 '97	TrgDiv
201	TRGDIV	3189	1B2.2	B2.2. Establishing Core Group of SPG	350	Nov 1 '98	Dec 19 '98	TrgDiv
202	TRGDIV	3190	1B2.2	Prepare IOD for Core Group	50	Nov 1 '98	Nov 7 '98	TrgDiv
203	TRGDIV	3191	1B2.2	Form Core Group	50	Nov 1 '98	Nov 18 '98	TrgDiv
204	TRGDIV	3192	1B2.2	Prepare proposal (5 approval)	200	Nov 15 '98	Nov 17 '98	TrgDiv
205	TRGDIV	3200	1B2.2	Operational Core Group	50	Dec 15 '98	Dec 16 '98	TrgDiv
206	TRGDIV	3201	1B3	B3. Strengthening Trg Div links with UCEW & UCC	350	Apr 5 '97	May 25 '97	TrgDiv/UCW/UCC

IO	Dep/Ov	Activity IO	Comp.	Programme Components and Activities	Days	Plnd Start	Plnd Finish	Responsibility
207	TRGDIV	3202	183	Identify Areas of Co-operation	3d	Apr 1 '97	Apr 3 '97	TrgOv, UCEWUCC
208	TRGDIV	3203	183	Defining content and structure of Packages	2d	Apr 4 '97	Apr 5 '97	TrgOv, UCEWUCC
209	TRGDIV	3204	183	Nominate Resource Persons	5d	Apr 8 '97	Apr 14 '97	TrgOv, UCEWUCC
210	TRGDIV	3205	183	Conduct Resource Persons preparatory meeting	2d	Apr 13 '97	Apr 16 '97	TrgOv
211	TRGDIV	3206	183	Prepare workshop material	5d	Apr 17 '97	Apr 23 '97	TrgOv
212	TRGDIV	3207	183	Conduct 1st Workshop	5d	Apr 24 '97	Apr 30 '97	TrgOv
213	TRGDIV	3208	183	Conduct 2nd Workshop	5d	May 15 '97	May 21 '97	TrgOv
214	TRGDIV	3209	183	Prepare Workshop Report	2d	May 22 '97	May 24 '97	TrgOv
215	TRGDIV	3210	184	B1. Redesign Pre-service Programs	480d	Jul 7 '97	May 21 '99	TrgOv
216	TRGDIV	3211	1841	B41. Training of Curriculum Developers	29d	Jul 7 '97	Aug 14 '97	TrgOv
217	TRGDIV	3212	1841	Identify training needs	5d	Jul 7 '97	Jul 11 '97	TrgOv
218	TRGDIV	3213	1841	Prepare budget estimates	10d	Jul 14 '97	Jul 25 '97	TrgOv
219	TRGDIV	3214	1841	Prepare guidelines for Budget Estimates	5d	Jul 14 '97	Jul 19 '97	TrgOv
220	TRGDIV	3215	1841	Identify support Resource persons	5d	Jul 14 '97	Jul 19 '97	TrgOv
221	TRGDIV	3216	1841	Select support Curriculum Developers	2d	Jul 14 '97	Jul 18 '97	TrgOv
222	TRGDIV	3217	1841	Conduct resource preparatory meeting	2d	Jul 17 '97	Jul 21 '97	TrgOv
223	TRGDIV	3218	1841	Prepare teaching and learning Materials	2d	Jul 21 '97	Jul 25 '97	TrgOv
224	TRGDIV	3219	1841	Conduct training for Curriculum Developers	4d	Jul 28 '97	Jul 31 '97	TrgOv
225	TRGDIV	3220	1841	Assemble and analyse workshop reports	5d	Aug 1 '97	Aug 7 '97	TrgOv
226	TRGDIV	3221	1841	Prepare and disseminate final reports	5d	Aug 6 '97	Aug 14 '97	TrgOv
227	TRGDIV	3222	1842	B42. Development of curriculum for 18 diploma subjects	55d	Aug 15 '97	Oct 30 '97	TrgOv
228	TRGDIV	3223	1842	Constitute working panel	5d	Aug 15 '97	Aug 21 '97	TrgOv
229	TRGDIV	3224	1842	Conduct curriculum development workshop	10d	Aug 22 '97	Sep 4 '97	TrgOv
230	TRGDIV	3225	1842	Expert review	20d	Sep 5 '97	Oct 2 '97	TA
231	TRGDIV	3226	1842	Final revision/typing	10d	Oct 3 '97	Oct 18 '97	TrgOv
232	TRGDIV	3227	1842	Approval of curriculum	10d	Oct 17 '97	Oct 30 '97	MOE
233	TRGDIV	3228	1843	B43. Development/production of Syllabus & books	335d	Oct 31 '97	Mar 17 '99	TrgOv
234	TRGDIV	3229	1843	Constitute working panel	5d	Oct 31 '97	Nov 6 '97	TrgOv
235	TRGDIV	3230	1843	Conduct syllabus writing workshop	14d	Nov 7 '97	Nov 26 '97	TrgOv
236	TRGDIV	3231	1843	Edt prepared syllabus	20d	Nov 27 '97	Dec 21 '97	TrgOv
237	TRGDIV	3232	1843	Review syllabus	5d	Dec 25 '97	Dec 31 '97	TrgOv
238	TRGDIV	3233	1843	Expert Review	15d	Jan 1 '98	Jan 21 '98	TrgOv
239	TRGDIV	3234	1843	Final edit	10d	Jan 22 '98	Feb 4 '98	TrgOv
240	TRGDIV	3235	1843	Syllabus Approval	10d	Feb 5 '98	Feb 18 '98	TrgOv
241	TRGDIV	3236	1843	Procure printing of syllabus and delivery	220d	Feb 19 '98	Dec 23 '98	PMU
242	TRGDIV	3237	1843	Prepare textbook structure	10d	Feb 19 '98	Mar 4 '98	TrgOv
243	TRGDIV	3238	1843	Procure publisher(s)	100d	Feb 19 '98	Jul 6 '98	PMU
244	TRGDIV	3239	1843	Produce manuscript	30d	Jul 6 '98	Aug 19 '98	TrgOv
245	TRGDIV	3240	1843	Approve manuscript	5d	Aug 20 '98	Aug 26 '98	MOE
246	TRGDIV	3241	1843	Print textbooks on all diploma subjects	120d	Aug 27 '98	Feb 10 '99	PMU
247	TRGDIV	3242	1843	Contribute books	25d	Feb 11 '99	Mar 11 '99	Logistics
248	TRGDIV	3243	1844	B44. Professional Support System (dist. level)	47d	Mar 16 '99	May 11 '99	TrgOv
249	TRGDIV	3244	1844	Identify support required	5d	Mar 16 '99	Mar 24 '99	TrgOv
250	TRGDIV	3245	1844	Nominate O&O teacher by college tutors	10d	Mar 25 '99	Apr 7 '99	TrgOv
251	TRGDIV	3246	1844	Management Training for Support Personnel	21d	Apr 8 '99	Apr 21 '99	TrgOv
252	TRGDIV	3247	1844	Identify training needs	5d	Apr 8 '99	Apr 14 '99	TrgOv
253	TRGDIV	3248	1844	Prepare budget estimates and guidelines	10d	Apr 15 '99	Apr 28 '99	TrgOv
254	TRGDIV	3249	1844	Identify and support Resource Persons	5d	Apr 15 '99	Apr 21 '99	TrgOv
255	TRGDIV	3250	1844	Conduct resource persons preparatory meeting	5d	Apr 22 '99	Apr 28 '99	TrgOv
256	TRGDIV	3251	1844	Select and inform Participants	5d	Apr 15 '99	Apr 19 '99	TrgOv
257	TRGDIV	3252	1844	Conduct management training	10d	Apr 28 '99	May 12 '99	TrgOv
258	TRGDIV	3253	1844	Prepare and analyse workshop reports	5d	May 13 '99	May 19 '99	TrgOv
259	TRGDIV	3254	1844	Prepare and disseminate final report	21d	May 20 '99	May 21 '99	TrgOv
260	TRGDIV	3255	1845	B45. Support for 31 Primary TTCs	145d	Jul 7 '97	Jun 12 '98	TrgOv
261	TRGDIV	3256	1845	Procure material/equipment etc.	220d	Jul 7 '97	May 1 '98	PMU, TrgOv
262	TRGDIV	3257	1845	Distribution	25d	May 11 '98	Jun 12 '98	Logistics
263	TRGDIV	3258	1846	B46. Monitoring/evaluation system for pre-service (e.g. Form/Support Monitoring System development team	102d	Jul 7 '97	Nov 25 '97	TrgOv
264	TRGDIV	3259	1846	Re-ise monitoring and evaluation indicators	5d	Jul 7 '97	Jul 11 '97	TrgOv
265	TRGDIV	3260	1846	Prepare and test monitoring instruments	10d	Jul 14 '97	Jul 25 '97	TrgOv
266	TRGDIV	3261	1846	Prepare monitoring and reporting mechanisms	5d	Jul 28 '97	Aug 1 '97	TrgOv
267	TRGDIV	3262	1846	Approval of developed system	5d	Aug 11 '97	Aug 15 '97	MOE
268	TRGDIV	3263	1846	Prepare for orientation workshop	10d	Aug 16 '97	Aug 29 '97	TrgOv
269	TRGDIV	3264	1846	Conduct orientation workshop	2d	Sep 1 '97	Sep 2 '97	TrgOv
270	TRGDIV	3265	1846	Implement the system	60d	Sep 3 '97	Nov 25 '97	TrgOv
271	TRGDIV	3266	185	B5. Primary Teacher Training (TTC Tutors)	455d	Feb 15 '97	Nov 11 '98	TrgOv
272	TRGDIV	3267	1851	B51. Orientation of Primary TTC tutors on ICUBE	18d	Apr 1 '97	Apr 24 '97	TrgOv
273	TRGDIV	3270	1851	Appoint Resource Persons	5d	Apr 1 '97	Apr 7 '97	TrgOv
274	TRGDIV	3271	1851	Inform all TTC tutors	4d	Apr 8 '97	Apr 14 '97	TrgOv
275	TRGDIV	3272	1851	Brief Resource Persons	1d	Apr 15 '97	Apr 15 '97	TrgOv
276	TRGDIV	3273	1851	Conduct Training	2d	Apr 18 '97	Apr 19 '97	TrgOv
277	TRGDIV	3274	1851	Prepare and disseminate report	3d	Apr 18 '97	Apr 21 '97	TrgOv
278	TRGDIV	3275	1852	B52. Review and develop Primary teach. Trg. structure	377d	Apr 23 '97	Oct 5 '98	TrgOv
279	TRGDIV	3276	1852	Identify 6 pilot TTCs	5d	Apr 25 '97	May 1 '97	TrgOv
280	TRGDIV	3277	1852	Determine Entry Qualifications	5d	Apr 25 '97	May 1 '97	TrgOv
281	TRGDIV	3278	1852	Determine structural/content for primary teach. Trg	25d	Apr 25 '97	May 23 '97	TrgOv
282	TRGDIV	3279	1852	Identify subjects to be studied	10d	May 30 '97	Jun 12 '97	TrgOv
283	TRGDIV	3280	1852	Develop methodology to be adopted	15d	Jun 13 '97	Jul 3 '97	TrgOv
284	TRGDIV	3281	1852	Curriculum development & material production	377d	Jul 1 '97	Oct 5 '98	TrgOv
285	TRGDIV	3282	1852	Identify Training Needs	10d	Jul 1 '97	Jul 11 '97	TrgOv
286	TRGDIV	3283	1852	Constitute Panel for curriculum development	5d	Jul 14 '97	Jul 18 '97	TrgOv
287	TRGDIV	3284	1852	Develop curriculum	5d	Jul 14 '97	Jul 18 '97	TrgOv
288	TRGDIV	3285	1852	Brief panel members on material writing	1d	Jul 21 '97	Jul 21 '97	TrgOv
289	TRGDIV	3286	1852	Workshop on Material Writing	5d	Jul 25 '97	Jul 28 '97	TrgOv
290	TRGDIV	3287	1852	Write Syllabus for prim. methodology in TTCs	5d	Jul 29 '97	Aug 4 '97	TrgOv
291	TRGDIV	3288	1852	Eding of Syllabus	15d	Aug 5 '97	Aug 18 '97	TrgOv
292	TRGDIV	3289	1852	Edt material and payment of fees	20d	Aug 19 '97	Sep 15 '97	TrgOv
293	TRGDIV	3290	1852	Expert Review	15d	Sep 16 '97	Oct 6 '97	TrgOv
294	TRGDIV	3291	1852	Final Edt	10d	Oct 1 '97	Oct 20 '97	TrgOv
295	TRGDIV	3292	1852	Approval of material	5d	Oct 21 '97	Oct 27 '97	MOE
296	TRGDIV	3293	1852	Procure Printing & Delivery	220d	Oct 28 '97	Aug 31 '99	PMU
297	TRGDIV	3294	1853	Distribute material to 6 TTCs	25d	Sep 1 '98	Oct 5 '98	Logistics
298	TRGDIV	3295	1853	B53. Implementation of Access Courses	422d	Apr 1 '97	Nov 11 '98	TrgOv
299	TRGDIV	3296	1853	Identify training needs	5d	Apr 1 '97	Apr 7 '97	TrgOv
300	TRGDIV	3297	1853	Determine course contents	5d	Apr 8 '97	Apr 14 '97	TrgOv
301	TRGDIV	3298	1853	Design Programme	15d	Apr 15 '97	May 3 '97	TrgOv
302	TRGDIV	3299	1853	Nominate candidates (by DOE)	10d	Apr 8 '97	Apr 21 '97	DOE
303	TRGDIV	3300	1853	Implement 1st Access course & assess candidates Performance	40d	Apr 22 '97	Jun 16 '97	TrgOv
304	TRGDIV	3301	1853	Decide on 1st admission (based on defined criteria)	2d	Jun 17 '97	Jun 18 '97	TrgOv
305	TRGDIV	3302	1853	Implement 2nd Access course & assess candidate Performance	40d	Sep 15 '98	Nov 9 '98	TrgOv
306	TRGDIV	3303	1854	Decide on 2nd admission (based on defined criteria)	2d	Nov 10 '98	Nov 11 '98	TrgOv
307	TRGDIV	3304	1854	B54. Candidate issues	118d	Feb 13 '97	Jul 28 '97	TrgOv
308	TRGDIV	3304	1854	Procure Career Specialist (local TA)	100d	Feb 13 '97	Jul 2 '97	PMU, TrgOv

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310	TRGOV	3305	1854	Identify Training Needs	50	Jul 1 '97	Jul 3 '97	TA
311	TRGOV	3306	1854	Appoint Resource Persons	50	Jul 10 '97	Jul 15 '97	TRGOV
312	TRGOV	3307	1854	Identify Participants	50	Jul 10 '97	Jul 15 '97	TRGOV
313	TRGOV	3308	1854	Brief Resource Persons	10	Jul 17 '97	Jul 17 '97	TA
314	TRGOV	3309	1854	Conduct Workshop	50	Jul 10 '97	Jul 24 '97	TA
315	TRGOV	3310	1854	Prepare and disseminate report	20	Jul 25 '97	Jul 29 '97	TA
316	TRGOV	3311	1855	655. External Support Sys. for Pre & INSET	940	Feb 13 '97	Jun 24 '97	TRGOV
317	TRGOV	3312	1855	Identify and appoint Resource Persons	50	Feb 13 '97	Feb 13 '97	TRGOV
318	TRGOV	3313	1855	Select OEDs and other participants	50	Feb 13 '97	Feb 19 '97	TRGOV
319	TRGOV	3314	1855	Conduct resource preparatory meeting	20	Feb 20 '97	Feb 21 '97	TRGOV
320	TRGOV	3315	1855	Prepare Teaching/Learning material	20	Feb 24 '97	Feb 25 '97	TRGOV
321	TRGOV	3316	1855	Conduct 1st. workshop	100	Feb 26 '97	Mar 11 '97	TRGOV
322	TRGOV	3317	1855	Field practice by trainees	600	Mar 12 '97	Jun 3 '97	TRGOV
323	TRGOV	3318	1855	Conduct 2nd. workshop	100	Jun 4 '97	Jun 17 '97	TRGOV
324	TRGOV	3319	1855	Prepare and disseminate workshop report	50	Jun 18 '97	Jun 24 '97	TRGOV
325	TRGOV	3320	1856	656. Workshop on the Role of Primary TTCs	210	Feb 10 '98	Mar 15 '98	TRGOV
326	TRGOV	3321	1856	Appoint Resource Persons	50	Feb 10 '98	Feb 15 '98	TRGOV
327	TRGOV	3322	1856	Conduct preparatory meeting	20	Feb 17 '98	Feb 18 '98	TRGOV
328	TRGOV	3323	1856	Invite participants	50	Feb 17 '98	Feb 23 '98	TRGOV
329	TRGOV	3324	1856	Conduct workshop	40	Mar 3 '98	Mar 6 '98	TRGOV
330	TRGOV	3325	1856	Prepare and disseminate report	20	Mar 9 '98	Mar 10 '98	TRGOV
331	TRGOV	3326	1857	657. Training for TTC tutors in different subjects	1430	Mar 3 '97	Sep 17 '97	TRGOV
332	TRGOV	3327	1857	Identify Training Needs	100	Mar 3 '97	Mar 14 '97	TRGOV
333	TRGOV	3328	1857	Appoint Resource Persons	50	Mar 17 '97	Mar 21 '97	TRGOV
334	TRGOV	3329	1857	Inform TTC tutors	100	Mar 17 '97	Mar 28 '97	TRGOV
335	TRGOV	3330	1857	Brief Resource Persons	30	Mar 24 '97	Mar 26 '97	TRGOV
336	TRGOV	3331	1857	Prepare training material	100	Mar 24 '97	Apr 4 '97	TRGOV
337	TRGOV	3332	1857	Print material	200	Apr 7 '97	May 2 '97	TRGOV
338	TRGOV	3333	1857	Distribute Material	100	May 5 '97	May 16 '97	TRGOV
339	TRGOV	3334	1857	Conduct workshop	30	Sep 8 '97	Sep 10 '97	TRGOV
340	TRGOV	3335	1857	Assemble and analyse workshop reports	30	Sep 11 '97	Sep 12 '97	TRGOV
341	TRGOV	3336	1857	Prepare and disseminate final report	30	Sep 15 '97	Sep 17 '97	TRGOV
342	CRDO	3438	10	C. Learning Assessment and Evaluation	10310	Jan 1 '97	Dec 15 '00	CRDO
343	CRDO	3439	10	C1. Student Performance	3100	Jan 1 '98	Jun 2 '99	CRDO
344	CRDO	3440	10	Revis CRYIS Rehol Near Curriculum	200	Jan 1 '98	Jan 28 '98	CRDO
345	CRDO	3441	10	Prepare and Train Trainers in CRT & CA	300	Jan 29 '98	Mar 11 '98	CRDO/TRGOV
346	CRDO	3442	10	Monitor CRT & CA Training	400	Jan 29 '98	Mar 25 '98	CRDO/TRGOV/Insps
347	CRDO	3443	10	Train Item Writers	100	Mar 26 '98	Apr 8 '98	CRDO/TRGOV
348	CRDO	3444	10	Review/develop/prepare test material and CA rec card	100	Apr 9 '98	Apr 22 '98	CRDO
349	CRDO	3445	10	Print Test Booklet and CA cards	600	Apr 23 '98	May 15 '98	PMU
350	CRDO	3446	10	Procure Answer Sheets and CA Cards	2200	Apr 23 '98	Feb 24 '99	PMU
351	CRDO	3447	10	Train Test Administrators and CA mediators	200	Feb 25 '99	Mar 24 '99	CRDO/TRGOV
352	CRDO	3448	10	Administer test and collect data	500	Mar 25 '99	Jun 2 '99	CRDO
353	CRDO	3449	10	Distribute CA record cards to schools	300	Feb 25 '99	Apr 7 '99	Logistics
354	CRDO	3450	10	Analyse, prepare and disseminate CRT results	400	Apr 8 '99	Jun 2 '99	CRDO
355	CRDO	3451	10	C2. Establishment of Item Bank System for Diagnostic Reporting	4000	Jun 1 '99	Dec 31 '00	CRDO
356	CRDO	3452	10	Procure External TA for Item Bank System	1000	Jun 1 '99	Oct 20 '99	PMU
357	CRDO	3453	10	Procure Computerized Item Bank System/Equip	2200	Oct 21 '99	Aug 23 '00	PMU
358	CRDO	3454	10	Train, setup and operate IBS	800	Aug 24 '00	Dec 31 '00	CRDO
359	INSPECTOR	3455	10	C3. Piloting Pupils' reading skills	1330	Jan 1 '97	Jul 4 '97	Inspectorate
360	INSPECTOR	3456	10	Identify districts already monitoring reading skills	20	Jan 1 '97	Jan 2 '97	Inspectorate
361	INSPECTOR	3457	10	Conduct sample instruments	20	Jan 4 '97	Jan 6 '97	Inspectorate
362	INSPECTOR	3458	10	Conduct meeting to analyse sample instruments	20	Jan 8 '97	Jan 9 '97	Inspectorate
363	INSPECTOR	3459	10	Prepare for workshop	100	Mar 1 '97	Mar 15 '97	Inspectorate
364	INSPECTOR	3460	10	Conduct workshop for YSA Administrators	40	Mar 11 '97	Mar 20 '97	Inspectorate
365	INSPECTOR	3461	10	Conduct Tests in Schools	300	Mar 21 '97	May 1 '97	Inspectorate
366	INSPECTOR	3462	10	Prepare a baseline data	300	May 1 '97	Jun 12 '97	Inspectorate
367	INSPECTOR	3463	10	Conduct meeting to analyse results/baseline	10	Jun 13 '97	Jun 13 '97	Inspectorate
368	INSPECTOR	3464	10	Produce and Publicise findings	150	Jun 18 '97	Jul 4 '97	Inspectorate
369	ADMIN/AF	2601	10	CA Support for Basic Edu. Certificate Examination	1370	Aug 1 '97	May 4 '98	A&P
370	ADMIN/AF	2602	10	Finalize number of candidates	300	Aug 1 '97	Sep 11 '97	BA&C/Ed
371	ADMIN/AF	2603	10	Prepare budget	200	Sep 12 '97	Oct 9 '97	A&P
372	ADMIN/AF	2604	10	Send approved budget to WAEC	250	Mar 31 '98	May 4 '98	A&P
373	PMU	1741	10	D. Provision of Instructional Material and school supplies	3400	Apr 1 '97	Jul 20 '98	PMU
374	PMU	1742	10	D1. School supplies	2500	Apr 1 '97	Mar 18 '98	PMU
375	PMU	1743	10	Procure Exercise books	2200	Apr 1 '97	Feb 2 '98	PMU
376	PMU	1744	10	Chalk	2000	Apr 1 '97	Feb 2 '98	PMU
377	PMU	1745	10	Library books	2200	Apr 1 '97	Feb 2 '98	PMU
378	PMU	1746	10	Other items	2200	Apr 1 '97	Feb 2 '98	PMU
379	PMU	1747	10	Storage facilities in Schools	2200	Apr 1 '97	Feb 2 '98	PMU
380	PMU	1748	10	Distribution of supplies to districts	300	Feb 3 '98	Mar 16 '98	Logistics
381	PMU	1749	10	D2. Reprinting of existing Textbooks/handbooks etc.	1400	Apr 1 '97	Jul 20 '98	PMU
382	PMU	1750	10	Procure publishers	2200	Apr 1 '97	Feb 2 '98	PMU
383	PMU	1751	10	Produce Textbooks/teachers' handbooks/syllabi	300	Feb 3 '98	Jun 8 '98	PMU/Insps
384	PMU	1752	10	Distribution to districts	300	Jun 8 '98	Jul 20 '98	Logistics
385	LOGISTICS	1741	10	E. Workshop for Dist. Logistics Officers/storkeepers	1360	Mar 4 '97	Sep 8 '97	Logistics
386	LOGISTICS	2450	10	E1. Procure Equipment/Vehicle etc.	800	Mar 1 '97	Jul 4 '97	PMU
387	LOGISTICS	2451	10	E2. Preparation and conduct of workshop	710	Jun 2 '97	Sep 8 '97	AD/WHouse
388	LOGISTICS	1744	10	Identify training needs	50	Jun 2 '97	Jun 6 '97	AD/WHouse
389	LOGISTICS	1745	10	Appoint Resource Persons	150	Jun 9 '97	Jun 27 '97	Director
390	LOGISTICS	1746	10	Review budget estimates & identify training centres	50	Jun 30 '97	Jul 4 '97	AD/WHouse
391	LOGISTICS	1747	10	Conduct Resource Persons preparatory meeting	10	Jul 7 '97	Jul 7 '97	Director
392	LOGISTICS	1748	10	Prepare Resource Persons training manuals	150	Jul 8 '97	Jul 26 '97	AD/Logistics
393	LOGISTICS	1749	10	Conduct workshop	100	Jul 29 '97	Aug 11 '97	Director
394	LOGISTICS	1750	10	Prepare and disseminate report	200	Aug 12 '97	Sep 8 '97	AD/WHouse
395	CRDO	1501	10	F. Curriculum, syllabus, textbooks review & development	11000	Nov 1 '96	Jan 10 '98	CRDO
396	CRDO	2351	10	F1. National Stakeholders Seminar on Curriculum Review	500	Mar 1 '97	Jul 23 '97	MOE
397	CRDO	2352	10	Constitute Standing Committee on National Curriculum	250	May 5 '97	Jun 6 '97	CRDO
398	CRDO	2353	10	Prepare for Seminar	300	Jun 9 '97	Jul 18 '97	CRDO
399	CRDO	2354	10	Conduct National Stakeholder Seminar on Curriculum	30	Jul 21 '97	Jul 23 '97	CRDO
400	CRDO	2355	10	Compile agreed recommendations	16	May 3 '97	May 3 '97	CRDO
401	CRDO	2356	10	Approval of recommendations by CoGhana	50	May 6 '97	May 12 '97	MOE
402	CRDO	2357	10	Disseminate approved recommendations	100	May 13 '97	May 28 '97	CRDO
403	CRDO	1380	10	F2. Development of New Syllabi for BS 1-5	4010	Nov 1 '96	May 13 '98	CRDO
404	CRDO	2043	10	F21. Preparations	100	Nov 1 '96	Nov 14 '96	CRDO
405	CRDO	2044	10	Constitute Panel of writers for all grades (BS 1-9)	100	Nov 1 '96	Nov 14 '96	CRDO
406	CRDO	2045	10	Prepare for workshops (TORs for 3TAs for 3mins)	50	Nov 1 '96	Nov 14 '96	CRDO
407	CRDO	1319	10	F22. New Syllabi for BS 1-3, BS 4 & BS 5	3300	Feb 10 '97	May 18 '98	CRDO
408	CRDO	1320	10	Conduct Syllabus writing workshop	100	Feb 10 '97	Feb 21 '97	CRDO
409	CRDO	1321	10	Edt Syllabus	100	Feb 24 '97	Mar 7 '97	CRDO
410	CRDO	1322	10	Conduct review workshop and payment of fees	50	Mar 10 '97	Mar 14 '97	CRDO
411	CRDO	1323	10	Edt Syllabus	50	Mar 17 '97	Mar 21 '97	CRDO
412	CRDO	1324	10	Print about 200 copies per grade per subject	50	Mar 24 '97	Mar 28 '97	CRDO

ID	Dep/Org	Activity ID	Comp.	Programme Components and Activities	Days	Plan Start	Plan Finish	Responsibility
413	CRDD	2359	1F22	Distribution to selected schools and organizations	100	Mar 31 '97	Apr 11 '97	CRDD
414	CRDD	1383	1F22	Review Syllabus using school data (during sch. term)	700	Apr 14 '97	Jul 18 '97	CRDD
415	CRDD	1384	1F22	Expert Review	150	Apr 14 '97	May 2 '97	CRDD
416	CRDD	1385	1F22	Final Edt	150	May 5 '97	May 23 '97	CRDD
417	CRDD	1386	1F22	Approve Syllabus	50	May 26 '97	May 30 '97	MOE
418	CRDD	1387	1F22	Procure publisher & Print for all schools/institutions	2200	Jun 2 '97	Apr 3 '98	PMU
419	CRDD	1388	1F22	Distribution of Syllab to all districts	300	Apr 6 '98	May 15 '98	Logistics
420	CRDD	2068	1F3	F3. Review and Development of Old Syllabus	2650	Mar 10 '97	Mar 10 '98	CRDD
421	CRDD	2069	1F31	F31. Collate Data	50	Mar 10 '97	Mar 14 '97	CRDD
422	CRDD	2070	1F31	Collate Data from PS CRT report as input into Syllabus Review	50	Mar 10 '97	Mar 14 '97	CRDD
423	CRDD	2071	1F31	Collate data on reading skill project as input into Syllabus Rev.	50	Mar 10 '97	Mar 14 '97	CRDD
424	CRDD	2360	1F32	F32. Preparations	100	Mar 24 '97	Apr 4 '97	CRDD
425	CRDD	2361	1F32	Constitute Panel of writers for all grades (BS 1-9)	100	Mar 24 '97	Apr 4 '97	CRDD
426	CRDD	2362	1F32	Prepare for workshops (TORs for 37As for 3mths)	100	Mar 24 '97	Apr 4 '97	CRDD
427	CRDD	1419	1F33	F33. Review of old Syllab for BS1-5, BS4 & BS7-9	2550	Mar 24 '97	Mar 13 '98	CRDD
428	CRDD	1427	1F33	Conduct Syllabus review & writing workshop	100	Mar 24 '97	Apr 4 '97	CRDD
429	CRDD	2327	1F33	Edt Syllabus	50	Apr 7 '97	Apr 11 '97	CRDD
430	CRDD	2528	1F33	Conduct review workshop and payment of fees	50	Apr 14 '97	Apr 18 '97	CRDD
431	CRDD	1431	1F33	Edt Syllabus	50	Apr 21 '97	Apr 25 '97	CRDD
432	CRDD	1432	1F33	Print about 200 copies per grade per subject	150	Apr 28 '97	May 16 '97	CRDD
433	CRDD	1433	1F33	Distribution to Schools and Organizations	150	May 19 '97	Jun 6 '97	CRDD
434	CRDD	1434	1F33	Review Syllabus using school data (during sch. term)	700	Jun 9 '97	Sep 12 '97	CRDD
435	CRDD	1435	1F33	Expert Review	150	Jun 9 '97	Jun 27 '97	CRDD
436	CRDD	1436	1F33	Final Edt (& pay review's fee)	150	Sep 15 '97	Oct 3 '97	CRDD
437	CRDD	1437	1F33	Approve Syllabus	50	Oct 6 '97	Oct 10 '97	MOE
438	CRDD	1438	1F33	Procure publisher & Print for all schools/institutions	2200	Apr 21 '97	Feb 20 '98	Publisher
439	CRDD	2363	1F33	Distribute Syllab to all schools/institutions	150	Feb 23 '98	Mar 13 '98	Logistics
440	CRDD	1477	1F4	F4. Textbook writing and production	4750	Apr 30 '97	Feb 18 '98	CRDD
441	CRDD	2344	1F41	F41. Gender Review	1000	Apr 30 '97	Oct 11 '97	CRDD
442	CRDD	2345	1F41	Procure Gender Specialist (TA)	50	Sep 17 '97	Sep 23 '97	PMU
443	CRDD	2346	1F41	Identify Training Needs	50	Sep 17 '97	Sep 23 '97	TA
444	CRDD	2347	1F41	Appoint Resource Persons	100	Sep 24 '97	Oct 7 '97	CRDD
445	CRDD	2348	1F41	Inform Participants	100	Sep 24 '97	Oct 7 '97	CRDD
446	CRDD	2349	1F41	Brief Resource Persons	10	Oct 8 '97	Oct 6 '97	CRDD/TA
447	CRDD	2350	1F41	Conduct workshop	20	Oct 8 '97	Oct 10 '97	TA/CRDD
448	CRDD	2351	1F41	Prepare and disseminate report	50	Oct 13 '97	Oct 17 '97	TA
449	CRDD	2352	1F42	F42. Development of New Textbooks Structure	2170	Apr 30 '97	Feb 26 '98	CRDD
450	CRDD	2353	1F42	Procure TA for preparing textbook structure (local)	1000	Apr 30 '97	Sep 16 '97	PMU
451	CRDD	2354	1F42	Prepare paper on structure of textbooks (BS1-9) all subjects	300	Sep 17 '97	Oct 28 '97	CRDD/TA
452	CRDD	2355	1F42	Procure Publishers	1000	Oct 8 '97	Feb 24 '98	PMU
453	CRDD	2356	1F42	Orientation of publisher(s) and writers	23	Feb 25 '98	Feb 26 '98	CRDD/TA
454	CRDD	1496	1F43	F43. Manuscript/textbooks dev. & production for BS1-9	2550	Feb 27 '98	Feb 10 '99	CRDD
455	CRDD	1498	1F43	Prepare and print manuscripts for BS1-9 (all subjects)	600	Feb 27 '98	May 21 '98	Publisher
456	CRDD	2359	1F43	Distribute to selected schools and organizations	150	May 22 '98	Jun 11 '98	CRDD
457	CRDD	1490	1F43	Collect evaluation data on manuscript from students & teachers	700	Jun 12 '98	Sep 17 '98	CRDD
458	CRDD	1491	1F43	Get opinion from selected experts on suitability of manuscripts	150	Jun 12 '98	Jul 2 '98	CRDD
459	CRDD	1492	1F43	Final evaluation of manuscripts	100	Jul 3 '98	Jul 16 '98	CRDD
460	CRDD	2073	1F43	Approval of MOE	50	Jul 17 '98	Jul 23 '98	MOE
461	CRDD	1504	1F43	Produce Textbooks	1200	Jul 24 '98	Jan 7 '99	Publisher
462	CRDD	2370	1F43	Distribute to schools	300	Jan 8 '99	Feb 10 '99	Logistics
463	CRDD	1732	1F5	F5. Strengthening CRDD	10040	Mar 17 '97	Jan 10 '01	CRDD
464	CRDD	3451	1F51	F51. CRDD Divisional Reorganization	600	Apr 1 '97	Jun 23 '97	
465	CRDD	3452	1F52	F52. Optional training for capacity building	200	Jun 24 '97	Jul 21 '97	
466	CRDD	1743	1F53	F53. Study tours on Curriculum Development (foreign)	1300	Jun 2 '97	Sep 4 '98	
467	CRDD	1754	1F53	Identify institutions for study tour	300	Jun 2 '97	Jul 11 '97	CRDD
468	CRDD	1755	1F53	Agreement with institutions for study tour	150	Jul 14 '97	Aug 1 '97	CRDD
469	CRDD	1756	1F53	Prepare TORs for persons undertaking tours	150	Jul 14 '97	Aug 1 '97	CRDD
470	CRDD	1757	1F53	Identify persons	10	Aug 4 '97	Aug 1 '97	CRDD
471	CRDD	2371	1F53	Approval of nominees	100	Aug 15 '97	Aug 15 '97	MOE
472	CRDD	1758	1F53	Tour of 1st batch of 4 persons (incl. travel)	200	Aug 15 '97	Sep 15 '97	CRDD
473	CRDD	2325	1F53	Prepare and submit report on "Lessons Learned"	50	Sep 16 '97	Sep 22 '97	Trainers
474	CRDD	1759	1F53	Tour of 2nd batch of 2 persons (incl. travel)	200	Sep 16 '97	Aug 28 '98	CRDD
475	CRDD	2327	1F53	Prepare and submit report on "Lessons Learned"	50	Aug 31 '98	Sep 4 '98	Trainers
476	CRDD	1760	1F54	F54. Training on Desktop Publishing (local)	1800	Jun 3 '97	Jan 9 '98	CRDD
477	CRDD	1761	1F54	Procure Training Institutions	1000	Jun 2 '97	Oct 17 '97	PMU
478	CRDD	2324	1F54	Identify and select trainers for 3 batches	70	Jun 2 '97	Jun 3 '97	CRDD
479	CRDD	2372	1F54	Approval of nominees	50	Jun 4 '97	Jun 10 '97	MOE/CRDD
480	CRDD	1763	1F54	Training for 1st batch of 8 officers	200	Oct 20 '97	Nov 14 '97	Institute
481	CRDD	1764	1F54	Training for 2nd batch of 8 officers	200	Nov 17 '97	Dec 12 '97	Institute
482	CRDD	1765	1F54	Training for 3rd batch of 8 officers	200	Dec 15 '97	Jan 9 '98	Institute
483	CRDD	3453	1F55	F55. Training in assessment and data processing	700	Mar 2 '98	Jun 5 '98	CRDD/Trp/Org
484	CRDD	1766	1F56	F56. Construction of CRDD offices	2100	May 1 '98	Jan 11 '99	
485	CRDD	2076	1F56	Procure Architect (or firm) for building design	1000	May 1 '98	Sep 11 '98	PMU
486	CRDD	2455	1F56	Prepare building designs	900	Sep 16 '98	Jan 21 '99	TA
487	CRDD	1767	1F56	Select design for CRDD office	50	Jan 22 '99	Jan 28 '99	CRDD
488	CRDD	2077	1F56	Procure and award construction work	2200	Jan 28 '99	Oct 2 '99	PMU
489	CRDD	1772	1F56	Construction of Office Building	2500	Dec 3 '99	Nov 16 '00	Contractor
490	CRDD	1773	1F56	Technical auditing of construction	150	Nov 17 '00	Dec 7 '00	TA
491	CRDD	1774	1F56	Operational office	300	Dec 8 '00	Jan 18 '01	CRDD
492	CRDD	1775	1F57	F57. Strengthening of CRDD Library	3850	Apr 1 '97	Sep 21 '98	CRDD
493	CRDD	1776	1F57	Identify PSOP schools involved in a 5% sample	500	Apr 1 '97	Apr 6 '97	CRDD
494	CRDD	2323	1F57	Identify Institute for Training (local)	100	Apr 1 '97	Apr 14 '97	CRDD
495	CRDD	2322	1F57	Train appointed/selected Librarians	200	Jun 10 '97	Jul 7 '97	Institute
496	CRDD	1777	1F57	Build Catalog of Textbooks Research on Primary Edu Methodology	750	Jul 8 '97	Oct 20 '97	CRDD
497	CRDD	2078	1F57	Procure furniture and equipment	1200	Apr 1 '97	Feb 2 '98	PMU
498	CRDD	1778	1F57	Procure relevant titles for library	2200	Apr 1 '97	Feb 2 '98	PMU
499	CRDD	1781	1F57	Contact Library of Congress for material not available	1200	Oct 21 '97	Aug 6 '98	CRDD
500	CRDD	1779	1F57	Stock CRDD Library/depot	1200	Apr 7 '98	Sep 21 '98	CRDD
501	CRDD	1783	1F58	F58. Other Support	2400	Mar 17 '97	Feb 11 '98	
502	CRDD	1784	1F58	Procure vehicle	2400	Mar 17 '97	Feb 11 '98	PMU
503	CRDD	1785	1F58	Procure desktop publishing equipment	2200	Mar 17 '97	Jan 15 '98	PMU
504	INSPECTOR	525	1G	G. Impact Evaluation of PSOP, SIF, etc. using CRT results	870	Aug 14 '97	Dec 1 '97	Inspectorate
505	INSPECTOR	526	1G	Identify PSOP schools involved in a 5% sample	20	Aug 15 '97	Aug 15 '97	Inspectorate
506	INSPECTOR	527	1G	Assemble results of PSOP schools	40	Aug 16 '97	Aug 22 '97	Inspectorate
507	INSPECTOR	529	1G	Analyze results of PSOP schools	300	Aug 19 '97	Sep 29 '97	Inspectorate
508	INSPECTOR	530	1G	Assemble results of non-PSOP schools	40	Sep 30 '97	Oct 3 '97	Inspectorate
509	INSPECTOR	530	1G	Analyze results of non-PSOP schools	300	Sep 30 '97	Nov 10 '97	Inspectorate
510	INSPECTOR	531	1G	Compare findings of PSOP and non-PSOP schools	150	Nov 11 '97	Dec 1 '97	Inspectorate
511	INSPECTOR	532	1G	Prepare and disseminate final report	50	Dec 2 '97	Dec 8 '97	Inspectorate

ID	Dep/Div	Activity ID	Comp.	Programme Components and Activities	Days	Plnd Stan	Plnd Finish	Responsibility
Component 2. MANAGEMENT FOR EFFICIENCY								
171	MANPOWER	556	2	A. Institutional/Organizational Analysis and change	3516	Nov 1 '96	Nov 1 '98	Manpower
172	MANPOWER	991	2A	A1. Organizational Analysis/Design (MOE/GE/SIDA)	4444	Apr 1 '97	Dec 11 '98	Manpower
173	MANPOWER	1612	2A1	Procure TA (with foreign affiliation)	1000	Apr 1 '97	Aug 18 '97	PMU
174	MANPOWER	1606	2A1	Analyze institutions and design proposals	1900	Apr 1 '97	Dec 8 '97	TA, Manpower
175	MANPOWER	652	2A1	Disseminate & receive feedback on proposals	300	Jun 16 '97	Jul 25 '97	Manpower
176	MANPOWER	2533	2A1	Evaluate feedback on proposals	50	Jul 29 '97	Aug 1 '97	Manpower
177	MANPOWER	1609	2A1	Finalize the proposal	50	Aug 4 '97	Aug 8 '97	Manpower
178	MANPOWER	653	2A1	Approval by MOE/IDA	100	Aug 11 '97	Aug 23 '97	MOE
179	MANPOWER	654	2A1	Procure Legal Adviser (Consultant service B/B)	1000	Aug 11 '97	Oct 26 '97	MOE/GE/PMU
180	MANPOWER	1611	2A1	Prepare non-revised Service bill	400	Oct 29 '97	Feb 20 '98	Manpower
181	MANPOWER	2534	2A1	Approval from parliament	800	Feb 23 '98	Jun 12 '98	MOE
182	MANPOWER	657	2A1	Management Review: define new roles/responsibilities	50	Jun 15 '98	Jun 19 '98	Manpower
183	MANPOWER	658	2A1	Conduct Consultants Workshop	50	Jun 22 '98	Jun 26 '98	Manpower
184	MANPOWER	1608	2A1	New organizational structure(s) put in place	1200	Jun 29 '98	Dec 11 '98	Manpower
185	MANPOWER	1154	2A2	A2. Personnel Audit and Manpower Plan	3740	Apr 1 '97	Sep 4 '98	Manpower
186	MANPOWER	3527	2A21	A21. Procure local TA	1000	Apr 1 '97	Aug 13 '97	PMU
187	MANPOWER	1614	2A22	A22. Personnel Audit	860	May 8 '97	Sep 4 '97	Manpower
188	MANPOWER	2079	2A22	Prepare basic methodology and manual	100	May 8 '97	May 21 '97	Manpower
189	MANPOWER	663	2A22	Appoint Resource Persons	50	May 22 '97	May 26 '97	Manpower
190	MANPOWER	664	2A22	Train Enumerators	20	May 29 '97	May 30 '97	Resource P
191	MANPOWER	665	2A22	Train Supervisors	20	Jun 2 '97	Jun 3 '97	Resource P
192	MANPOWER	667	2A22	Conduct Manpower Auditing	100	Jun 4 '97	Jun 17 '97	Manpower
193	MANPOWER	668	2A22	Editing and Coding	20	Jun 16 '97	Jun 19 '97	Manpower
194	MANPOWER	669	2A22	Enter and process data	400	Jun 20 '97	Aug 14 '97	Manpower
195	MANPOWER	670	2A22	Produce and disseminate Personnel Audit Report	150	Aug 15 '97	Sep 4 '97	Manpower
196	MANPOWER	1632	2A23	A23. Manpower Plan	3300	Jun 4 '97	Sep 4 '98	Manpower
197	MANPOWER	1615	2A23	Consultant to prepare Manpower Plan	600	Jun 2 '97	Aug 22 '97	TA
198	MANPOWER	1616	2A23	Disseminate and incorporate feedback in final plan	100	Aug 25 '97	Sep 5 '97	TA, Manpower
199	MANPOWER	1617	2A23	Approval by MOE and IDA	100	Sep 8 '97	Sep 19 '97	MOE
200	MANPOWER	1618	2A23	Implementation of manpower Plan	2500	Sep 22 '97	Sep 4 '98	Manpower
201	MANPOWER	1619	2A3	A3. Reform Management Units' Training	450	Oct 16 '97	Oct 17 '97	Manpower
202	MANPOWER	672	2A3	Identify Senior Managers (of RMT) & Technical Staff	40	Oct 16 '97	Oct 22 '97	Manpower
203	MANPOWER	673	2A3	Appoint Resource Persons	30	Oct 16 '97	Oct 20 '97	Manpower
204	MANPOWER	1620	2A3	Identify training needs and prepare lrg. plan	20	Oct 15 '97	Oct 17 '97	Manpower
205	MANPOWER	1624	2A3	Conduct local training for Senior management & technical staff	100	Oct 20 '97	Oct 31 '97	Manpower
206	MANPOWER	2535	2A3	Identify foreign institutes	200	Oct 16 '97	Nov 12 '97	Manpower
207	MANPOWER	675	2A3	Conduct Overseas Training for RMT	250	Nov 13 '97	Dec 17 '97	Institute
208	MANPOWER	676	2A4	A4. Senior Management and Supervisory training	650	Jun 9 '97	Sep 4 '97	TEO
209	MANPOWER	677	2A4	Identify Senior Managers and Supervisory staff for training	50	Jun 9 '97	Jun 13 '97	TEO
210	MANPOWER	678	2A4	Appoint Resource Persons	30	Jun 9 '97	Jun 11 '97	TEO
211	MANPOWER	679	2A4	Identify training needs	20	Jun 9 '97	Jun 10 '97	TEO
212	MANPOWER	680	2A4	Prepare Training Plans	100	Jun 12 '97	Jun 23 '97	TEO
213	MANPOWER	681	2A4	Conduct Local Training for Managers	250	Aug 4 '97	Sep 4 '97	TEO
214	MANPOWER	1629	2A4	Supervisors	100	Aug 4 '97	Aug 14 '97	TEO
215	MANPOWER	1630	2A4	Headteachers	100	Aug 16 '97	Aug 23 '97	TEO
216	MANPOWER	1156	2A5	A5. Change Management Workshops	180	Nov 3 '97	Sep 4 '98	TEO
217	MANPOWER	683	2A5	Identify Managers	50	Nov 3 '97	Nov 23 '97	Manpower
218	MANPOWER	684	2A5	Appoint Resource Persons	30	Nov 3 '97	Nov 13 '97	Manpower
219	MANPOWER	685	2A5	Conduct Action Planning Workshop	30	Nov 13 '97	Nov 19 '97	Manpower
220	MANPOWER	686	2A5	Conduct Regional Consultative Workshop	30	Nov 20 '97	Nov 28 '97	Manpower
221	BASICEDU	1155	2A6	A6. Refining Roles of SMC/PTAs and Training	3410	Nov 1 '96	Feb 20 '98	TA
222	BASICEDU	689	2A6	Collate feedback from DEOs on the formation of SMCs and DEOCs	600	Nov 1 '96	Feb 20 '97	BASICEDU
223	BASICEDU	692	2A6	Clarify the differences in roles of SMCs & PTAs	200	Jun 2 '97	Jun 27 '97	BASICEDU
224	BASICEDU	690	2A6	Procure local TA for materials & modules	1000	Jun 2 '97	Oct 17 '97	PMU
225	BASICEDU	691	2A6	Design and produce SMC training manuals and modules	200	Oct 20 '97	Nov 14 '97	TA
226	BASICEDU	693	2A6	Appoint Resource Persons	200	Oct 20 '97	Oct 24 '97	BASICEDU
227	BASICEDU	694	2A6	Conduct briefings for Resource persons	30	Oct 27 '97	Oct 31 '97	TA
228	BASICEDU	695	2A6	Conduct Regional briefing for district reps	30	Nov 7 '97	Nov 7 '97	BASICEDU, TA
229	BASICEDU	695	2A6	Conduct training for SMC reps	600	Nov 10 '97	Jan 30 '98	BASICEDU, TA
230	BASICEDU	696	2A6	Monitor training and performance of SMCs	600	Nov 10 '97	Jan 30 '98	BASICEDU, TA
231	BASICEDU	2471	2A6	Prepare and disseminate	150	Feb 2 '98	Feb 20 '98	BASICEDU, TA
232	FCUBE	1187	2A7	A7. Implementation Review of ICUBE strategies	2710	Nov 1 '96	Nov 14 '97	ICUBE
233	FCUBE	1448	2A7	Conduct discussions w/ all agencies involved with MSE activities	50	Mar 17 '97	Mar 21 '97	ICUBE
234	FCUBE	1449	2A7	Agree on monitoring responsibilities and indicators for all units	150	Mar 24 '97	Apr 11 '97	ICUBE
235	FCUBE	697	2A7	Design agreed formats for national, district & school level reviews	200	Apr 14 '97	May 6 '97	ICUBE
236	FCUBE	698	2A7	Conduct workshop to finalize implementation Review formats	30	May 12 '97	May 16 '97	ICUBE
237	FCUBE	699	2A7	Print implementation review instruments	300	May 19 '97	Jun 27 '97	ICUBE
238	FCUBE	700	2A7	Conduct National workshop	200	Jun 30 '97	Jul 4 '97	ICUBE
239	FCUBE	701	2A7	Conduct District level workshop	250	Jul 7 '97	Aug 9 '97	CEO
240	FCUBE	702	2A7	Conduct School level workshop	300	Aug 11 '97	Sep 19 '97	CS
241	FCUBE	703	2A7	Conduct District Level review	300	Aug 11 '97	Sep 19 '97	ICUBE
242	FCUBE	704	2A7	Conduct National Level review	100	Sep 22 '97	Oct 3 '97	ICUBE
243	FCUBE	705	2A7	MOE/GE/SIDAs Review	100	Oct 6 '97	Oct 17 '97	ICUBE
244	FCUBE	2080	2A7	Dissemination of findings	250	Oct 20 '97	Nov 14 '97	ICUBE
245	MANPOWER	3471	2A7	Procure Material/Equipment and Vehicles	2400	May 1 '96	Oct 4 '97	PMU
246	MANPOWER	963	2B	B. Staffing & Personnel Management	6000	Mar 11 '97	Jul 2 '99	Manpower
247	MANPOWER	1633	2B1	B1. Job description/Qualifications review and preparation	4000	Mar 11 '97	Sep 25 '97	Manpower
248	MANPOWER	1158	2B1	Procure local firm with international affiliation	4000	Mar 11 '97	Apr 1 '97	PMU
249	MANPOWER	710	2B1	Prepare Job Description	100	Aug 4 '97	Aug 15 '97	Manpower, TA
250	MANPOWER	1638	2B1	Design Motivation strategies	50	Aug 4 '97	Aug 8 '97	TA, Manpower
251	MANPOWER	1639	2B1	Develop policy/procedure for recruitment/Posting/Transfers	50	Aug 18 '97	Aug 22 '97	TA, Manpower
252	MANPOWER	1640	2B1	Review Job Grade/ Pay Structures	50	Aug 25 '97	Aug 29 '97	TA, Manpower
253	MANPOWER	2041	2B1	Produce final report and disseminate	100	Sep 1 '97	Sep 12 '97	TA, Manpower
254	MANPOWER	2055	2B1	Train Management and Personnel staff	100	Sep 15 '97	Sep 26 '97	Manpower
255	MANPOWER	2082	2B2	B2. Personnel Operations and redeployment	4700	Sep 15 '97	Jul 2 '99	Manpower
256	MANPOWER	714	2B21	B21. Appointments and Redeployment	4700	Sep 15 '97	Jul 2 '99	Manpower
257	MANPOWER	715	2B21	Directors	300	Sep 15 '97	Oct 24 '97	Manpower
258	MANPOWER	716	2B21	Technical Staff	350	Oct 27 '97	Dec 12 '97	Manpower
259	MANPOWER	717	2B21	Head Teachers	4400	Oct 27 '97	Jul 2 '99	Manpower
260	MANPOWER	718	2B21	Transfer of Excess Staff (Transfer Grants)	4400	Sep 22 '97	May 26 '99	Manpower
261	MANPOWER	2093	2B22	B22. Personnel Operations	2500	Sep 15 '97	Sep 4 '98	Manpower
262	MANPOWER	2094	2B22	Administrative Awards (at district/national levels)	600	Sep 15 '97	Dec 3 '97	Manpower
263	MANPOWER	2095	2B22	Review criteria for best teacher	50	Sep 15 '97	Sep 19 '97	Manpower
264	MANPOWER	2096	2B22	Develop criteria for best teacher	50	Sep 15 '97	Sep 19 '97	Manpower, CEO
265	MANPOWER	2097	2B22	Develop criteria for best Administrative staff	50	Sep 15 '97	Sep 19 '97	Manpower
266	MANPOWER	2098	2B22	Identify excess administrative staff	50	Sep 22 '97	Oct 5 '97	Manpower
267	MANPOWER	2099	2B22	Incentives for Teachers in Vulnerable areas	2500	Sep 15 '97	Sep 4 '98	Manpower
268	MANPOWER	2100	2B22	Approval of items by MOE/IDA	150	Sep 15 '97	Oct 5 '97	MOE
269	MANPOWER	2090	2B22	Review selection criteria	50	Sep 15 '97	Sep 19 '97	Manpower, MOE
270	MANPOWER	2091	2B22	Special benefits	350	Sep 22 '97	Nov 7 '97	Manpower
271	MANPOWER	2092	2B22	Verify vulnerability	150	Nov 14 '97	Nov 20 '97	Manpower

ID	Dep/Div	Activity ID	Comp.	Programs Components and Activities	Days	Plnd Start	Plnd Finish	Responsibility
615	MANPOWER	2093	2B22	Procure bicycles	200	Sep 15 '97	Jul 17 '98	PMU
616	MANPOWER	2094	2B22	Outfit bicycles	363	Jul 20 '98	Sep 4 '98	Logabca
617	PBME	1193	2C	C. Performance Monitoring	6370	Nov 21 '96	Apr 30 '99	PBME
618	PBME	3488	2C1	C1. PBME Budgeting Cycle	1153	May 1 '97	Oct 6 '97	PBME
619	PBME	3489	2C1	Prepare internal guidelines	203	May 1 '97	May 28 '97	PBME
620	PBME	3490	2C1	Prepare internal strategy	203	May 1 '97	May 28 '97	PBME
621	PBME	3491	2C1	Call for Business Plans	203	Jun 14 '97	Jul 11 '97	PBME
622	PBME	3492	2C1	Present strategy in MTEF format	203	Jul 17 '97	Aug 13 '97	PBME
623	PBME	3493	2C1	Seek donor funding	153	Aug 14 '97	Sep 3 '97	PBME
624	PBME	3494	2C1	Negotiate with MOE	153	Sep 4 '97	Sep 24 '97	PBME
625	PBME	3495	2C1	Issue resources to Budget Officers	104	Sep 23 '97	Oct 8 '97	PBME
626	PBME	1441	2C2	C2. EMIS Implementation Analysis and Design	6370	Nov 21 '96	Apr 30 '99	PBME
627	PBME	2109	2C21	C21. Appoint EMIS Consultancy Firm(s)/Consultants	303	Nov 21 '96	Jan 1 '97	PBME/PMU
628	PBME	2997	2C22	C22. Information and Management Review	983	Feb 12 '97	Jun 27 '97	TA
629	PBME	720	2C22	Assess Information Requirement	483	Feb 12 '97	Apr 18 '97	TA
630	PBME	721	2C22	Review and synthesize available documents	203	Feb 12 '97	Mar 1 '97	TA
631	PBME	722	2C22	Conduct internal stakeholder analysis	103	Mar 1 '97	Mar 14 '97	TA
632	PBME	723	2C22	Conduct external stakeholder analysis	103	Mar 1 '97	Mar 28 '97	TA
633	PBME	724	2C22	Define relevant framework	153	Mar 21 '97	Apr 18 '97	TA
634	PBME	725	2C22	Assess Organizational Structures and Processes	503	Apr 21 '97	Jun 27 '97	TA
635	PBME	726	2C22	Assess and map current data flows	103	Apr 21 '97	May 2 '97	TA
636	PBME	727	2C22	Analyze contents of existing data/info reporting forms	153	Apr 21 '97	May 9 '97	TA
637	PBME	728	2C22	Analyze contents of existing databases	103	Apr 28 '97	May 9 '97	TA
638	PBME	729	2C22	Review data collection, decision-making, budget, & planning cycle	153	May 12 '97	May 30 '97	TA
639	PBME	730	2C22	Assess current status of relationships between critical units	153	May 12 '97	May 30 '97	TA
640	PBME	731	2C22	Assess technical feasibility of integration	153	May 12 '97	May 30 '97	TA
641	PBME	732	2C22	Assess service needs for micro-planning	203	Jun 2 '97	Jun 27 '97	TA
642	PBME	733	2C22	Assess technical capacity of MOE and GES	203	Jun 2 '97	Jun 27 '97	TA
643	PBME	734	2C22	Assess technical capacity of all districts	253	May 28 '97	Jun 27 '97	TA
644	PBME	3480	2C23	Finalize establishment of EMIS in districts and HQ (phsis)	253	May 28 '97	Jun 27 '97	TA
645	PBME	1644	2C23	Prepare and disseminate System Study/Proposal report	103	Apr 21 '97	May 2 '97	TA
646	PBME	2058	2C23	C23. EMIS Design and Implementation	5700	May 5 '97	Apr 30 '99	TA
647	PBME	735	2C23	Develop EMIS Implementation Plan	453	May 5 '97	Jul 4 '97	TA
648	PBME	736	2C23	Prepare activity phased implementation plan	203	May 5 '97	May 30 '97	TA
649	PBME	737	2C23	Hold series of plan review meetings	103	Jun 2 '97	Jun 13 '97	TA
650	PBME	738	2C23	Prepare and disseminate detailed Final Plan	50	Jun 14 '97	Jun 20 '97	TA
651	PBME	2059	2C23	MOE/IDA Approval	103	Jun 23 '97	Jul 4 '97	MOE
652	PBME	739	2C23	Implement EMIS	2603	May 5 '97	Feb 1 '98	TA/PBME/MOE
653	PBME	3482	2C23	Review and develop EMIS questionnaire for 1st EMIS census	103	Jun 23 '97	Jul 4 '97	TA/PBME
654	PBME	740	2C23	Define & Design EMIS data structures	103	Jun 23 '97	Jul 4 '97	TA/PBME
655	PBME	2100	2C23	Develop, test, and finalize initial EMIS obms application	153	Jul 7 '97	Jul 23 '97	TA/PBME
656	PBME	2104	2C23	Identify EMIS staff for Districts and HQ	203	Jun 23 '97	Jul 16 '97	TA/PBME
657	PBME	2102	2C23	Train EMIS staff (Basic Training)	103	Jul 21 '97	Aug 1 '97	TA/PBME
658	PBME	3481	2C23	Procure hardware and software for districts	303	Jul 7 '97	Nov 7 '97	TA/PBME
659	PBME	2103	2C23	Operationalize pilot districts	353	Nov 10 '97	Dec 26 '97	TA/PBME
660	PBME	3485	2C23	Conduct 1st National EMIS school census and computerize data	453	Nov 10 '97	Jan 9 '98	TA/PBME
661	PBME	2106	2C23	Monitor pilot districts performance	453	Nov 10 '97	Jan 9 '98	TA/PBME
662	PBME	3486	2C23	Produce School Census data reports	203	Jan 12 '98	Feb 5 '98	TA/PBME
663	PBME	2107	2C23	Review/mooty implementation strategies	303	May 3 '97	Jun 13 '97	TA/PBME
664	PBME	2108	2C23	Implement EMIS in other districts	603	May 5 '97	Jul 25 '97	TA/PBME
665	PBME	744	2C23	Establish EMIS Training Center	1403	Aug 1 '97	Feb 12 '98	PBME/TA
666	PBME	2110	2C23	Procure equipment/facilities/hardware/software	903	Aug 1 '97	Dec 4 '97	TA/PBME
667	PBME	3487	2C23	Establish Training center	303	Dec 5 '97	Jan 15 '98	TA/PBME
668	PBME	2111	2C23	Identify/prepare trainers	203	Jan 18 '98	Feb 12 '98	TA/PBME
669	PBME	2121	2C23	Trainings	1503	Feb 13 '98	Jan 28 '99	TA/PBME
670	PBME	2112	2C23	Technical Training	453	Feb 13 '98	Apr 8 '98	TA/PBME
671	PBME	747	2C23	Training in systems analysis	103	Feb 13 '98	Feb 26 '98	TA/PBME
672	PBME	748	2C23	Training in the use of database software	103	Mar 8 '98	Mar 19 '98	TA/PBME
673	PBME	749	2C23	Training in computer programming & application development	103	Mar 22 '98	Apr 9 '98	TA/PBME
674	PBME	2114	2C23	Training in Micro-Planning	853	Apr 17 '98	Aug 13 '98	TA/PBME
675	PBME	751	2C23	Review activities and progress to date	103	Apr 17 '98	Apr 30 '98	TA/PBME
676	PBME	752	2C23	Assess reliability of available data	103	May 6 '98	May 21 '98	TA/PBME
677	PBME	753	2C23	Training in environment projection techniques	103	May 29 '98	Jun 11 '98	TA/PBME
678	PBME	754	2C23	Training in the use of database software	103	Jun 15 '98	Jul 2 '98	TA/PBME
679	PBME	2122	2C23	Training in utilizing EMIS database management system	103	Jul 13 '98	Jul 23 '98	TA/PBME
680	PBME	2123	2C23	Training in utilizing School Mapping/GIS for decision making	103	Jul 27 '98	Aug 13 '98	TA/PBME
681	PBME	2118	2C23	Training in School Mapping	603	Aug 21 '98	Oct 14 '98	TA/PBME
682	PBME	2119	2C23	Training in the use of GIS software	103	Aug 21 '98	Sep 1 '98	TA/PBME
683	PBME	2119	2C23	Training to digitize base maps	103	Sep 11 '98	Sep 24 '98	TA/PBME
684	PBME	2120	2C23	Training in methods and models for school mapping	103	Oct 1 '98	Oct 15 '98	TA/PBME
685	PBME	2124	2C23	Training in Data Utilization (Mamusa Systems staff)	703	Oct 21 '98	Jan 14 '99	TA/PBME
686	PBME	2128	2C23	Identify issues in policy analysis, monitoring and planning	103	Oct 23 '98	Nov 5 '98	TA/PBME
687	PBME	2129	2C23	Work on selected policy, monitoring, & planning issues	103	Nov 13 '98	Nov 26 '98	TA/PBME
688	PBME	2123	2C23	Training in policy analysis methods, statistics	103	Dec 4 '98	Dec 17 '98	TA/PBME
689	PBME	2126	2C23	Training in development of education indicators	103	Dec 25 '98	Jan 7 '99	TA/PBME
690	PBME	2127	2C23	Training in the development of planning models	103	Jan 15 '99	Jan 28 '99	TA/PBME
691	PBME	758	2C23	Develop GIS/School Mapping System	3203	Feb 9 '98	Apr 26 '99	TA/PBME
692	PBME	2118	2C23	Develop methods and procedures for school mapping	203	Feb 9 '98	Mar 8 '98	TA/PBME
693	PBME	759	2C23	Digitize national, regional, and district maps	2003	Mar 8 '98	Oct 11 '98	TA/PBME
694	PBME	760	2C23	Link GIS with available education data and EMIS	2003	Mar 9 '98	Oct 11 '98	TA/PBME
695	PBME	761	2C23	Develop initial district level thematic maps	2003	Mar 9 '98	Oct 11 '98	TA/PBME
696	PBME	762	2C23	Digitize maps of selected districts' school locations	2003	Mar 9 '98	Apr 30 '99	TA/PBME
697	PBME	763	2C23	Develop district level school-based maps	3003	Mar 9 '98	Apr 30 '99	TA/PBME
698	INSPECTOR	1543	2C3	C3. Performance Monitoring & Appraisal System	3513	Mar 3 '97	Jul 6 '98	Inspectorate
699	INSPECTOR	1549	2C31	C31. Monitoring Teachers and HT competency/managerial skills	3513	Mar 3 '97	Jul 6 '98	Inspectorate
700	INSPECTOR	2331	2C31	Prepare for meetings	53	Mar 3 '97	Mar 7 '97	Inspectorate
701	INSPECTOR	1561	2C31	Conduct meeting to collect & collate samples	13	Mar 10 '97	Mar 10 '97	Inspectorate
702	INSPECTOR	1562	2C31	Conduct workshop to develop instrument	43	Mar 18 '97	Mar 21 '97	Inspectorate
703	INSPECTOR	1563	2C31	Final test instruments	53	Mar 21 '97	Mar 28 '97	Inspectorate
704	INSPECTOR	1564	2C31	Conduct meeting to finalize instrument	13	Mar 31 '97	Mar 31 '97	Inspectorate
705	INSPECTOR	2130	2C31	Produce material	203	Apr 1 '97	Feb 1 '98	Inspectorate/PMU
706	INSPECTOR	1565	2C31	Administer instrument in 5% schools	53	Feb 1 '98	Apr 20 '98	CS
707	INSPECTOR	2131	2C31	Conduct follow-up field visits during the exercise	53	Feb 1 '98	Apr 20 '98	Inspectorate
708	INSPECTOR	1566	2C31	Receive & analyze reports from CS-DEO	403	Apr 21 '98	Jun 15 '98	Inspectorate
709	INSPECTOR	1567	2C31	Produce and disseminate findings	153	Jun 16 '98	Jul 6 '98	Inspectorate
710	INSPECTOR	1591	2C32	C32. Monitoring of ICUBE program components	883	Mar 3 '97	Jun 30 '97	Inspectorate
711	INSPECTOR	2132	2C32	Constitute ICUBE program monitoring group	53	Mar 3 '97	Mar 7 '97	Inspectorate
712	INSPECTOR	1592	2C32	Review/develop instruments on key performance monitoring indicators	153	Mar 10 '97	Mar 28 '97	Inspectorate
713	INSPECTOR	1593	2C32	Conduct working meeting to agree on instrument	13	Mar 31 '97	Mar 31 '97	Inspectorate
714	INSPECTOR	2532	2C32	Conduct workshop for orientation of district officers	23	Apr 1 '97	Apr 2 '97	Inspectorate
715	INSPECTOR	1595	2C32	Final test at all levels/institutions where applicable	153	Apr 3 '97	Apr 23 '97	Inspectorate
716	INSPECTOR	1596	2C32	Conduct meeting to agree on final ICUBE monitoring instruments	13	Apr 21 '97	Apr 24 '97	Inspectorate
717	INSPECTOR	1598	2C32	Administration of instruments by concerned authorities and follow-up	303	Apr 25 '97	Jun 5 '97	Inspectorate

ID	Dep/Oiv	Activity ID	Comp.	Programs Components and Activities	Days	Plnd Start	Plnd Finish	Responsibility
719	INSPECTOR	1603	2032	Produce and disseminate findings twice a year	100	Jun 30 '97	Jun 30 '97	Inspectorate
719	ADMINSEF	1201	20	D. Budgeting and Financial Management	437d	Nov 1 '98	Jun 0 '98	ASF
719	ADMINSEF	808	2031	D1. Development of Resource Allocation Formula	235d	May 1 '97	Mar 25 '98	ASF, PBME
719	ADMINSEF	2150	2031	Constitute working group	200	May 1 '97	May 23 '97	ASF, PBME
719	ADMINSEF	614	2031	Design instruments	200	May 29 '97	Jun 25 '97	ASF
719	ADMINSEF	613	2031	Orientate & Trial Test and finalize instruments	200	Jun 26 '97	Jul 23 '97	ASF
719	ADMINSEF	2151	2031	Produce instruments	250	Jul 24 '97	Aug 27 '97	ASF
719	ADMINSEF	817	2031	Collect data	200	Aug 26 '97	Sep 24 '97	ASF
719	ADMINSEF	818	2031	Data verification, validation, and Processing	200	Sep 25 '97	Oct 22 '97	ASF
719	ADMINSEF	819	2031	Analyze and produce report	200	Oct 23 '97	Nov 19 '97	ASF, PBME
719	ADMINSEF	820	2031	Identify participants for workshop	150	Oct 23 '97	Nov 12 '97	ASF
719	ADMINSEF	810	2031	Review annual financial data collection, decision making, budget planning and	200	Oct 23 '97	Nov 19 '97	ASF
719	ADMINSEF	821	2031	Conduct Formula development workshops	400	Jan 1 '98	Feb 25 '98	ASF, PBME
719	ADMINSEF	822	2031	Constitute team for manual development	100	Oct 23 '97	Nov 5 '97	ASF
719	ADMINSEF	823	2031	Prepare Budget Manual(s)	200	Nov 6 '97	Dec 3 '97	ASF, PBME
719	ADMINSEF	809	2031	Conduct workshop on norms to allocate resources to the districts	50	Dec 4 '97	Dec 10 '97	ASF
719	ADMINSEF	812	2031	Train District Budget Officers on the Norms	150	Dec 11 '97	Dec 31 '97	TrgOiv
719	ADMINSEF	813	2031	Monitor & evaluate training	150	Dec 11 '97	Dec 31 '97	TrgOiv
719	ADMINSEF	2562	2031	Implement formula	600	Jan 1 '98	Mar 25 '98	ASF, PBME
719	ADMINSEF	825	2031	Monitor implementation	600	Jan 1 '98	Mar 25 '98	ASF, PBME
719	ADMINSEF	712	202	D2. Procurement of Consultancy Firm and Hardware	230d	Apr 1 '97	Feb 2 '98	PMU
719	ADMINSEF	716	202	Procure key-in Consultancy Firm	130d	Apr 1 '97	Sep 22 '97	PMU
719	ADMINSEF	135	202	Procure necessary Hardware/Software	230d	Apr 1 '97	Feb 2 '98	PMU
719	ADMINSEF	719	203	D1. System Design - Budgeting & Accounting	115d	Sep 23 '97	Jun 8 '98	IAF
719	ADMINSEF	721	203	Conduct feasibility study for computerised budgeting/accounting system	200	Sep 23 '97	Oct 20 '97	IAF
719	ADMINSEF	720	203	Assess system & procedures for budgeting/accounting/POF/MAR/ regent	400	Oct 21 '97	Dec 18 '97	IAF
719	ADMINSEF	722	203	Develop phased plan for computerization	400	Dec 16 '97	Feb 8 '98	IAF
719	ADMINSEF	2133	203	Design and test and install computer application	100	Feb 10 '98	Feb 23 '98	IAF
719	ADMINSEF	2134	203	GoE Approval	150	Feb 10 '98	Mar 2 '98	MOE
719	ADMINSEF	723	203	Design, test and install computer application	300	Mar 3 '98	Apr 15 '98	IAF
719	ADMINSEF	2137	203	Identify Districts	200	Mar 3 '98	Mar 20 '98	ASF
719	ADMINSEF	2138	203	Train district based accounts/budgeting officers	200	Apr 14 '98	May 11 '98	ASF
719	ADMINSEF	2564	203	Zone A - Greater Accra, Volta, and Eastern Regions	50	Apr 14 '98	Apr 20 '98	TrgOiv
719	ADMINSEF	2565	203	Zone B - Western and Central Regions	50	Apr 21 '98	Apr 27 '98	TrgOiv
719	ADMINSEF	2566	203	Zone C - Ashanti and Brong Ahafo Regions	50	Apr 28 '98	May 4 '98	TrgOiv
719	ADMINSEF	2567	203	Zone D - Northern Upper East, and Upper West Regions	50	May 5 '98	May 11 '98	TrgOiv
719	ADMINSEF	2135	203	Install hardware	400	Apr 14 '98	Jun 8 '98	Supplier
719	ADMINSEF	1797	203	Develop & disseminate Manuals/Financial Directives	400	Apr 14 '98	Jun 8 '98	ASF
719	ADMINSEF	1644	204	D4. Training in Financial Management	394d	Nov 1 '98	May 0 '98	ASF
719	ADMINSEF	721	2041	D41. Foreign Study Tours	70d	Feb 3 '97	May 9 '97	ASF, PBME
719	ADMINSEF	792	2041	Select Country and Institutions	30d	Feb 3 '97	Mar 14 '97	ASF, PBME
719	ADMINSEF	2140	2041	Identify touring individuals	150	Feb 3 '97	Feb 21 '97	ASF, PBME
719	ADMINSEF	2139	2041	Approve developed itinerary and budget	150	Feb 3 '97	Feb 21 '97	ASF, PBME
719	ADMINSEF	794	2041	Conduct study tour	30d	Mar 17 '97	Apr 25 '97	ASF, PBME
719	ADMINSEF	2141	2041	Produce and disseminate tour's "Lessons Learned" report	10d	Apr 29 '97	May 9 '97	ASF, PBME
719	ADMINSEF	795	2042	D42. Foreign Scholarship Program in Financial Mgmt	175d	Feb 3 '97	Oct 3 '97	ASF, PBME
719	ADMINSEF	2142	2042	Select Country and Institutions	30d	Feb 3 '97	Mar 14 '97	ASF, PBME
719	ADMINSEF	2143	2042	Identify individuals for Scholarship programme	150	Feb 3 '97	Feb 21 '97	ASF, PBME
719	ADMINSEF	2144	2042	Approve budget	150	Mar 17 '97	Apr 4 '97	ASF, PBME
719	ADMINSEF	2145	2042	Attend Study Course in Fiscal decentralization and Management	120d	Apr 7 '97	Sep 19 '97	ASF, PBME
719	ADMINSEF	2146	2042	Produce and disseminate Study report	100	Sep 22 '97	Oct 3 '97	ASF, PBME
719	ADMINSEF	159	2043	D43. Financial mgmt training (local)	394d	Nov 1 '98	May 0 '98	ASF, PBME
719	ADMINSEF	2147	2043	Identify centers with facilities	100	Nov 1 '98	Nov 14 '98	ASF
719	ADMINSEF	2128	2043	Identify and orient Resource Persons	50	Nov 1 '98	Nov 7 '98	ASF
719	ADMINSEF	802	2043	Develop training modules	400	Nov 6 '98	Jan 2 '99	ASF
719	ADMINSEF	3536	2043	Training on Norms	30d	Mar 26 '98	May 4 '98	ASF
719	ADMINSEF	804	2043	Zone A - Greater Accra, Volta, and Eastern Regions	50	Mar 26 '98	Apr 1 '98	TrgOiv
719	ADMINSEF	805	2043	Zone B - Western and Central Regions	50	Apr 2 '98	Apr 8 '98	TrgOiv
719	ADMINSEF	806	2043	Zone C - Ashanti and Brong Ahafo Regions	50	Apr 9 '98	Apr 15 '98	TrgOiv
719	ADMINSEF	807	2043	Zone D - Northern Upper East, and Upper West Regions	50	Apr 16 '98	Apr 22 '98	TrgOiv
719	ADMINSEF	2149	2043	Submit candidates' performance report	100	Apr 23 '98	May 6 '98	TrgOiv
719	ADMINSEF	3531	2043	Training on financial mgmt. & capacity development	100	Jun 16 '97	Jun 27 '97	TrgOiv
719	ADMINSEF	3532	2043	Training for Policy Makers	100	Jun 30 '97	Jul 11 '97	TrgOiv
719	ADMINSEF	3533	2043	Training for Supervisors in pilot districts	100	Jul 14 '97	Jul 25 '97	TrgOiv
719	ADMINSEF	3534	2043	Training for Specialist Accounting Staff in pilot dists	100	Jul 28 '97	Aug 6 '97	TrgOiv
719	BASICEDU	1202	2E	E. District Capacity Building	237d	Oct 24 '98	Sep 14 '99	BasicEdu
719	BASICEDU	1647	2E1	E1. DA capacity review	107d	Oct 24 '98	Mar 23 '99	BasicEdu
719	BASICEDU	826	2E1	Constitute taskforce	100	Oct 26 '98	Nov 6 '98	BasicEdu
719	BASICEDU	2152	2E1	Determine district preparedness levels for devolution	200	Nov 9 '98	Dec 4 '98	BasicEdu, Manpower
719	BASICEDU	827	2E1	Appoint Resource Persons	100	Dec 7 '98	Dec 18 '98	BasicEdu
719	BASICEDU	828	2E1	Conduct training workshop for Resource Persons	20	Dec 21 '98	Dec 22 '98	BasicEdu, Manpower
719	BASICEDU	829	2E1	Field study and data collection	35d	Dec 23 '98	Feb 6 '99	BasicEdu
719	BASICEDU	830	2E1	Data analysis and preparation of report on findings	25d	Feb 10 '99	Mar 16 '99	BasicEdu, Manpower
719	BASICEDU	831	2E1	Select 30 districts for devolution exercise	5d	Mar 17 '99	Mar 23 '99	BasicEdu
719	BASICEDU	1204	2E2	E2. GES YA to District Assemblies for Full Devolution	125d	Mar 24 '99	Sep 14 '99	BasicEdu
719	BASICEDU	1648	2E2	Develop mechanisms for NGCEG to provide YA to DAs at various stages	300	Mar 24 '99	May 4 '99	BasicEdu
719	BASICEDU	1649	2E2	Study reports on DAs with capacity for devolution	200	May 5 '99	Jun 1 '99	BasicEdu
719	BASICEDU	1650	2E2	Assess districts meeting YA according to their levels of attainment	150	Jun 2 '99	Jun 22 '99	BasicEdu
719	BASICEDU	1652	2E2	Approve and implement study recommendations on DAs	600	Sep 14 '99	Sep 14 '99	BasicEdu
719	BASICEDU	1205	2E3	E3. Performance Monitoring of DAs in practicing devolution powers	600	Jun 23 '99	Sep 14 '99	BasicEdu

ID	OS/Obj	Activity ID	Comp.	Programme Components and Activities	Days	Plnd Start	Plnd Finish	Responsibility
10	BASICEDU	1206	JA	Component 3. ACCESS AND PARTICIPATION	13	Nov 1 '96	Nov 1 '96	
11	BASICEDU	1207	JA	A. Infrastructure Development and Maintenance	680	Nov 1 '96	Jun 1 '99	BASICEDU
12	BASICEDU	1208	JA1	A1. Selection Criteria for rehab. & const.	15	Mar 1 '97	Mar 21 '97	BASICEDU, PMU
13	BASICEDU	1209	JA1	Review and approve selection criteria	3	Mar 1 '97	Mar 7 '97	BASICEDU, PMU
14	BASICEDU	1210	JA1	Disseminate selection criteria to district and regional offices	10	Mar 13 '97	Mar 21 '97	BASICEDU
15	BASICEDU	1211	JA2	A2. Incentives Schemes	259	Mar 24 '97	Mar 20 '98	BASICEDU
16	BASICEDU	1212	JA21	A21. Vulnerable areas	259	Mar 24 '97	Mar 20 '98	BASICEDU
17	BASICEDU	1213	JA21	Rehabilitation of Classrooms (30 BS1-4 & 50 BS7-9 schools)	259	Mar 24 '97	Mar 20 '98	BASICEDU
18	BASICEDU	1214	JA21	Identify sites according to criteria	20	Mar 24 '97	Apr 18 '97	DEO
19	BASICEDU	1215	JA21	Do field verification of selected sites	10	Apr 21 '97	May 2 '97	BASICEDU, PMU
20	BASICEDU	1216	JA21	Prepare Bill of Quantities (BOQ)	10	May 5 '97	May 16 '97	PMU
21	BASICEDU	1217	JA21	Inform DAs of approval	10	May 19 '97	May 30 '97	BASICEDU
22	BASICEDU	1218	JA21	Procure contractors	10	May 19 '97	Oct 3 '97	DEO, DA
23	BASICEDU	1219	JA21	Rehabilitate classrooms	120	Oct 6 '97	Mar 20 '98	Contractor
24	BASICEDU	1220	JA21	Audit of rehabilitated schools	30	Feb 9 '98	Mar 20 '98	BASICEDU, PMU
25	BASICEDU	1221	JA21	Roofing of Classrooms	259	Mar 24 '97	Mar 20 '98	BASICEDU
26	BASICEDU	1222	JA21	Identify sites according to criteria	20	Mar 24 '97	Apr 18 '97	DEO
27	BASICEDU	1223	JA21	Do field verification of selected sites	10	Apr 21 '97	May 2 '97	BASICEDU, PMU
28	BASICEDU	1224	JA21	Prepare Bill of Quantities (BOQ)	10	May 5 '97	May 16 '97	PMU
29	BASICEDU	1225	JA21	Inform DAs of approval	10	May 19 '97	May 30 '97	BASICEDU
30	BASICEDU	1226	JA21	Procure contractors	10	May 19 '97	Oct 3 '97	DEO, DA
31	BASICEDU	1227	JA21	Roofing of 700 classrooms	120	Oct 6 '97	Mar 20 '98	Contractor
32	BASICEDU	1228	JA21	Audit of rehabilitated schools	30	Feb 9 '98	Mar 20 '98	BASICEDU, PMU
33	BASICEDU	1229	JA21	Construction of KVIPs	259	Mar 24 '97	Mar 20 '98	BASICEDU
34	BASICEDU	1230	JA21	Shortlist and select design for 4-state KVIPs	10	Mar 24 '97	Apr 4 '97	BASICEDU
35	BASICEDU	1231	JA21	Identify sites according to criteria	20	Mar 24 '97	Apr 18 '97	DEO
36	BASICEDU	1232	JA21	Do field verification of selected sites	10	Apr 21 '97	May 2 '97	BASICEDU, PMU
37	BASICEDU	1233	JA21	Prepare Bill of Quantities (BOQ)	10	May 5 '97	May 16 '97	PMU
38	BASICEDU	1234	JA21	Inform DAs of approval	10	May 19 '97	May 30 '97	BASICEDU
39	BASICEDU	1235	JA21	Procure contractors	10	May 19 '97	Oct 3 '97	DEO, DA
40	BASICEDU	1236	JA21	Construct 20 4-cubicle KVIPs	120	Oct 6 '97	Mar 20 '98	Contractor
41	BASICEDU	1237	JA21	Audit construction sites	30	Feb 9 '98	Mar 20 '98	BASICEDU, PMU
42	BASICEDU	1238	JA21	Construction of Teacher Accommodation	160	Mar 24 '97	Oct 31 '97	BASICEDU
43	BASICEDU	1239	JA21	Shortlist and select design for 6-unit teacher accommodation	10	Mar 24 '97	Apr 4 '97	BASICEDU
44	BASICEDU	1240	JA21	Identify sites according to criteria	20	Mar 24 '97	Apr 18 '97	DEO
45	BASICEDU	1241	JA21	Do field verification of selected sites	10	Apr 21 '97	May 2 '97	BASICEDU, PMU
46	BASICEDU	1242	JA21	Prepare Bill of Quantities (BOQ)	10	May 5 '97	May 16 '97	PMU
47	BASICEDU	1243	JA21	Inform DAs of approval	10	May 19 '97	May 30 '97	BASICEDU
48	BASICEDU	1244	JA21	Procure contractors	10	May 19 '97	Oct 3 '97	DEO, DA
49	BASICEDU	1245	JA21	Construct 65 (6-unit) teacher accommodation	120	Oct 6 '97	Mar 20 '98	Contractor
50	BASICEDU	1246	JA21	Audit construction sites	30	Feb 9 '98	Mar 20 '98	BASICEDU, PMU
51	BASICEDU	1247	JA21	A22. Maintaining Area Incentive Scheme	259	Mar 24 '97	Mar 20 '98	BASICEDU
52	BASICEDU	1248	JA21	Rehabilitation of Classrooms (30 BS1-4 & 10 BS7-9)	259	Mar 24 '97	Mar 20 '98	BASICEDU
53	BASICEDU	1249	JA21	Identify sites according to criteria	20	Mar 24 '97	Apr 18 '97	DEO
54	BASICEDU	1250	JA21	Do field verification of selected sites	10	Apr 21 '97	May 2 '97	BASICEDU, PMU
55	BASICEDU	1251	JA21	Prepare Bill of Quantities (BOQ)	10	May 5 '97	May 16 '97	PMU
56	BASICEDU	1252	JA21	Inform DAs of approval	10	May 19 '97	May 30 '97	BASICEDU
57	BASICEDU	1253	JA21	Procure contractors	10	May 19 '97	Oct 3 '97	DEO, DA
58	BASICEDU	1254	JA21	Rehabilitate classrooms	120	Oct 6 '97	Mar 20 '98	Contractor
59	BASICEDU	1255	JA21	Audit of rehabilitated schools	30	Feb 9 '98	Mar 20 '98	BASICEDU, PMU
60	BASICEDU	1256	JA21	Roofing of Classrooms	259	Mar 24 '97	Mar 20 '98	BASICEDU
61	BASICEDU	1257	JA21	Identify sites according to criteria	20	Mar 24 '97	Apr 18 '97	DEO
62	BASICEDU	1258	JA21	Do field verification of selected sites	10	Apr 21 '97	May 2 '97	BASICEDU, PMU
63	BASICEDU	1259	JA21	Prepare Bill of Quantities (BOQ)	10	May 5 '97	May 16 '97	PMU
64	BASICEDU	1260	JA21	Inform DAs of approval	10	May 19 '97	May 30 '97	BASICEDU
65	BASICEDU	1261	JA21	Procure contractors	10	May 19 '97	Oct 3 '97	DEO, DA
66	BASICEDU	1262	JA21	Roofing of 600 classrooms	120	Oct 6 '97	Mar 20 '98	Contractor
67	BASICEDU	1263	JA21	Audit of rehabilitated schools	30	Feb 9 '98	Mar 20 '98	BASICEDU, PMU
68	BASICEDU	1264	JA21	Construction of KVIPs	259	Mar 24 '97	Mar 20 '98	BASICEDU
69	BASICEDU	1265	JA21	Shortlist and select design for 4-state KVIPs	10	Mar 24 '97	Apr 4 '97	BASICEDU
70	BASICEDU	1266	JA21	Identify sites according to criteria	20	Mar 24 '97	Apr 18 '97	DEO
71	BASICEDU	1267	JA21	Do field verification of selected sites	10	Apr 21 '97	May 2 '97	BASICEDU, PMU
72	BASICEDU	1268	JA21	Prepare Bill of Quantities (BOQ)	10	May 5 '97	May 16 '97	PMU
73	BASICEDU	1269	JA21	Inform DAs of approval	10	May 19 '97	May 30 '97	BASICEDU
74	BASICEDU	1270	JA21	Procure contractors	10	May 19 '97	Oct 3 '97	DEO, DA
75	BASICEDU	1271	JA21	Construct 20 4-cubicle KVIPs	120	Oct 6 '97	Mar 20 '98	Contractor
76	BASICEDU	1272	JA21	Audit construction sites	30	Feb 9 '98	Mar 20 '98	BASICEDU, PMU
77	BASICEDU	1273	JA21	Construction of Teacher Accommodation	160	Mar 24 '97	Oct 31 '97	BASICEDU

ID	Dep/Div	Activity ID	Comp.	Programme Components and Activities	Days	Plnd Start	Plnd Finish	Responsibility
901	BASICEDU	2250	3A23	Shortlist and select design for 6-unit teacher accommodation	103	Mar 24 '97	Apr 4 '97	BASICEDU
902	BASICEDU	2256	3A23	Finalize design according to criteria	206	Mar 24 '97	Apr 10 '97	CEO
903	BASICEDU	2259	3A23	Do field verification of selected sites	106	Apr 21 '97	May 2 '97	BASICEDU/PMU
904	BASICEDU	2261	3A23	Prepare Bill of Materials (BOM)	100	May 5 '97	May 16 '97	PMU
905	BASICEDU	2262	3A23	Inform DAs of approval	100	May 19 '97	May 30 '97	BASICEDU
906	BASICEDU	2264	3A23	Procure contractors	1000	May 19 '97	Oct 3 '97	CEO/CA
907	BASICEDU	2265	3A23	Construct 60 (6-unit) teacher accommodation	1200	Oct 6 '97	Mar 20 '98	Contractor
908	BASICEDU	2266	3A23	Audit construction sites	300	Feb 9 '98	Mar 20 '98	BASICEDU/PMU
909	BASICEDU	1799	3A3	A3. Maintenance Policy	750	Apr 1 '97	Jul 14 '97	PMU/BASICEDU
910	BASICEDU	1799	3A3	Constitute group to prepare maintenance Policy	100	Apr 1 '97	Apr 14 '97	PMU/BASICEDU
911	BASICEDU	1800	3A3	Develop maintenance policy	630	Apr 15 '97	Jul 7 '97	PMU/BASICEDU
912	BASICEDU	1801	3A3	Issue/Disseminate Maintenance Policy	55	Jul 6 '97	Jul 14 '97	PMU/BASICEDU
913	TRGDIV	3401	3A4	A4. Rehabilitation of TICs	4890	Nov 1 '96	Jun 10 '98	TRGDIV
914	TRGDIV	3403	3A41	A41. Starting Phase	1990	Nov 1 '96	May 1 '97	TRGDIV
915	TRGDIV	3404	3A41	Establish Office	300	Nov 1 '96	Dec 12 '96	TRGDIV
916	TRGDIV	3405	3A41	Define Standard documents	300	Dec 12 '96	Jan 23 '97	TRGDIV
917	TRGDIV	3405	3A41	Procure Architect and Quantity Surveyor	1000	Dec 13 '96	May 1 '97	PMU/TrgDiv
918	TRGDIV	3406	3A41	For Lot A	1000	Dec 13 '96	May 1 '97	PMU/TrgDiv
919	TRGDIV	3407	3A41	For Lot B & C	1000	Dec 13 '96	May 1 '97	PMU/TrgDiv
920	TRGDIV	3408	3A41	For Lot D, E & F	1000	Dec 13 '96	May 1 '97	PMU/TrgDiv
921	TRGDIV	3409	3A41	For Lot G & H	1000	Dec 13 '96	May 1 '97	PMU/TrgDiv
922	TRGDIV	3410	3A42	A42. Detailed Design	2400	May 2 '97	Apr 2 '98	TA
923	TRGDIV	3411	3A42	Prepare detailed design of standard buildings	300	May 2 '97	Jun 13 '97	TA
924	TRGDIV	3412	3A42	Prepare BOM and tender documents	1600	Jun 13 '97	Oct 30 '97	TA/PMU
925	TRGDIV	3413	3A42	For Lot A, G	1000	Jun 13 '97	Oct 30 '97	TA/PMU
926	TRGDIV	3414	3A42	For Lot B, F & Q	1000	Jun 13 '97	Oct 30 '97	TA/PMU
927	TRGDIV	3415	3A42	For Lot C & E	1000	Jun 13 '97	Oct 30 '97	TA/PMU
928	TRGDIV	3416	3A42	Conduct complementary study for electricity	250	Jun 13 '97	Jul 17 '97	TA/PMU
929	TRGDIV	3417	3A42	Conduct complementary study for water supply	250	Jun 13 '97	Jul 17 '97	TA/PMU
930	TRGDIV	3418	3A42	Procure fixtures and equipment	2200	May 2 '97	Mar 5 '98	PMU
931	TRGDIV	3419	3A42	Procure vehicles	2400	May 2 '97	Apr 2 '98	PMU
932	TRGDIV	3420	3A43	A43. Technical Assistance	1000	Oct 31 '97	Mar 19 '98	PMU
933	TRGDIV	3421	3A43	Procure Team leader/Manager South-Engineer I	1000	Oct 31 '97	Mar 19 '98	PMU
934	TRGDIV	3422	3A43	Procure Architect/Manager North-Engineer II	1000	Oct 31 '97	Mar 19 '98	PMU
935	TRGDIV	3423	3A44	A44. Construction	3200	Mar 20 '98	Jun 19 '99	Contractor
936	TRGDIV	3424	3A44	Procure Contractors & complete construction	2000	Mar 20 '98	Dec 24 '98	PMU/TrgDiv
937	TRGDIV	3425	3A44	Sites in lots A & D	2000	Mar 20 '98	Dec 24 '98	PMU/TrgDiv
938	TRGDIV	3426	3A44	Sites in Lot B, F & G	2000	Mar 20 '98	Dec 24 '98	PMU/TrgDiv
939	TRGDIV	3427	3A44	Sites in Lot C & E	2000	Mar 20 '98	Dec 24 '98	PMU/TrgDiv
940	TRGDIV	3428	3A44	Connect water supply to sites	1200	Dec 25 '98	Jun 10 '99	Contractor
941	TRGDIV	3429	3A45	A45. Awareness and training session	550	Mar 3 '97	May 13 '97	PMU/TrgDiv
942	TRGDIV	3430	3A45	Prepare manual on maintenance procedures	400	Mar 3 '97	Apr 25 '97	PMU/TrgDiv
943	TRGDIV	3431	3A45	Inform TICs principals on maintenance	100	Apr 28 '97	May 9 '97	PMU/TrgDiv
944	TRGDIV	3432	3A45	Conduct seminar on Responsible Maintenance	50	May 12 '97	May 16 '97	PMU/TrgDiv
945	BASICEDU	3174	3B	B. Increasing Girl participation	4964	Nov 1 '96	Sep 24 '98	Girls Unit
946	BASICEDU	2274	3B1	B1. Procure equipment/vehicles for PLA	2400	Nov 1 '96	Oct 2 '97	PMU
947	BASICEDU	1781	3B2	B2. Production of Field Manual on PLA techniques	4100	Mar 3 '97	Sep 23 '98	Girls Unit
948	BASICEDU	1782	3B2	Procure local consultant	1000	Mar 3 '97	Jul 18 '97	PMU
949	BASICEDU	1783	3B2	Prepare and produce Field Manual	650	Jul 21 '97	Oct 17 '97	Girls Unit
950	BASICEDU	1784	3B2	Finalize and disseminate selection criteria for the PLA pilot	250	Oct 20 '97	Nov 21 '97	Girls Unit
951	BASICEDU	1785	3B2	Apply selection criteria to select beneficiary districts for the PLA	250	Nov 24 '97	Dec 26 '97	Girls Unit
952	BASICEDU	3435	3B3	Distribute Field Manual	100	Dec 29 '97	Jan 9 '98	Girls Unit
953	BASICEDU	1786	3B3	Train district staff in use of field manuals	100	Dec 29 '97	Jan 9 '98	Girls Unit
954	BASICEDU	1787	3B3	Implement PLA in 4 pilot districts	1500	Jan 12 '98	Aug 3 '98	Girls Unit
955	BASICEDU	3436	3B3	Prepare instruments for evaluation	150	Jan 18 '98	Jan 20 '98	Girls Unit
956	BASICEDU	1788	3B3	Evaluate PLA Pilot (Field Work)	150	Aug 10 '98	Aug 31 '98	Girls Unit
957	BASICEDU	3441	3B3	Finalize and disseminate report	200	Aug 31 '98	Sep 23 '98	Girls Unit
958	BASICEDU	3442	3B3	B3. Training workshops for Teachers & Dist Coordinators	614	Nov 1 '96	Feb 11 '97	Girls Unit
959	BASICEDU	3443	3B3	Select trainers	150	Nov 1 '96	Nov 21 '96	Girls Unit
960	BASICEDU	3444	3B3	Prepare training manual/material	450	Nov 22 '96	Jan 23 '97	Girls Unit
961	BASICEDU	3445	3B3	Prepare TOR for coordinators	50	Nov 22 '96	Nov 28 '96	Girls Unit
962	BASICEDU	3571	3B3	Training of district coordinators 1	70	Nov 29 '96	Dec 1 '96	Girls Unit
963	BASICEDU	3572	3B3	Training of district coordinators 2	70	Jan 7 '97	Jan 13 '97	Girls Unit
964	BASICEDU	3573	3B3	Training of district coordinators 3	70	Feb 13 '97	Feb 17 '97	Girls Unit
965	BASICEDU	1724	3B4	B4. Girls Scholarship	1100	Nov 22 '96	Jul 17 '97	Girls Unit
966	BASICEDU	1725	3B4	Prepare Memo for enactment of law for girls' scholarship fund	100	Nov 22 '96	Dec 5 '96	Girls Unit
967	BASICEDU	1726	3B4	Procure local consultant	1000	Nov 22 '96	Apr 10 '97	Girls Unit
968	BASICEDU	1727	3B4	Consultant to produce study on existing scholarship schemes	300	Apr 11 '97	May 22 '97	Girls Unit
969	BASICEDU	1728	3B4	Review existing studies and produce report on constraints on girls	400	May 25 '97	Jul 17 '97	Girls Unit
970	BASICEDU	1729	3B5	B5. Adaptation of STME to Basic Education	4100	Nov 1 '96	Jun 8 '98	Girls Unit
971	BASICEDU	322	3B5	Use PLA method to evaluate Girls' performance in Examinations	2000	Nov 1 '96	Oct 16 '97	Girls Unit
972	BASICEDU	3472	3B5	Procure TA	1000	Apr 1 '97	Aug 18 '97	PMU
973	BASICEDU	3473	3B5	Evaluate STME Clinic	300	Aug 19 '97	Sep 24 '97	Girls Unit
974	BASICEDU	3474	3B5	Conduct In-service Tg for teachers in innovative approaches	50	Sep 30 '97	Oct 6 '97	Girls Unit
975	BASICEDU	3475	3B5	Teachers to practice and produce material	600	Oct 7 '97	Dec 26 '97	Girls Unit
976	BASICEDU	3476	3B5	Select model innovative teacher in material preparation	250	Dec 30 '97	Feb 2 '98	Girls Unit
977	BASICEDU	3477	3B5	Award successful teacher	10	Feb 3 '98	Feb 3 '98	Girls Unit
978	BASICEDU	3478	3B5	Adopt innovative material in pilot schools	500	Feb 4 '98	Mar 12 '98	Girls Unit
979	BASICEDU	3479	3B5	Estimate credit sys. in Teacher Edu. in SLI/TV and Gender	500	Feb 18 '98	Jun 8 '98	Girls Unit
980	BASICEDU	2275	3C	C. School Improvement Fund (SIF)	3870	Nov 1 '96	Jul 11 '97	BASICEDU
981	BASICEDU	2276	3C1	C1. Pilot Phase	1650	Nov 1 '96	Jul 11 '97	BASICEDU
982	BASICEDU	2277	3C1	Procure TA	1000	Nov 1 '96	Mar 20 '97	PMU
983	BASICEDU	2278	3C1	Select Pilot Districts	10	Nov 1 '96	Nov 1 '96	BASICEDU
984	BASICEDU	2279	3C1	Finalize approval of SIFs for pilot districts	600	Nov 1 '96	Jan 23 '97	BASICEDU
985	BASICEDU	2279	3C1	Launch SIF in pilot districts	50	Jan 24 '97	Jan 30 '97	BASICEDU
986	BASICEDU	2280	3C1	Conduct workshops for pre-selected school teachers	100	Jan 31 '97	Feb 13 '97	BASICEDU
987	BASICEDU	2281	3C1	Develop instruments for monitoring SIF Implementation	100	Jan 24 '97	Feb 6 '97	BASICEDU
988	BASICEDU	2281	3C1	Implement SIF in pilot districts	1200	Jan 31 '97	Jul 17 '97	CEO/BASICEDU
989	BASICEDU	2282	3C2	Monitor SIF implementation	1200	Jan 31 '97	Jul 17 '97	BASICEDU
990	BASICEDU	2282	3C2	Evaluation of Pilot	1400	Jan 31 '97	Aug 14 '97	BASICEDU
991	BASICEDU	2283	3C2	Prepare TOR for the consultancy for evaluation	200	Jan 31 '97	Feb 27 '97	BASICEDU
992	BASICEDU	2284	3C2	Procure local consultant for evaluation	1000	Jan 31 '97	Jun 19 '97	PMU
993	BASICEDU	2285	3C2	Conduct mid-term evaluation	400	Jun 20 '97	Aug 14 '97	BASICEDU
994	BASICEDU	2287	3C2	Carry out end of pilot evaluation	450	Jan 31 '97	Mar 27 '97	TA
995	BASICEDU	2288	3C3	C3. Expansion of SIF	3000	Feb 1 '98	Feb 1 '98	BASICEDU
996	BASICEDU	2289	3C3	Procure TA for revision of operational procedures	1000	Dec 9 '97	Apr 27 '98	PMU
997	BASICEDU	2289	3C3	Revise operational procedures for SIF	300	Dec 9 '97	Apr 27 '98	BASICEDU/TA
998	BASICEDU	2290	3C3	Prepare for expanded SIF phase	100	Jan 28 '98	Jan 28 '98	BASICEDU/TA
999	BASICEDU	2291	3C3	Implement expanded SIF	1000	Jan 9 '98	Oct 15 '98	BASICEDU/TA
1000	BASICEDU	2292	3C3	Monitor SIF implementation	1000	Jan 14 '98	Dec 24 '98	BASICEDU/TA
1001	BASICEDU	2293	3C3	Carry out Mid-term evaluation	100	Dec 24 '98	Dec 24 '98	BASICEDU/TA
1002	BASICEDU	2294	3C3	Evaluate SIF	250	Feb 26 '99	Feb 26 '99	Inspector's
1003	BASICEDU	1731	3D	D. Information, Education & Communication (IEC)	8160	Feb 3 '97	Mar 22 '98	BASICEDU

ID	Dep/Div	Activity ID	Comp.	Programme Components and Activities	Days	Plnd Start	Plnd Finish	Responsibility
1004	BASICEDU	1815	301	D1. Preparation and procurement	270d	Feb 1 '97	Feb 13 '98	BasicEdu
1005	BASICEDU	1809	301	Constitute a team to prepare IEC within GES/MoE	5d	Feb 3 '97	Feb 7 '97	BasicEdu
1006	BASICEDU	2508	301	Identify/review KABP content target group	15d	Feb 10 '97	Feb 28 '97	BasicEdu
1007	BASICEDU	1817	301	Procure vehicle for IEC campaign	20d	Mar 15 '97	Feb 13 '98	PMU
1008	BASICEDU	1803	301	Prepare TOR for research in KABP	20d	Mar 15 '97	Mar 29 '97	BasicEdu/TA
1009	BASICEDU	1804	301	Procure Consultant/consultant firm to do research	100d	Mar 31 '97	Aug 13 '97	PMU
1010	BASICEDU	1811	302	D2. Development of IEC Material	40d	Aug 18 '97	Oct 13 '97	
1011	BASICEDU	1822	302	Conduct research in Knowledge, Attitude, Behavior & Practices (KABP)	45d	Aug 18 '97	Oct 13 '97	TA
1012	BASICEDU	1813	302	Procure TA to assist Kabani Dev	100d	Aug 18 '97	Jan 3 '98	PMU
1013	BASICEDU	1805	302	Design and develop IEC materials/tools	60d	Jan 5 '98	Mar 27 '98	TA
1014	BASICEDU	1806	302	Pre-test developed material	60d	Mar 30 '98	Jun 19 '98	TA, BasicEdu
1015	BASICEDU	1807	302	Procure/produce material (producing for radio & TV)	90d	Jun 22 '98	Oct 25 '98	TA, BasicEdu
1016	BASICEDU	1820	301	Procure Audio-visual equipment, Accessories and Others	220d	Jun 22 '98	Apr 23 '99	PMU
1017	BASICEDU	1823	301	D3. Institutional capacity Building	50d	Apr 29 '98	Jul 8 '98	BasicEdu
1018	BASICEDU	1824	303	Prepare detailed plan for institutionalizing IEC within GES	10d	Apr 28 '98	May 7 '98	
1019	BASICEDU	1808	303	Identify facilitators at different levels	5d	May 10 '98	May 14 '98	BasicEdu
1020	BASICEDU	1811	301	Develop impact monitoring indicators based on research study	20d	May 11 '98	Jun 11 '98	BasicEdu
1021	BASICEDU	1810	303	Design and put in place impact monitoring mechanism	20d	Jun 14 '98	Jul 5 '98	BasicEdu
1022	BASICEDU	1825	304	D4. Implementation	6d	Jul 12 '98	Jul 21 '98	BasicEdu
1023	BASICEDU	1813	304	Procure final detailed proposal on IEC	2d	Jul 12 '98	Jul 13 '98	BasicEdu
1024	BASICEDU	1814	304	Approval of Mo/NOA	5d	Jul 14 '98	Jul 20 '98	BasicEdu
1025	BASICEDU	1812	304	Launch IEC	1d	Jul 21 '98	Jul 21 '98	BasicEdu
1026	BASICEDU	1818	305	D5. Impact Evaluation	175d	Jul 22 '98	Mar 22 '00	BasicEdu
1027	BASICEDU	1826	305	Finalize evaluation criteria and select indicators	20d	Jul 22 '98	Aug 16 '98	BasicEdu
1028	BASICEDU	1836	305	Procure firm to conduct evaluation	100d	Aug 19 '98	Jan 5 '00	PMU
1029	BASICEDU	1827	305	Prepare evaluation plan	5d	Jan 6 '00	Jan 12 '00	TA
1030	BASICEDU	1828	305	Conduct evaluation exercise	40d	Jan 13 '00	Mar 8 '00	TA
1031	BASICEDU	1829	305	Prepare disseminate reports on findings	10d	Mar 9 '00	Mar 22 '00	TA, BasicEdu

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STAFF APPRAISAL REPORT

REPUBLIC OF GHANA

BASIC EDUCATION SECTOR IMPROVEMENT PROGRAM

May 24, 1996

**Population and Human Resources Division
West Central Africa Department
Africa Region**

CURRENCY EQUIVALENTS

(April 1996)

Currency Unit = Cedis

US\$1.00 = 1550 cedis

ACRONYMS AND ABBREVIATIONS

ADB	Africa Development Bank
BE	Basic Education
BESIC	Basic Education Sector Improvement Credit
CIDA	Canadian International Development Agency
CSPIP	Civil Service Performance Improvement Program
CP	Consultative Panel
DACF	District Assembly Common Fund
DEO	District Education Office
DEOC	District Education Oversight Committee
GES	Ghana Education Service
ERP	Economic Recovery Program
EU	European Union
FCUBE	A Program for Free, Compulsory and Universal Basic Education by the Year 2005
FIMTAP	Financial Management Technical Assistance Project
GER	Gross Enrollment Ratio
GNAT	Ghana National Association of Teachers
GOG	Government of Ghana
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit
ICB	International Competitive Bidding
IDA	International Development Association
IOC	Implementation Overview Committee
IPPD	Integrated Personnel Payroll Data
JICA	Japan International Cooperation Agency
JSS	Junior Secondary School
KfW	Kreditanstalt für Wiederaufbau
LIB	Limited International Bidding
MOE	Ministry of Education
MOF	Ministry of Finance and Economic Planning
MLGRD	Ministry of Local Government and Rural Development
MTR	Mid-Term Review
NCB	National Competitive Bidding
NGO	Non-Governmental Organization
NIRP	National Institutional Renewal Program
NDPC	National Development Planning Commission
ODA	Overseas Development Administration (U.K.)
OHCS	Office of Head of Civil Service
PMU	Project Management Unit
PREP	Primary Education Program (USAID)
PSDP	Primary School Development Project
PTA	Parent Teacher Association
PUFMARP	Public Financial Management Technical Assistance Project
SDR	Special Drawing Rights
SMC	School Management Committee
SSS	Senior Secondary School
UNDP	United Nations Development Program
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WDR	World Development Report

FISCAL YEAR

January 1 - December 31

SCHOOL YEAR

September - June (Basic and Tertiary)

January - December (Sr. Secondary)

EDUCATION STRUCTURE

Years 1-6 Primary

7-9 Junior Secondary

10-12 Senior Secondary and Technical

13-16 University

REPUBLIC OF GHANA
BASIC EDUCATION SECTOR IMPROVEMENT PROGRAM

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This operation was prepared on the basis of a series of missions in 1995/1996, which worked closely with Government officials from the Ministry of Education and Ghana Education Service, and with donor agencies including ODA(UK), KfW (Germany), USAID, UNICEF and EU. Mission members comprised at different times Messrs/Mmes Gregory Hancock (Sr. Operations Officer), Kazuhiro Yoshida (Human Resources Economist), Josephine Woo (Project Officer), Irene Xenakis (Sr. Implementation Specialist), Teri Apronti (Project Officer), Eluned Roberts-Schweitzer (Education Specialist), Sudharshan Canagarajah (Economist), Rebekah Kirubaldoss (Sr. Staff Assistant); and Kevin Brown, Gary Theisen, David Evans, Joanne Capper, Bing Deng, and Paul Turtón (Consultants). Messrs/Mmes Rebekah Kirubaldoss, Geise Santos (Staff Assistant) and Ross Pfile (Projects Assistant) provided support for report production. Peer reviewers are Messrs/Mmes Marlaine Lockheed, Ward Heneveld, Nicholas Burnett and Dzingai Mutumbuka. Messrs. Ian Porter and Olivier Lafourcade are the managing Division Chief and Director, respectively, of the operation.

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MAP: IBRD No. 28045

**REPUBLIC OF GHANA
BASIC EDUCATION SECTOR IMPROVEMENT PROGRAM**

CREDIT AND PROGRAM SUMMARY

Borrower:	Republic of Ghana		
Implementing Agency:	Ministry of Education/Ghana Education Service		
Beneficiaries:	School age children, teachers, Ministry of Education, Ghana Education Service, and district authorities		
Poverty Category:	Program of Targeted Interventions. Focusing on issues of education quality, equity and efficiency, the program will particularly benefit educationally less advantaged groups of the Ghanaian population, directly school-age urban and rural poor children, and indirectly their parents and communities.		
Credit Amount:	SDR 34.7 million (US\$50 million equivalent)		
Terms:	Standard IDA terms, with 40 years' maturity		
Financing Plan:	For phase 1 (1996-2000) of the Government's Basic Education Sector Improvement Program:		
		<i>US\$ million</i>	
	Ghana (Government/communities)	1,120.9	
	Ongoing donor support	54.0	
	Proposed donor financing		
	IDA	50.0	
	ODA (UK)	23.0 equiv. (£15.0 m)	
	USAID (tentative)	53.0	
	Germany (tentative)	25.0 equiv. (DM 40.0 m)	
	Other (to be confirmed) ^{1a}	25.3	
Rate of Return: ²		<i>Primary</i>	<i>Jr. Secondary</i>
	Private internal rate of return	27.7%	12.4%
	Social internal rate of return	18.5%	9.7%
Project ID No.	GH-PA-975		

^{1a} The European Union, Japan and Norway have expressed their interest in supporting the program, but commitments are not yet firm.

² Rates of return are based on mean earnings by each subgroup according to their educational background. The rate of return for primary education, for instance, compares costs and benefits between those with no education and those with primary education over the period of working life. It is also found that the rate of return to basic education is higher for girls than for boys in Ghana, justifying interventions targeting girls and poor children.

FCUBE Program 1996-2000
Total Costs of Betterment Activities
Local and Foreign Costs by Component
(US\$ million)

Component	Local	Foreign	Total	% Foreign
1. Enhanced Quality of Teaching/Learning				
(a) In-Service Training of Education Personnel	7.7	2.1	9.8	21.0%
(b) Pre-Service Teachers' Training	12.6	14.0	26.7	52.3%
(c) Assessment/Evaluation of Student Performance	0.7	0.9	1.5	55.9%
(d) Provision of Instructional Materials	38.7	47.7	86.5	55.2%
(e) Curriculum Review and Development	0.5	0.4	0.9	46.1%
<i>Subtotal</i>	60.3	65.0	125.4	51.9%
2. Management for Efficiency				
(a) Institutional/Organizational Analysis & Change	12.4	3.5	15.9	21.9%
(b) Staffing and Personnel Management	4.3	1.7	6.1	28.3%
(c) Performance Management	1.1	3.2	4.2	74.7%
(d) Budgeting and Financial Management	0.4	0.6	0.9	60.3%
(e) District Capacity Building	1.4	0.4	1.8	20.0%
<i>Subtotal</i>	19.6	9.3	28.8	32.1%
3. Improving Access and Participation				
(a) Infrastructure Development and Maintenance	22.8	22.1	44.9	49.2%
(b) Increasing Girls' Participation	1.8	0.5	2.3	20.0%
(c) Schooling Improvement Fund (SIF)	8.9	2.6	11.4	22.5%
(d) Information, Educ and Communication (IEC)	0.2	0.0	0.2	20.0%
<i>Subtotal</i>	33.7	25.2	58.8	42.8%
Total Base Costs	113.6	99.5	213.0	46.7%
Price Contingencies	8.6	7.5	16.2	
Physical Contingencies	6.6	5.8	12.4	
Total Costs of Betterment Activities	128.8	112.8	241.6	46.7%

Estimated Annual Disbursement
(US\$ million)

IDA FY	1997	1998	1999	2000	2001
Annual	2.5	11.7	13.3	14.8	7.8
Cumulative	2.5	14.2	27.5	42.2	50.0

REPUBLIC OF GHANA
BASIC EDUCATION SECTOR IMPROVEMENT PROGRAM

1. INTRODUCTION

1.1 The Government of Ghana has requested IDA assistance of SDR 34.7 million (US\$50.0 million equivalent) to help finance the first (five-year) phase of a basic education sector improvement program which will be implemented over the ten-year period 1996-2005, aimed at improving: teaching and learning outcomes; access to primary and junior secondary education (especially for girls and the poor); efficiency in resource management; and financial sustainability.

1.2 This request is based on experience gained over nine years from a series of Government, IDA and other externally funded activities in support of the national Education Reform Program. It is in response to a constitutionally mandated requirement that universal basic schooling be available to all young Ghanaians by the middle of the next decade.

2. THE EDUCATION SECTOR AND SOCIO-ECONOMIC CONTEXT

A. ECONOMIC AND SOCIAL OVERVIEW

2.1 During the 1970s and the early 1980s, Ghana experienced a serious economic decline, bringing a country which once had enjoyed a relatively high living standard compared with other Sub-Saharan Africa (SSA) countries down to bedrock. The economy had contracted by 2-3 percent per annum during this period. Since launching the Economic Recovery Program (ERP) with support from the IMF, the World Bank and other donors, the Government has made thirteen years of efforts at economic stabilization and structural adjustment. The economy has been growing by an average of about 5 percent annually, or at around 2 percent per capita. The Extended Poverty Study¹ found that during the middle stages of the ERP, poverty had fallen moderately. Sustained and even more rapid growth and more rigorous poverty-fighting activities are necessary to improve the quality of Ghanaian life within a reasonable time-span.

2.2 Government has adopted a strategy of trying to accelerate growth and to achieve social equity and poverty reduction, with agriculture and other parts of the private sector being the main engines.² Over the past few years, the macroeconomic situation has been less favorable. Despite a successful turnaround in fiscal balance, annual inflation exceeded 60 percent in 1995. It is important that all segments of the population also benefit from growth through participating in economic activities. This requires all Ghanaians to be functionally literate and numerate.

¹ *Ghana Poverty Past, Present and Future*, The World Bank, 1995.

² *Ghana 2000 and Beyond: Setting the Stage for Accelerated Growth and Poverty Reduction*, The World Bank, 1993.

Human resources development is ranked highly among the Government's key development objectives,³ and basic education has a crucial role to play. Key social, economic and education indicators for Ghana are shown in the Basic Data Sheet (Annex 1).

B. EDUCATION SYSTEM OVERVIEW

2.3 Since independence in 1957, Ghana's educational services have been financed and provided mainly through the public sector, although private provision is an important part of primary schooling and technical training. Due to the heavy dependence on public financing, the macroeconomic turmoil of the 1970s and early 1980s plunged the country's education system into severe decline. Between 1976 and 1983, expenditures on education by the Government fell from 6.4 percent of GDP to 1.4 percent. A shortage of foreign exchange deprived schools of textbooks and other essential instructional materials. A mass exodus of trained and qualified teachers who were unsatisfied with poor conditions of service left nearly half of the primary teachers untrained. School buildings, furniture, and equipment deteriorated. In 1987, the Government initiated an overall education sector reform as an integral part of its national plan for economic recovery. This process restructured the school system; revised the curricula for primary, junior secondary school (JSS) and senior secondary school (SSS) levels; developed new teaching and learning materials; provided in-service teacher training; raised teacher qualification requirements; steadily replaced unqualified teachers; introduced several cost-saving/sharing policies; and began the process of administrative decentralization. In the early 1990's, the Government turned its attention also to the tertiary sub-sector, consisting of universities and polytechnics. These institutions were coming under increasing strain owing to the huge increase in social demand, in part brought on by the creation of mass schooling. Middle level technical training is provided by a mixture of public and private providers, but it is widely regarded as being non-responsive to changing labor market needs and the preferences of school leavers.

2.4 **Structure.** Ghana's current education structure is still in the consolidation stage. Prior to 1987, education in Ghana consisted of a six-year Primary; a four-year Middle; a seven-year Secondary (the first five years leading to the 'O' level certification and the last two leading to the 'A' level); and a three or four-year Tertiary. Legally it was possible to skip the middle school years by passing the Common Entrance Examination in class 6 of primary grade. In reality, however, the majority had to spend as long as 17 years for pre-university education. The structural change has been one of the key elements of the reform. The new system consists of primary (grades 1-6) and junior secondary (grades 7-9), together forming the Basic Education (BE) cycle, followed by the senior secondary cycle (grades 10-12); and several forms of post secondary education and training that include technical institutes, universities, polytechnics, and teacher training colleges. The final replacement of the old structure with the new structure is being completed during the 1995/96 academic year when the last cohort of students under the old system graduates.

2.5 **Dimensions of Basic Schooling.** Ghana's nine-year basic education cycle is nominally compulsory, and children are supposed to enter primary school at the age of six. Primary pupils are promoted to the next grade every year except for pupils (up to 5 percent) with extremely weak performance or poor attendance, who repeat with parental consent. In reality, quite a few pupils are over-age, and about one-fourth of the average Primary One (P1) cohort drops out by

³ *Ghana Vision 2020*, Government of Ghana, 1995.

P6 (Annex 2-4-1). In the primary school, nine subjects are studied: English, Mathematics, Science, Agriculture, Social Studies, Life Skills, Ghanaian Language, Cultural Studies, and Physical Education. The lower primary classes (P1-3) are taught in the Ghanaian language prevailing in the local community; for P4 and beyond, English is the language of instruction.

2.6 After completing the sixth grade, all pupils are automatically eligible to enroll in JSS without being screened by examinations, subject to a place being available. JSS is expected to equip those who wish to enter the world of work with the necessary basic skills, or to develop the ability to continue study at SSS. Thus to meet these dual objectives, JSS curricula have been restructured, and new syllabi and teaching materials developed for thirteen subjects - technical and pre-vocational skills training have been added to the core primary subjects, with French as an elective course.

2.7 The access and participation situation in Ghana compares favorably with the Sub Saharan Africa (SSA) average, and with other countries with a similar level of per-capita income. Yet for a country which aims to join the newly industrializing economies, Ghana is facing a big challenge (Table 2-1 below). Global evidence demonstrates the importance of widening opportunity for quality schooling at both primary and secondary levels. In the national interest, efforts of the Government to strive for universal, quality basic education is not only a constitutional responsibility, it is a prerequisite for the economy to grow and for poverty to be reduced.

Table 2-1. Basic Education Enrollments: A Comparative Look^a

	Primary GER	Secondary GER
Sub-Sahara Africa	67	18
Low-income ^b	66	26
Fast-growing ^c	99	52
Ghana	78	43 ^d

Source: WDR, 1995 and MOE, 1995.

- Notes:
- ^a Enrollment data is of 1992; for Ghana it is of 1993.
 - ^b Excluding China and India.
 - ^c Average GER of 9 fastest growing countries (6% or more) during the period 1980-93.
 - ^d A combined gross enrollment ratio for JSS and SSS.

2.8 In primary school, a teacher covers all subjects with her/his class group; and is supposed to be competent in at least two Ghanaian languages. Headteachers are nominally detached from teaching so that they can concentrate on school management and supervision. In many cases, the headteacher has class duties as well, leaving little time for proper school management. There are some 63,000 primary school teachers and 31,000 JSS teachers in schools. National Service provides additional temporary teachers, some 2,000 for primary and over 5,000 for JSS respectively who serve for two years. This makes a theoretical pupil/teacher ratio of 31:1 in primary and 20:1 junior secondary (Annex 2-2-2), although these national average figures do not capture the reality in many districts of overcrowded classrooms, a shortage of teachers, and in

JSS, a big difference in the student/teacher ratio by subject (Annex 3-2-8). As well, there are over 4,500 Ghana Education Service (GES) staff who are qualified as teachers but serve in administrative positions at headquarters, regional and district offices and at religiously-based educational units (Annex 2-6). To become a qualified teacher now, one has to be a graduate of either a teacher training college or SSS, and has to have been awarded a teacher certificate. Previously, many became teachers after completing the middle school, and without having any professional training. The situation has improved, and presently around three-quarters of primary teachers and two-thirds of JSS teachers are at least minimally trained and certified (Annex 2-5). The Ghana National Association of Teachers (GNAT) counts among its members all teachers at public schools and those teachers at private schools who are on a fixed term secondment from the public sector, as well as those with qualification for teaching but presently holding administrative posts.

2.9 Private Sector. Until now, Government policy on private sector provision of schooling may be described as lightly regulated *laissez-faire*. Private primary and to a lesser extent JSSs are currently spreading at a higher rate than public schools, mostly in urban areas. There are at least 900 private primary schools, accommodating about ten percent of primary enrollment nationally. In addition, there are 200 private JSSs enrolling some 30,000 students, about six percent of all JSS enrollments. These private schools charge instructional and other fees, and pay their own teachers while the Government provides textbooks and some other consumables. Fees presently range from 25,000 cedis to 65,000 cedis per term, with extra charges ranging between 5,000 and 10,000 cedis a year. GES certifies private schools and has tried to regulate fees, but has met with resistance on the latter from the private schools lobby. There are also several "international" schools offering high cost (and high quality) services to the national and expatriate elite without any support from the Government.

2.10 System Administration. The Government, through MOE, is responsible for basic education policy. MOE has four core functional divisions: Planning, Budgeting, Monitoring and Evaluation (PBME); Manpower Development, Training and Personnel Policy and Management; Statistics, Information Management, Public Relations and Research; and General Administration and Finance. In addition, there is a Project Management Unit (PMU), staffed mainly on a contract basis, to facilitate the administration of externally funded projects. MOE is supported operationally by the Ghana Education Service (GES), which was established in 1974, largely as a result of pressure from the Ghana National Association of Teachers (GNAT), to promote a sense of collegiality, accountability and peer discipline among teachers. GES, with offices at Accra, the ten regions and 110 districts, delivers and supervises education services. All public pre-tertiary teachers belong to GES. Each district, under the Local Government Act of 1988, is responsible for providing and maintaining basic school infrastructure. Teachers, and teaching and learning materials, are provided by MOE to all government schools.

2.11 Government Financial Commitment. The Government's current emphasis on the importance of education in the development process has been reflected in the budget for education. The education budget as a percentage of GDP has increased from the pre-ERP's low level of 1.4 percent in 1983 to 3.2 percent in 1989, and further to 3.8 percent in 1994 (Annex 3-1). Hence, Ghana has shown relatively strong fiscal commitment to the education sector during its decade of structural adjustment. The proportion of the Government's annual discretionary budget allocated to education has averaged nearly 39 percent over the last five years, on an actual spending basis. Intrasectoral allocation since the educational reforms began in 1987 has

been in favor of basic education which has consistently received 60 percent or more of MOE's budget.

2.12 **Financing the Basic Education Sector.** Over the last four years, of the total amount of basic education recurrent expenditure, the Government has contributed about two-thirds, households about a quarter, and donors about 10 percent (Annex 3-1-3). For capital costs, districts are the major source of in-country domestic spending and on average they share the load equally with external aid partners, although contributions toward capital expenditures fluctuate significantly. Two major sources of funding for districts are the District Assembly Common Fund (DACF), a centrally distributed intergovernmental (i.e. national to district level) transfer of 5 percent of the national tax revenue; and funds generated by the districts themselves, with education levies accounting for most. The Government has thus been responsible mainly for recurrent expenditure, predominantly salary and administrative costs. Its spending on infrastructure and instructional materials has been very minimal; which has been compensated for by donors.

2.13 Despite substantial real increases over the years which have made teacher salaries relatively higher than those for civil servants of comparable rank, remuneration is still felt to be inadequate by many teachers. This contributes to alienation and to the inclination to pursue other income-generating activities. Making sufficient resources available for non-salary expenditures in schools to improve the quality of education outcome while maintaining teacher motivation through attractive incentive packages are challenging tasks.

C. KEY ISSUES IN BASIC EDUCATION

2.14 Since establishing a joint forum with resident donors in 1994, MOE/GES has been engaged in collaborative sector studies. A top-level task group was formed by the Minister for Education to oversee the preparation of reports prepared by professional study teams involving local experts, and a series of participatory workshops has been held involving stakeholders. Parents, community leaders, district and regional officers, teachers, parliamentarians, and MOE/GES staff have all contributed to producing analytic reports that have identified the main issues which have been addressed in the MOE's Strategic Plan for Universal Basic Education (FCUBE).

2.15 The key issues in basic education flowing from the process outlined above can be categorized into four broad areas as follows: (a) poor teaching and learning outcomes; (b) inadequate access to education services; (c) weak management capacity at all levels of the system; and (d) unsatisfactory financing arrangements.

Poor Teaching and Learning Outcomes

2.16 Over the past decade the present education system has been rebuilt on the ruins of its predecessor. However, despite increased resource inputs and enrollments, the reform movement has had very limited success so far in improving the quality of teaching and learning outcomes. Pupil achievement continues to be very disappointing. Criterion referenced tests conducted through a USAID project (PREP) on a sample of P6 pupils over the last few years continue to show appalling results. In 1994, only three percent of the pupils tested attained satisfactory scores for English, and merely 1.5 percent for mathematics (Annex 2-3). If the basic education

system continues to fail to produce acceptable outcomes, it will become politically difficult for the Government to maintain such a large share of budgetary resources for schooling, parental confidence will be totally eroded, and a downward spiral will negate the considerable progress over recent years as measured by a number of important indicators.

2.17 Causes identified for this problematic situation include: (a) lack of instructional materials and equipment despite the considerable external funding for them over recent years, and even where available, teachers often do not make effective use of them; (b) inadequate spending on non-salary recurrent items, especially at the school level; (c) high levels of pupil and teacher absenteeism; (d) insufficient teacher-pupil instructional contact hours; (e) inappropriate pre-service teacher training and inadequate in-service teacher training; (f) unmotivated teachers owing to ineffective supervision, unattractive incentives and low societal regard of the teaching profession; (g) an overly ambitious curriculum, burdensome to both teachers and pupils and; (h) didactic modes of teaching, namely, rote memorization and copying from the blackboard. Furthermore, many private and some public schools, especially some religiously based, do not actually provide the regular courses. A complicating issue is the language of instruction: poor rural children tend to have almost no access to spoken or written English in everyday life. In the lower primary school in which children's mother-tongue is supposed to be the language of instruction, insufficient supply of both educational materials and teachers who can communicate in local languages means that few pupils learn the skills of reading and writing even in their native language. The majority therefore have no linguistic framework to help them become literate in English as a second language. While recognizing that, as in most multi-linguistic countries, this is a political as much as a pedagogical issue, it is nonetheless having a devastating effect on the learning of core skills.

Lack of Management Efficiency

2.18 Improving the effectiveness and efficiency of MOE/GES cannot be achieved through action in the education sector alone. A collective effort is required which will involve a wide range of stakeholders - other Government and public sector agencies, particularly the Ministries of Finance and Local Government, Office of the Head of Civil Service (OHCS), and the National Development Planning Commission (NDPC), communities and employees/unions representatives. Nonetheless, immediate strengthening of the management capacity of MOE/GES is required. Some of the immediate management issues to be addressed are summarized below

2.19 Effective management of basic education depends upon the institutional capabilities of five agencies - the twin bureaucracies of MOE and GES at the central, regional and district levels, the Ministry of Finance (MOF), the OHCS, and the schools themselves. MOE formulates education policy, sets sectoral objectives, determines sub-sectoral resource allocation and monitors the provision of services. GES has its own enabling legislation, the Ghana Education Service Act of 1994, and provision for a Governing Council. It is the technical implementing arm of the education sector. While MOE is a civil service agency and GES a subvented one, to all intents and purposes they are administratively and budgetarily interrelated in their day to day operations. MOF holds the budgetary and resource allocation levers, although MOE/GES are expected to manage their allocations within prescriptive guidelines. OHCS controls the appointment of new personnel and senior managers.

2.20 Significant efforts have been made over the years to enhance the responsibility and authority of the GES District Education Offices (DEOs). In line with this, it is envisaged that the role of the Regional Education Offices would be one of coordinating and monitoring. Recently DEOs were given extended authority over some staffing matters, especially promotions, although the majority of personnel decisions, particularly those concerning appointments and severe discipline, continue to be taken centrally within the GES. In practice, the regions continue to play a significant managerial role in the preparation of budgets, although this is expected to change with the advent of financial decentralization.

2.21 **Restructuring.** In 1995, the GES initiated a review of its management structures at headquarters, regional and district levels in order to bring authority and responsibility for services closer to communities. As part of this process a workshop was conducted in March 1996 for MOE/GES managers, District Assembly members and headteachers in order to determine management responsibilities at different levels, to define the relationships between key bodies and to formulate priorities for institutional strengthening. The results of this exercise are set out in Annex 8. This has been motivated both by the pressing requirement to reduce non-school based payroll costs in order to make more resources available for schools; and by the political imperative to decentralize functions. The dilemma is that increased decentralization, whether administratively or politically motivated, often leads to demands for additional administrative staff and hence larger payrolls. The restructuring of GES, which is necessarily coupled with that of MOE, is being conducted in line with the National Institutional Renewal and the Civil Service Performance Improvement Programs (NIRP/CSPIP), the Government umbrella arrangement for public sector and financial management reform. The systemic issues arising from workshops, together with the outputs of beneficiary surveys, are currently being analyzed. These will form the basis for actions to address system-wide constraints to public sector performance and good governance. The restructuring of MOE/GES and the development of improved management systems and skills will need to be facilitated by, and harmonized with, this broader process.

2.22 **Decentralization.** The restructuring referred to above involves significant delegation of operational decision making to the district level. Hence it will give due regard to the local government reform movement which has been pursued since 1988 in order to promote popular participation in development by devolving powers and responsibilities for service provision to elected District Assemblies. As a result of the Local Government Acts of 1988 and 1993, District Assemblies have a legal mandate to take over specified Government services including the primary and junior secondary schools. District Education Oversight Committees (DEOCs) are in the process of being established (Annex 6). In order to effect this transfer of authority, responsibility and accountability for services to the District Assemblies, additional enabling legislation such as the passage of the Local Government Service Bill will be required. Further, "Common Funds" have been established to enable District Assemblies to meet capital expenditures for all sectors. In time, recurrent budgets may also be devolved to the Assemblies. Accordingly, the restructuring and decentralization which will take place within the MOE/GES will need to pave the way, ultimately, for full devolution of basic education services to the District Assemblies.

2.23 Devising improved and decentralized management structures and achieving clear roles and decision making authority are necessary but not sufficient conditions for institutional effectiveness. A number of other critical management issues need to be addressed to enable the MOE/GES to achieve its basic education goals. These are summarized below.

2.24 Organization Culture. Whilst proposals are being developed to streamline management and to delegate authority to the districts, a management culture which is rooted in centralized decision making and administration by formal directives remains largely intact. Resistance to change can be anticipated from some. Pre-emptive action is required to counteract impedance of further operational delegation and local initiative.

2.25 School Supervision. Inadequacies in the supervision of schools, both by district level officers and headteachers, and the limitations of disciplinary processes are seriously undermining effective teaching. Of particular concern are the quality and impact of school inspections and the degree of professional independence of the inspectors and circuit supervisors. The absence of an appropriate performance management framework which sets out clear and relevant accountabilities for monitoring purposes simply compounds the problem.

2.26 Educational Management Information. School census and survey data critical for planning and resource allocation are consistently reported too late to be of practical use. As a result, user units tend to collect their own information independently. This results in duplication of effort, data inconsistencies and validity problems, as well as overburdened district officials who are charged with data collection. The fact that units tend to operate in isolation further inhibits information sharing and exacerbates the problem.

2.27 Management Skills. There is a dearth of capable managers at all levels of the system because they have traditionally been selected on the basis of their teaching qualifications and experience. Subsequently very few receive any significant management training. Inadequacies in the supervision of schools, both by district education officers and headteachers, and the limitations of disciplinary processes are seriously undermining effective teaching and learning. Such weaknesses are reinforced by the absence of an appropriate performance management framework which sets out clear and relevant accountabilities for monitoring purposes.

2.28 Community Involvement. An important question is how communities can become more involved in the management of schools through the new School Management Committees (SMCs) and DEOCs recently legislated in the GES Act of 1995. Although parents are officially expected to play a more active role in school management, many continue to see their role as providing supplementary financial support only. This is partly due to some confusion between the roles of the PTAs and the SMCs and partly because teachers do not always welcome parental "intrusion".

2.29 Resource Allocation. There is a general shortage of instructional materials especially in primary schools and of trained teachers particularly in rural areas. There are also weaknesses in the resource distribution system and the teacher posting system, resulting in considerable inequities between schools, regions and districts (see para. 2.35). These problems are partly due to absolute resource limitations but can be attributed largely to failure in the resource allocation process which allows prior claim to personnel emoluments and to advantaged areas.

2.30 Rewards. Currently there are few incentives available to teaching and non-teaching staff, beyond the standard remuneration and conditions of service, to encourage and reinforce good performance. Specific performance-related rewards to motivate staff and salary range decompression to attract and retain people in positions of high responsibility, have to be devised and implemented.

Unsatisfactory and Inequitable Access and Participation

2.31 Basic education enrollments have been increasing. Enrollment in public primary education increased by more than 25 percent during the 1988-93 period from 1.6 million to 2.0 million. Enrollment in private schools increased relatively more rapidly from about 134,000 to 225,000. But because of population growth, enrollment ratios have been stagnating despite overall enrollment increases (see Table 2-2 below). The gross enrollment ratio presently stands at 78 percent for primary with 85 percent of children at age 6 entering the first grade (P1); and at 61 percent for JSS. Enrollment ratios in the north, where girls comprise only 35 percent of primary enrollments and as little as 25 percent in junior secondary, are up to 30 percent lower than the national average (Annex 3-2-8). Girls' enrollment ratios continue to decrease steadily through the grades (Annex 3-2-2). The direct and indirect costs of education together with parents' lack of confidence in the education system are discouraging poor families from sending their children, particularly girls, to school.

Table 2-2 Population and Primary School Enrollments 1980-93
(in thousands)

	Average for the period				Average Growth Rate			
	1980-84	1984-88	1988-93	1991-93	1980-84	1984-88	1988-93	1991-93
Population	11,516	13,138	15,270	15,963	3.7%	3.4%	3.1%	3.1%
School age (6-11)	1,926	2,175	2,511	2,641	3.1%	3.1%	3.5%	3.8%
primary (public)	1,468	1,586	1,778	1,855	2.5%	1.2%	3.6%	2.8%
primary (private)	112	126	174	209	3.1%	3.1%	10.9%	4.9%
GER (pub.& priv.)	82.0%	78.8%	77.7%	78.2%	-0.5%	-1.8%	0.2%	-0.9%

Source: MOE

2.32 During 1988-92, the number of public primary schools increased from 9,368 to 11,270. The mid-term review of the IDA-funded Primary School Development Project (PSDP) found that some districts, particularly in the north, put in a significant part of their budget for schooling. But due to limited financial capacity and inefficiency in resource management by the districts which are legally responsible for basic education infrastructure, the need to construct, maintain and rehabilitate school facilities is far from being met satisfactorily. Despite MOE's guideline that all children should not have to walk more than 5 km to school, in rural areas, many children walk in excess of 8 km. Progress through PSDP and other donor support notwithstanding, classes under trees are not unusual; and many schools do not have protection from rain or wind. The absence of systematic school mapping does not enable MOE to monitor the actual condition of infrastructure or to determine relative needs for rehabilitation and construction of new schools.

2.33 **Weak Community Involvement.** The majority of parents have not yet regained confidence in the public school system because of its perceived poor value for money. At present local communities have a limited role in the running of primary and JSSs: extra-curricular activities organized by Parent Teacher Associations (PTAs) are the most usual form of involvement. For this reason, communities feel little ownership of the schools their children attend; and frequently are mistrustful of attempts by the authorities to solicit community involvement lest it be an excuse for extracting additional financial contributions. MOE is aware

that new approaches to community participation need to be actively pursued. Draft constitutions have been prepared for the legislatively mandated SMCs at the primary and JSS levels. These committees have a potential role to play in relation to the new DEOCs and to District Assemblies. However, the SMCs as presently constituted will have limited influence as governing bodies until significant management responsibility is transferred to the schools themselves.

2.34 The key to successful community participation is to ensure that, having regard to distinct features, local people have a real influence over decisions which affect the quality of education their children receive. Ultimately, communities are likely to reject mechanisms which are seen as simply advisory or established to "rubber stamp" decisions taken by school or system officials.

2.35 **Geographical Disparities.** There are multiple disparities among regions. In 1992, the total gross enrollment ratio (including both public and private schools) for primary education was high in Volta, Ashanti and Greater Accra (ranged from 90 to 86 percent), much higher than the national average of 77 percent, while low in Upper East, Northern and Upper West ranging from 53 to 46 percent. The three regions with the lowest enrollment are also the three poorest regions. The private sector is especially active in Greater Accra, currently accommodating 36 percent of total primary enrollment, and in Ashanti (14 percent), the two regions with the country's biggest cities (Annex 3-2-7). Regional spending patterns, however, do not show evidence of action to mitigate this inequity. Upper East and Upper West, two of the most disadvantaged regions, spent only US\$22-23 per primary school pupil in 1994 against the national average of US\$52 (Annex 3-2-9).

2.36 **The Poor.** The fact that provision of basic education infrastructure is the responsibility of district governments and local communities works unfavorably against poor areas because of their lesser fiscal capacity, despite supplementary financial support by the central government. Also, there are various direct and indirect costs of schooling. The Bank's poverty study on Ghana shows that children without access to basic education predominantly belong to families of the poorer segment of the population (Annex 3-2-4). In efforts to mobilize resources locally for school maintenance, many districts, PTAs, and schools impose levies or fees. These additional costs further deny access by the poor. Many school-age children are contributing to family income in one way or another. For poor parents, the high direct costs of schooling, the critical importance of income earned by their children, and uncertainties about future higher earning deriving from participation in basic education, all contribute to their opting not to send all the children to school. The very poor households spend only half as much on primary education as the richest households do (Annex 3-2-5). In rural areas, where most of the poor reside in Ghana, households spend less on, and benefit less from, education than households in urban areas (Annex 3-2-6).

2.37 **Girls.** Access of girls to basic education, although gradually improving, is a major issue among gender concerns in education. On the encouraging side, particularly at the JSS level, the gross enrollment rate increased from 43 to 51 percent in the last five years, and the retention rate is also improving. Less improvement is seen at the primary level (Annex 3-2-1). However, at all grades of schooling, girls enrollment is lower than that of boys. Out of every 100 girls enrolled, 72 reach P6 and 51 reach JSS3, against the boys' 80 and 63, respectively. Such disparities increase in the north. Studies in Ghana show that in addition to the factors militating against the children of poor families attending school, factors known to impede the participation

of girls include: high opportunity costs of education for girls who are needed for household and child care and parents' perception of boy's superior returns to education; socio-cultural barriers to girls education, and traditional early marriages; lack of parent/community awareness of the benefits of girl's education; inability of parents to pay for the education of all their children, leading to prioritizing of boys; inappropriate domiciliary and hygiene arrangements associated with schools; and insufficient role modeling by women teachers. These access, retention and performance problems are sourced as much on the "demand" side (i.e. household behavior and cultural attitudes) as on the "supply" side (i.e. education policies and school facilities). Table 2-3 summarizes these disparities at the district level.

Table 2-3. Basic Education Characteristics by Neediest Regions

Girls Participation		Trained Teachers		Pupil/Teacher Ratio	
District	% of Total	District	% of Total	Districts	Pupil/Teacher Ratio
1. GUSHIEGUKARAGA	23.77	JUABESOBIA	25.33	GUSHIEGUKARAGA	36.11
2. SAVELUGUNANTON	27.22	TOLON-GUNBUGU	28.33	BONGO	30.10
3. TOLONKUMBUNGU	28.13	AFRAMPLAINS	32.26	ACCRA	46.03
4. ZABUZUGU	33.02	SENE	38.89	SABOBA	42.57
5. EASTDAGOMBA	33.96	SAVELUGUNAN.	39.50	KASENANANKANA	41.87
6. NANUMBA	34.52	TWIFUHEMAN	42.30	BAWKUEAST	40.35
7. EASTMAMPRUSI	35.48	EASTGONJA	43.63	NADAWLI	40.05
8. BAWKUWEST	36.14	MPOHORWASSA	45.27	JIRAPALAMB	39.28
9. SABOBA	37.06	WASSAAMENFI	46.34	GA	39.10
10. BAWKUWEST	37.25	ASUNAFU	46.61	BUTLSA	38.70
11. BONGO	37.25	ATEBUBU	46.69	BOLGA	38.07
12. WESTDAGOMBA	39.21	SEFWIWIWISO	48.33	KUMASI	37.82
13. EASTGONJA	39.90	ZABUZUGUTATALE	49.21	ANLO	37.50
14. BOLE	40.18	ADANSIEAST	49.25	BOLE	37.25
15. JIRAPA-LAMB	40.68	AMANSIEWEST	49.78	TEMA	36.85

Source: MOE.

Inadequate Financing Arrangements

2.38 The education sector has been receiving 36-40 percent of the Government's discretionary recurrent budget (net of debt servicing and other extra-budgetary items); and around 3 percent of the development (capital investment) budget. The expenditure side has been constantly beset by uncertainties concerning salary obligations. During the past several years for which expenditure data is available, MOE's actual expenditures have overrun the budget. Nearly the entire overrun can be attributed to salary related expenses while in some instances the meager amounts allocated to non-salary items have been underspent. The absence of a workable policy to contain overall personnel emoluments, and of a reliable and timely expenditure monitoring system are partly responsible for this poor financial management. In particular, data at the district level, by the time it is consolidated at the regional level and forwarded to GES headquarters, is out-of-date and is often inconsistent. The Government's central Integrated Personnel Payroll Data (IPPD) system is expected to address this problem, although inaccurate data processing sometimes plays tricks with names from the payroll. Internal resource allocation within the basic education subsector is also heavily influenced by the sheer size of the wage bill. Of total MOE/GES expenditures, personnel emoluments account for 85 percent. When looking at school-level basic education expenditures, around 98 percent of the national budget allocation

is absorbed by salary and related personnel costs with only a negligible remainder available for school operation and maintenance. GES staff already account for over 40 percent of total public sector personnel,⁴ but the policy goal of achieving universal primary education by 2005 indicates the need for further increasing the number of teaching staff. Given that the education sector receives more than one-third of the country's discretionary budget, it is essential to closely monitor the size of the sector's salary envelope. Textbooks and other teaching/learning materials are provided, but because the budgetary provision is so small, a substantial part of the costs of textbook provision is presently financed by donors.

2.39 Inappropriate disbursement practices further impinge use of limited financial resources. Due to uncertainty about the extent of outlays on the emoluments, MOE/GES does not seem to effect procurement of goods until the third or even the fourth quarter of the fiscal year. This often results in underspending of the already thin non-wage budget. Reallocation from salary to non-salary budget lines has not been allowed. With the recent agreement between MOE and MOF to undertake such internal reallocation, it is timely to establish a more user-friendly budgetary system. A more transparent system of budgeting has to be developed: the present system is extremely complicated and it is difficult to tell how much is actually spent on basic education or any other level of education.

2.40 Funds for rehabilitation have been provided through support from donors, NGOs, Districts and local communities. The Government has spent almost nothing on capital stock for basic education in the past decade, except for transfers to the District Assembly Common Fund (DACF). Special resource transfers to the needier regions were made, but the level of support has not been adequate. Until recently learning materials have been procured largely from abroad. This caused a serious supply shortage when foreign reserves and donor support were not available for this purpose. Moreover, even when textbooks have been procured, they have taken too long to reach schools. Development of local capacity to produce and distribute learning materials in a timely manner remains a challenge.

2.41 Until the concept of cost recovery was introduced under the Education Sector Adjustment Credits (EdSACs), the Government had no scheme for sharing the financial burden of public education. Textbook user fees of ₵150 per pupil per year (later raised to ₵250) were introduced in the P3 through JS3 range to offset production costs (less the cost of paper which was provided by CIDA). Also, students were charged for stationery items. Special revolving funds for stationery and textbooks were established but were not administered effectively. Primary education was regarded traditionally as being free of charges of any sort, and successive governments continued to declare that it should be free and universal. In 1991, when MOE imposed textbook fees for primary education, absolute enrollments dropped by 3.5 percent for the first time in a decade. The memory of the "good old days" still affects many parents' notions about the cost of education, and about who should bear them. Unlike decades ago when schooling was for a privileged minority, it is a pragmatic necessity in an era of mass education for governments to seek to establish cost-sharing arrangements to ease the burden on the public purse: the issue, of course, is one of equity.

2.42 For cost recovery schemes to be effective, collection rates and appropriate policies have to be addressed. It is MOE's intention to ensure basic education opportunities for all by reducing

⁴ Ghana's public sector has some 345,000 staff; of this number, over 155,000 are GES personnel.

the actual private costs of the lower levels of public education and by increasing the proportion of cost-recovery at the higher levels. This is consistent with the differential rates in the social and private returns to schooling at different levels. Thus, in response to the decreased intake into the P1, the Minister for Education announced in January 1995 that textbook fees would be abolished for primary education. This policy decision was accompanied by a raising of the textbook fees at JSS to ₵1000. MOE policy explicitly forbids a basic education pupil being excluded for non-payment of fees of any sort on his/her behalf. Nonetheless, the de facto compulsory nature of ancillary levies is reported to be still widespread, with its accompanying exclusions.

2.43 Parents/guardians are asked to pay for exercise books, stationery, school uniforms, lunch, transportation, and some other fees and levies which can amount to ₵5,000 per pupil (US\$3.25) in rural areas and to ₵12,000 (US\$8.00) in urban areas. Table 2-4 shows some of the fees paid for each pupil on average in 1992. For large poor families, this means fewer educational opportunities, especially for girls and younger children. It is important that the Government clarifies and wins support for guidelines as to which direct costs the household should pay. This needs to be done in the context of overall sectoral financial planning.

**Table 2-4 Annual Private Costs of Publicly-Provided Basic Education
(Cedis per pupil)**

	MOE guidelines	Actual 1992
Tuition fee	free	1,331
Textbook user fees	BE 3-9: 250 (Oct. 1990) 500 (1991) free for BE1-6 (1995) for primary and JSS))) 710)
Exercise books and stationery)
PTA levy		264
Uniform		1,819
Food/lodge		2,126
Transportation		148
Others		966
Total		7,364

Source: GLSS 3: The Incidence of Social Spending in Ghana, 1992.

D. PREVIOUS BANK OPERATIONS IN THE EDUCATION SECTOR

2.44 The two main objectives of the education reform that began in 1987 have been to improve pedagogic coverage and to rebuild a financially sustainable education system. After an initial emergency Health and Education Project (Cr. 1653-GH, US\$5 million for education sector), the implementation of the reform program was supported initially by the Bank through the First and Second Education Sector Adjustment Credits (EdSACs). EdSAC I (Cr. 1744-GH, US\$34.5 million), which supported the first three years of the reform (1987-89) and closed on December 31, 1991, focused on the reform process particularly at the basic level (primary and JSS). EdSAC II (Cr. 2140-GH, US\$50 million) supported the second phase of the reform

program (1990-92) to help consolidate the reform in basic education and extend it to the senior secondary level. The EdSACs have been followed by projects that respectively support: primary (Cr. 2508-GH, US\$65.1 million), senior secondary (Cr. 2278-GH, US\$15 million), and tertiary (Cr. 2428-GH, US\$45 million) levels as well as adult literacy (Cr. 2349-GH, US\$17.4 million) and vocational training in the informal sector (Cr. 2695-GH, US\$9.6 million). In all, some US\$240 million has been committed by IDA over the past twelve years. The ongoing Primary School Development Project (PSDP) is the antecedent to the proposed Basic Education Sector Improvement Credit (BESIC), and will partially finance the start-up of the FCUBE Program during 1996 until BESIC becomes effective.

E. OTHER DONOR SUPPORT FOR THE EDUCATION SECTOR

2.45 Over recent times, the largest donors apart from IDA have been: USAID, which allocated US\$35 million to primary education over a six year period (1991-96) and is currently in the process of formulating a follow-on program of assistance within the framework of FCUBE; ADB with US\$20 million for tertiary education; CIDA with US\$14 million mainly for technical education; British ODA with US\$8 million for literacy and basic teacher education; Norway with US\$8 million for literacy and school pavilions for basic education; and the OPEC Fund with US\$4.4 million for school pavilions and school sanitation. The EU is providing earmarked adjustment funding to support non-salary recurrent expenditure in education. Other donors include World Food Program (WFP) for school feeding; UNICEF for primary and pre-school education; Switzerland for secondary school equipment; the Saudi Fund for secondary school development; GTZ of Germany for vocational school development and UNDP and ILO for institutional strengthening. KfW of Germany has recently completed its appraisal of a project to rehabilitate teacher training colleges serving basic schooling; and is about to prepare an implementation strategy in collaboration with GTZ, having regard to FCUBE. Various non-governmental organizations (NGOs) have provided assistance.

F. LESSONS FROM PREVIOUS IDA AND OTHER DONOR INVOLVEMENT IN GHANA EDUCATION

2.46 Some US\$240 million of IDA credits have been approved for the whole education sector in the past decade. Four projects are ongoing. The education reform movement at the school level, fueled with IDA and other donor support, has seen a significant increase in enrollments and a decrease in drop-outs, although participation rates are a problem due to high population growth rates. But the outcomes of schooling are still far from satisfactory.

2.47 One of the most important conclusions of the two Implementation Completion Reports (ICRs) for the EdSACs as well as the recent mid-term review of PSDP is that continuing to expand access to basic education and to increase physical inputs into the system are necessary but not sufficient to ensure that the quality of teaching and learning at the school level improves significantly. More attention has to be paid to the "software" (process) aspects of program design and implementation. Institutional capacity matters a great deal in this context, without which new "hardware" (inputs) and existing resources cannot be effectively utilized.

2.48 The recent ICR for the Community Secondary School Construction Project provides equally important lessons: a community participation scheme may not work unless particular needs and preferences, such as seasonal differences in the flow of income, are carefully

considered. Furthermore, the benefits of decentralization will not be realized without building strong capacity at the community and district levels as well as at the central levels.

2.49 It is now necessary to harmonize development efforts to improve outcomes at the school level while continuing to pursue the goal of universal equitable access. To this end, the traditional project-by-project approach is being consolidated into support for the comprehensive FCUBE Program, covering both development and recurrent activities. The lessons from previous IDA (and other donor) funded operations emphasize the importance of widespread consultation and debate at the formative stage, close involvement by the "line" divisions of MOE/GES and by districts in implementation arrangements, and adherence to agreed priorities while allowing financing flexibility to accommodate periodic program modifications justified by experience gained over time. For more efficient management of external support to basic education, a MOE-donor forum was set up in August 1994 as an MOE initiative, and is now an effective vehicle for regular communication and coordination among partners.

2.50 USAID, ODA and UNICEF programs in three areas of the country (Cape Coast, Winneba and Afram Plains) have gathered experience in small-scale, integrated approaches to primary school development, with strong emphasis on community engagement and teacher motivation in the pursuit of improvements in the quality of teaching and learning.

G. RATIONALE FOR IDA INVOLVEMENT IN BASIC EDUCATION

2.51 MOE has affirmed that quality improvement of basic education must receive higher priority from now on. The FCUBE program aims to achieve this through curriculum reform, continual (re-)training and monitoring of personnel, increasing community participation, system-wide management improvement, and steady expansion of access with priority to the neediest groups. The FCUBE is the sole program for basic education, involving all current and future activities supported by national resources and external donors. The FCUBE will help address equity, gender and poverty issues in terms of access to basic social services as well as building capacity in the education sector and encouraging a participatory development approach. These are all in line with the Bank's own assessment of the situation and are underscored in the Bank's Country Economic Memorandum and Country Assistance Strategy. Without the continued involvement of the Bank and other donors in Ghana's education sector, the Government will have extreme difficulty in furthering the reform process. The Bank's sector knowledge and comparative familiarity with the integrated sector investment approach will be particularly helpful to the Government in mobilizing continued donor support. The activities outlined below are systemic in impact, affect all on-going basic education activities and structures, and promote initiatives to meet demand for access and quality. IDA assistance, in addition to the support of other donors, for MOE's Sector Strategy and Operational Rolling Plan, will underpin a holistic solution to a complex development problem.

3. THE BASIC EDUCATION SECTOR IMPROVEMENT PROGRAM

A. PROGRAM OBJECTIVES

3.1 The long-term national goal to which the FCUBE program will contribute is an empowered citizenry, regardless of the geographic region in which they live, their gender, religion or ethnicity. By requiring that all Ghanaians receive 9 years of quality basic education, the Government wishes to ensure that young people are prepared for further skills training either in the work force or in formal study. The central goal of the basic education system in Ghana is to ensure that all students are equipped with the capability to become full stakeholders in, and beneficiaries of, development. The policy priorities, commitments and targets of the FCUBE program for the period 1996-2005 are outlined in the Government's Letter of Basic Education Sector Development Policy (Annex 4). IDA will support the Government's program, focusing on issues of school-level quality improvement, more equity in resource allocation, greater efficiency in resource use, expanded access, and increased participation. The Basic Education Sector Improvement Credit (BESIC) will help consolidate the considerable progress made since 1987 by helping to (a) improve the teaching process and learning outcomes; (b) strengthen management of the basic education system through better planning, monitoring and evaluation by MOE/GES at central, regional and district levels, and by promoting active involvement of communities in the management of schools; (c) improve access to basic education, especially of girls, the poor and other disadvantaged segments of the population; and (d) ensure financial sustainability of the Government program for basic education over the longer term.

B. PROGRAM DESCRIPTION

3.2 The FCUBE program is documented by MOE in two volumes: (a) a Program containing a statement of sector policy along with a description of the strategic framework and its components; and (b) an Indicative Operational Rolling Plan. The second volume will be regularly updated in the light of experience and as additional sources of finance come on stream. A draft of this volume was discussed during negotiations, and as a condition of Credit effectiveness, the Government will finalize and adopt the Operational Plan, with specific arrangements for activities to be carried out in 1996-98. The FCUBE program comprises three components: (a) enhancing pedagogic effectiveness through support to teacher education, improved supervision, regular assessment of student performance, adequate provision of instructional materials and periodic curriculum renewal; (b) developing and strengthening the capacity for efficient management at the central, district and school levels; and (c) improving access to basic education, especially for girls and the less advantaged groups, and encouraging community interest and participation in the schooling process. It will be necessary to systematically design activities which explore the interactions between these components, in the light of the best understandings of the factors that characterize effective education within schools, focusing on, among others, school-level autonomy, school climate, the teaching/learning process, and pupil evaluation/feedback by teachers.

3.3 The program will support wide-ranging strengthening of capacity at districts and schools in the delivery of basic education. Among others, the development of leadership skills of headteachers, the quality of supervision, and the engagement of the community through School Management Committees (SMCs) will provide much more focused attention on issues relating to the quality of schooling. The Government, with donor support, plans to work towards the

Integration of these components in pursuit of school improvement in selected districts, attempting to develop models of best practice, and building on previous work described in para. 2.46-2.50. This approach would involve working with individual schools, clusters of schools, individual headteachers, groups of headteachers, etc., in developing plans and strategies to utilize the enhanced skill resource provided by the individual program components. It will be necessary to provide detailed analytical data to monitor the improvements in the quality of pupil performance in individual schools. It is expected that, as improvements of quality become visible, community engagement will increase. The results gained from these models, as well as from the proposed Schooling Improvement Fund (para. 3.23), will be applied to the national program.

Component 1: Enhanced Quality of Teaching and Learning

3.4 The FCUBE program recognizes and addresses the need to further upgrade the professional skills of basic education teachers, both before they take their posts as well as after they have served in their positions. This component will promote more effective teaching by improving specific instructional skills through revamped in-service and pre-service training programs and by motivating teachers through the introduction of new incentive and sanction schemes. It will support the assessment of student performance to inform teachers, students and parents of progress and to provide the MOE with more objective criteria to evaluate the effectiveness of basic education. Improvement in the quality of learning and student performance will also be addressed through the provision of instructional materials, as well as curriculum review and revision.

3.5 **In-Service Training of Education Personnel.** With the assistance of participating donors, MOE plans to develop a program for in-service teacher training (INSET) that will rely partly on distance education methods and technology and partly on face-to-face workshops during school vacations. The INSET program will emphasize the acquisition and implementation of practical skills and the use of instructional materials to strengthen the effectiveness of teaching. School-based training for teachers will be increased and support provided to them through the development and improvement of Teacher Resource Centers. Teachers' Training Colleges (TTCs) will receive support to train tutors who will work with teachers in classrooms. This initiative will also ensure that graduates of TTCs have more practical experience and awareness of the complexities of classroom instruction before they are charged with managing a classroom on their own. Training for headteachers will seek to strengthen their management and supervisory skills to ensure that they are supportive of reform at the school level and are effective in helping to improve the skills of the teachers. Headteachers will be required to attain accreditation standards after training programs in order to hold positions. Circuit supervisors and district education officers will be trained to carry out effective supervision of schools and to provide necessary support to the headteachers and teachers. Orientation and mobilization workshops for key district officials and community leaders will be conducted to encourage their active involvement in school activities. Training for educational personnel at the district, regional and headquarters levels, some of which will be undertaken as part of the activities in Component 2 (para. 3.10-3.17), will seek to improve the efficiency and quality with which education data are processed, programs are supervised, monitoring is improved, rules and procedures are enforced, and curricula and learning materials are developed and disseminated.

3.6 Pre-Service Teachers' Training. The existing basic education teacher pre-service training program has been criticized for its overly academic focus, and for its lack of articulation with the school curricula and the instructional needs of students. The FCUBE program will support the redesign of the pre-service training programs, emphasizing hands-on training activities in schools and increasing the amount of time in practical teaching prior to certification. Access courses will be given to teacher trainees from deprived districts who may not have the requisite minimum entry qualifications. Links between the schools and teacher education institutions or qualified teacher educators of these institutions will be strengthened. As much as possible, trainees belonging to a district will be selected for training and contracted to stay in that district for a minimum specified period on completion of their course. Local communities and district education offices will be asked to sponsor trainers, so that teacher development will be demand-driven instead of being supply-driven as is currently the case. A study will be carried out on the 38 TTCs, to define the specific roles to be played by each institution in the redesigned pre-service training program, and to identify those which require rehabilitation (in conjunction with support to be provided by KfW) and others which may be closed or merged. Linkages with the University College of Education at Winneba (UCEW) and Cape Coast University will be explored to maximize support for the training programs. Over the longer term, FCUBE will also support studies on alternative delivery mechanisms and evaluation of the impact of the training programs.

3.7 Assessment and Evaluation of Student Performance. Criterion-referenced testing of the performance of Ghanaian students currently enrolled in basic education has given tangible evidence to the ineffectiveness of the system (para. 2.16). To help ensure that curricula and teaching tools are used properly, a comprehensive set of evaluation mechanisms will be developed and put in place. The monitoring scheme will measure both student mastery of material as well as limitations in the teachers' abilities to implement the new curricula. Results will be employed in the on-going process of curricula improvement, and in the training of teachers. Emphasis will also be placed on enhancing the supervisory capacity of district education officers to monitor the instructional process more effectively and to interpret the results of both continuous assessment outcomes and standardized tests. Greater emphasis will be placed on the development of strategies to facilitate remedial instruction in the classrooms for those students in need of supplementary help.

3.8 Provision of Instructional Materials. The lack of instructional materials has been identified as a crucial factor which affects the effectiveness of teachers' delivery in classrooms and hence the poor performance of pupils (para. 2.17). The FCUBE program will support the provision of textbooks, teachers' handbooks, syllabi, and library books to schools. Initially, existing textbooks will be reprinted and distributed to schools, after making provision for adequate school storage facilities. Subsequently, new textbooks will be produced following the revision of the curriculum (see para. 3.9 below). MOE policy currently undertakes to provide textbooks (assuming a book life of three years) for all core subjects (6 subjects for BE 1-6 and 10 subjects for BE 7-9) at a 1:1 book/pupil ratio. Textbooks will be provided free to all pupils in BE 1-6, while pupils in BE 7-9 will continue to be charged a user fee. This policy will incur a very significant charge against the total incremental resources of the FCUBE program. The MOE is unlikely to be able to sustain such a flow without substantial assistance from other sources. MOE will undertake a study on the options for the sustainable provision of learning materials, taking into consideration the level of available financing, the potential for private sector contribution, the printing (whether local or foreign) and distribution capacity, the storage facilities in schools, and the systems for encouraging and monitoring the actual use of materials

in schools. This study is expected to be completed prior to the first government/donor review (January/February 1997) of the three-year rolling plan for the FCUBE program, to provide the basis for appropriate modifications to the implementation plan. The provision of library books will also be included in this study.

3.9 Curriculum Review and Development. The first major task of this sub-component is to review the existing materials available in the classroom for BE 1-9 pupils and teachers, in terms of their value as learning tools in delivering the syllabus for each subject. New textbooks will then be prepared and tested in a sample of schools in various regions in the country. In the meantime syllabi will be drafted for the new subjects, including environmental studies for BE 1-3, integrated science for BE 4-6, pre-technical skills for BE 7-9, and religious and moral education for BE 1-9. Course material for Ghanaian languages will also need to be developed. Subject panels involving outside specialists will be set up to review the syllabus for each subject and revise/write the textbooks. The FCUBE program will support these activities and help strengthen the Curriculum Research and Development Division (CRDD) in the GES to carry out its functions.

Component 2: Management for Efficiency

3.10 The over-arching objectives for this component are to improve the efficiency of the GES and to enhance its effectiveness in implementing the FCUBE program. In particular, the aim is to strengthen the management of human and financial resources at the district level in order to address the needs and aspirations of communities, parents and children. The design of the component recognizes the public sector reform imperatives of the NIRP as well as the implications of the Local Government Act of 1993 in the process of transferring to the districts increasing responsibility and authority over basic education.

3.11 This component will support the decentralization of responsibility and operational decision making within the existing institutional framework of MOE/GES. It will help strengthen managerial capacity to enable the District Education Offices (DEOs) of GES to use their increasing autonomy responsibly by having qualified managers, relevant skills and improved information, personnel and financial management systems. The plan is to focus upon early results in terms of management strengthening (especially at the district and school levels), and to avoid undue disruption. In the longer term, this approach will facilitate the gradual devolution of responsibility and authority to the District Assemblies as capacity is strengthened and the appropriate legal instruments are enacted. To help achieve these outcomes, the Management for Efficiency Component of the FCUBE program is composed of five sub-components, as outlined below.

3.12 Building Capacity for Institutional/Organizational Analysis and Change. This sub-component will aim at helping to develop the internal capacity to lead and manage change on a continuous basis, to ensure that managers, supervisors and headteachers are effective in carrying out their new responsibilities in a decentralized system, and to enable communities to participate in the management of schools. The following activities will be undertaken to help achieve these objectives. *First*, an organization structure for the MOE/GES will be devised, specifying clearly the 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. The MOE/GES will develop legal or other normative mechanisms as appropriate to facilitate cooperation between GES and District Assemblies in order that FCUBE objectives are

achieved. *Second*, a human resource plan will be developed, specifying recruitment, transfer, promotion and redundancy actions to meet the staffing requirements of the revised organization structure. The plan will draw extensively on the results of a personnel audit of the numbers and skills of existing staff which will update and extend the personnel database of the IPPD system. *Third*, to help strengthen the agents and sponsors of change, orientation and training will be conducted for both the technical staff of the nearly established FCUBE Secretariat and a carefully identified core group of senior managers who will be appointed to positions of responsibility and influence in the new organization structure. At the same time, commitment to the revised organization design throughout the MOE/GES will be built up through a "cascading" approach to staff consultations and briefings. *Fourth*, managers, supervisors and headteachers throughout the system will be trained to exercise their new managerial roles and responsibilities under decentralization, focusing on interpersonal, supervisory, planning and client consultation skills. The training strategy will emphasize in-country programs specifically designed for the GES and coaching skills for both managers and supervisors to enable them to help solve job problems faced by their staff. The overall program design will be based upon a prior training needs analysis. Circuit supervisors will be specifically targeted so that they are able to train the large number of headteachers at the circuit level. *Fifth*, viable SMCs will be established by initiating a dialogue with community leaders, clarifying their roles in relation to existing PTAs, and subsequently providing them with support through both the DEOs and the District Education Oversight Committees (DEOCs) which are in the process of being established. *Finally*, regular implementation reviews of improved management structures and systems, focusing on the DEOs, will be conducted by regional teams and supported by community representatives from the District Assemblies and DEOCs. The FCUBE Secretariat will be responsible for conducting reviews at the Headquarters and Regional levels.

3.13 Staffing and Personnel Management. This sub-component will help to achieve a more efficient and equitable distribution of staff and teachers, strengthen personnel procedures for a decentralized system and design more appropriate salary structures and incentive schemes. It will include the following activities. *First*, clear and transparent procedures will be formulated for the appointment and deployment of managers, supervisors and headteachers on the basis of proven competence and identified potential in accordance with the manpower plan. Personnel managers and officers will be trained in counseling skills in order to support and advise affected staff during this difficult period. The IPPD personnel information system will be reviewed and strengthened to ensure all staff movements are carried out efficiently and accurately. *Second*, the job grade structure within the MOE/GES will be reviewed and revised to reflect new job contents and skills within the revised organization structure for MOE/GES and to provide for more appropriate salary differentials. This exercise recognizes Government's emerging public sector incomes policy which aims to "de-link" the salaries of different bargaining groups. In addition, an employee motivation strategy will be developed which emphasizes non-financial as well as financial incentives and provides discretion for district education offices to design locally-based schemes. *Third*, personnel policies and procedures for recruitment, promotions, transfers and discipline will be revised to make them relevant to decentralized personnel management in the DEOs. Special emphasis will be placed upon the development of a revised code of professional conduct to support strengthened disciplinary procedures to give line managers clear responsibility for initiating disciplinary action.

3.14 Performance Management. This sub-component will help design and implement an education management information system (EMIS), and will introduce a performance appraisal system which involves objective setting, regular performance review and corrective action. The

EMIS will be designed to support policy analysis and planning, the management review process, and the monitoring of FCUBE program targets and standards. The design of the EMIS will build upon the existing statistical system and the skills available in the MOE/GES, and will be closely coordinated with other systems being used or to be developed in the context of the NIRP/CSPIP. In addition, a school mapping exercise will be conducted to promote micro-planning. At the same time, an improved performance appraisal system will be developed which links individual performance to work unit objectives. This system will form the basis for establishing contractual or other relationships with District Assemblies to ensure FCUBE goals are achieved in the decentralization process. Mechanisms appropriate to a decentralized education system will be established for monitoring, emphasizing performance indicators and management reports, with clearly defined standards for different levels of management and procedures for the periodic review of work programs and implementation plans. Financing for consultancy services for the design and development of an EMIS will be financed under the ongoing PSDP. During negotiations agreement was reached on a time-bound action plan for the operationalization of the EMIS.

3.15 Budgeting and Financial Management. The objectives of this sub-component are to ensure that MOE/GES budgets at all levels are prepared consistently in accordance with the FCUBE program structure and established budget guidelines, to enable the MOE/GES to account for its revenue from whatever source and expenditure on any item/activity in accordance with established accounting standards, and to produce periodic financial management reports which can be related to program outputs and outcomes from the EMIS. The current MOE/GES budgeting and accounting system will be reviewed and an improved system will be designed to provide relevant and timely management information. An agreed resource allocation formula will be developed to facilitate the delegation of budgets to the district level by the end of 1997. These activities will be closely coordinated with other ongoing central initiatives to strengthen the public accounting systems, including the Government's PUFMARP and the Bank's supporting FIMTAP operation.

3.16 District Capacity Building. This sub-component will focus on strengthening the capacity of DEOs and District Assemblies in planning and managing basic education, taking into consideration the overall progress towards decentralization in the country. It will help develop mechanisms for the GES, in association with other arms of the Government, to provide technical assistance to District Assemblies. The performance of those Assemblies specifically targeted for technical assistance will be closely monitored, in particular in terms of the functioning of their Social Services Sub-committees and their use of Common Fund resources for educational purposes. MOE will progressively delegate financial management discretion to districts having viable education plans and administrative systems.

3.17 To help develop and strengthen capacity for the implementation of this component, international and local consultants will work closely with MOE/GES staff in specific activities. A technical advisor with expertise in organization change will be engaged to help develop local capacity and facilitate overall implementation of the component. In addition, consulting services will be contracted to assist in the review and design of the personnel management system, the EMIS, the performance appraisal system, as well as the budgeting and financial management system. Consultancy firms which can access local expertise will be engaged to conduct the technical work and to develop skills within GES to operate the improved systems and procedures. Appropriate training programs will be designed and conducted for relevant staff. Computer systems and equipment will be procured and installed as necessary.

Component 3. Improving Access and Participation

3.18 The overall objectives of this component are to promote wider coverage of the basic education system through quantitative and qualitative improvements to school facilities and through direct involvement of communities and parents in activities that will help improve the environment for teaching and learning in their schools. Efforts will be targeted in particular to promoting access for girls, the poor and for disadvantaged children in rural areas. The component will build on the experience gained in previous projects and pilot activities in Ghana and elsewhere.

3.19 Infrastructure Development. Achieving the twin objectives of increased access and improved quality will necessitate both a quantitative expansion of and qualitative improvement in basic education facilities and support infrastructure. MOE will take stock of progress made over recent years and rationalize the use of existing resources to maximize their effectiveness. Some urban schools may need to adjust to double-shifts. At the same time, it will continue to rehabilitate dilapidated classrooms and support construction of new school facilities including classroom buildings and teachers' housing, based on relative need and demonstrated demand. Initially decisions on school location and the type of facilities to be rehabilitated or built will be based on data currently available from the school census, which will be verified through field visits. Subsequently as data on schools and catchment population become available through the EMIS and school mapping exercise (para. 3.14), MOE will prepare a phased implementation plan for infrastructure rehabilitation and construction, based on selection criteria as shown in the Implementation Manual and to be reviewed annually by MOE, district/community stakeholders and participating donors. Indicators on poverty and girls' participation will be given prime consideration in determining the selection criteria.

3.20 School Facilities Planning and Maintenance. With the aid of architectural engineering firms, MOE will review and revise as necessary the existing norms and standard designs for school facilities to enhance the opportunity for learning and to allow flexibility (e.g. multi-grade schools, addition of classrooms). The profile of school facilities (classrooms, libraries, workshops, girls' boarding facilities) will be based, to the extent possible, on a common structural module, possibly an adaptation of the three classroom pavilion currently used in building new primary schools, to allow for flexibility in facilities utilization and efficiency (cost and time) in construction. General guidelines will be developed to ensure proper location of ancillary facilities on the school site, as well as to provide for future expansion. School sites will be inspected and surveyed in advance to assess suitability (access, terrain, soil conditions, water availability, and other critical factors) and cost for site improvements. Facilities maintenance will be budgeted at 1.5 percent of capital costs annually; and resources (in cash or kind) will have to be made available. In collaboration with communities and districts, MOE will prepare draft facilities maintenance policy and operational guidelines (types of maintenance, financial responsibilities, modalities of execution).

3.21 Increasing Girls' Participation. The FCUBE program seeks to enhance girls' education through targeted interventions. Several initiatives will be undertaken at the outset. First, a pilot study using participatory learning assessment (PLA) techniques will be conducted in selected districts to identify the constraints to girls' participation in schools and develop effective programs to remove such constraints. Secondly, gender experts will review the current curriculum and existing textbooks to ensure gender sensitivity in content and illustrations, and will continue to be involved in all phases of curriculum development. Field tests of new

materials will be analyzed by gender as well as other criteria. Thirdly, a study on scholarship programs will be undertaken to assess the impact of award/scholarship schemes that have been implemented in Ghana and in similar situations, and to recommend an action plan for providing various forms of financial assistance to encourage girls (and possibly other low participation groups) to attend school. Fourthly, plans will be developed to promote science and mathematics education for girls, taking into consideration the Science, Technology and Mathematics Education (STME) Program and adapting it to the basic level. Pending the outcome of these efforts, a long term strategy for enhancing girls' participation in education will be formulated, together with implementation plans for various forms of interventions. At the same time pre-service and in-service training will seek to raise awareness in teachers of gender issues, and efforts will be made to recruit more female teachers into the profession. Districts will be asked to identify qualified female candidates for service in their localities, and special training programs will be organized for such candidates in remote areas to help them attain the necessary minimum skill levels.

3.22 Fostering Community Involvement. MOE recognizes the importance of community and parental involvement in schooling in improving the teaching and learning environment. Communities have an important role to play in enforcing standards, developing and maintaining school property, and providing support and encouragement to headteachers, teachers and students. The ultimate goal is to develop community ownership, pride and sense of responsibility for schools. MOE will promote community involvement in education by strengthening SMCs, devising mechanisms for consultation with DEOCs to ensure the equitable allocation of resources across basic education, and establishing a system for stakeholder consultation to provide feedback on progress towards program goals. Much of these efforts will be undertaken as part of improving management efficiency under Component 2. Special programs to foster community involvement will be initiated under this Component, including a Schooling Improvement Fund (SIF) and an Information, Education and Communication (IEC) campaign.

3.23 Schooling Improvement Fund (SIF). In order to bring quality improvements to schooling on a broad basis, MOE realizes that further efforts are needed to motivate communities to become more involved in the delivery of education and take initiatives to manage and contribute to school activities. The SIF is a flexible approach aimed at responding adequately and promptly to the specific needs of particular school communities and encouraging initiatives to improve the quality of teaching and learning. Instead of making uniform provision for all schools throughout the country, the SIF will support specific requests from local communities themselves. In this way communities will be involved in modest development projects from the beginning, and therefore are likely to feel ownership of these projects and be committed to sustaining them. A SIF pilot scheme will begin initially in three districts in 1996 under the ongoing PSDP, based on the SIF Operational Manual discussed and agreed with IDA. The Manual provides detailed guidelines for the selection criteria for school-based projects, the ceiling for funding such projects, the procedures for project preparation, appraisal, approval and implementation, as well as the draft terms of reference for NGO(s) to facilitate the implementation of the pilot scheme. District Assemblies will be empowered to appraise and approve funding requests from the schools. NGOs will be used to facilitate the process and to build local capacity for project design, preparation, appraisal, and implementation. Based on the experience of the pilot to be evaluated in mid-1997, the SIF will be gradually expanded to an increasing number of districts. Depending on the pace at which districts and communities are able to develop their capacity to manage the process and implement the school-based projects,

the size of the SIF is estimated to increase from \$325,000 in 1996 to possibly US\$1 million in 1997 under the PSDP, and may further increase under BESIC. There are similarities in approach between the SIF scheme and the school-based activities supported by ODA, USAID and UNICEF (para. 2.50 and 3.3), and it would be useful to explore the lessons that could be learned from each of these programs.

3.24 Information, Education and Communication (IEC). Much more effort needs to be made to raise awareness among communities of the need for them to be involved, and for their children to take part, in basic education. In particular, it is necessary to promote understanding of the social and economic benefits of educating girls and to persuade people of the intrinsic worth of basic education, independent of economic returns. MOE will work with communications specialists and NGOs to develop an IEC strategy and prepare a plan for implementation. The plan will identify the specific issues that need to be addressed, the attitudes and behaviors that need to be changed, the target groups most crucial to effecting such changes, the essential messages that need to be conveyed to particular groups, the most effective means of delivering these messages, the relative timing of each activity, and the costs. The plan will also include mechanisms for monitoring and evaluating the impact of the activities so that appropriate and timely adjustments can be made to the IEC strategy and its implementation.

C. PROGRAM COSTS AND FINANCING

Program Costs

3.25 The Government has declared that FCUBE is Ghana's only basic education program. All ongoing and planned activities in basic education, whether financed solely from the government's own resources or with the assistance of donors, will be coordinated under the FCUBE program. Adherence to a common Operational Rolling Plan by the various supporting agencies is thus ensured.

3.26 The total cost of the first phase of the FCUBE program (1996-2000) is currently estimated to be about US\$1.35 billion. This includes all recurrent and development costs at central, regional, district, circuit, school and household levels, except the direct costs of privately provided schooling. A summary of the total program costs is shown in Table 3-1 below. The major activities under the three components of the FCUBE program (as described in para. 3.2-3.24), which will be called "*Betterment Activities*", are estimated to cost about US\$241.6 million, or 18 percent of the total cost of the program. Other costs of the basic education sector over the first phase of the FCUBE program, including the projected costs of administration, teachers' salaries, school operation and maintenance, as well as household spending and ongoing donor-supported projects, are estimated to be about US\$1.1 billion, or 82 percent of the total cost. The overall costs of the FCUBE program will be reviewed annually as part of the joint MOE/donor review of the FCUBE implementation plan, and will be adjusted by the MOE as appropriate.

3.27 Of the current estimates of the total costs of the "*Betterment Activities*", Component 1 (Enhanced Quality of Teaching and Learning) will absorb about 59 percent, Component 2 (Management for Efficiency) about 13 percent, and Component 3 (Improving Access and Participation) about 28 percent. The composition of the costs of these three components are summarized in Table 3-2 below.

Table 3-1. FCUBE Program (First Phase) 1996-2000
Total Program Costs
(US\$ million including contingencies)

Component	1996	1997	1998	1999	2000	Total
Betterment Activities						
1. Enhanced Quality of Teaching/Learning	14.0	36.9	36.2	22.4	31.9	141.4
2. Management for Efficiency	1.5	10.4	9.5	7.0	3.9	32.4
3. Improving Access and Participation	0.7	4.8	13.3	21.0	28.0	67.8
<i>Subtotal</i>	<i>16.2</i>	<i>52.1</i>	<i>59.0</i>	<i>50.4</i>	<i>63.9</i>	<i>241.6</i>
Other Basic Education Sector Costs						
1. Administration and Support	15.4	15.9	16.4	16.9	17.5	82.1
2. Teachers' Salaries	127.4	134.2	141.1	147.7	154.4	704.8
3. School Operation and Maintenance Cost	5.5	6.4	7.3	8.5	9.9	37.7
4. Private (Household) Spending	44.9	46.9	49.1	51.6	54.4	247.1
5. Ongoing Donor-Supported Activities	27.2	9.8	0.3	0.3	0.3	37.9
<i>Subtotal</i>	<i>220.4</i>	<i>213.2</i>	<i>214.2</i>	<i>225.1</i>	<i>236.5</i>	<i>1109.6</i>
Total Program Costs	236.6	265.3	273.2	275.5	300.5	1351.2

Source: MOE and Bank staff estimates.

3.28 The bulk of other basic education sector costs consists of teachers' salaries, estimated at about 82 percent of total other costs. Administration and support takes up about 7 percent and school operation and maintenance about 3 percent, while private (household) spending on education is about 22 percent, and ongoing donor-supported projects in basic education 3.5 percent. Administrative costs, including both salary and non-salary items, will be limited to a fixed proportion of teachers' salaries over the FCUBE program period, with increased spending at the school level. The share of the total wage bill in total program costs is estimated to average around 50 percent over the program period, absorbing almost 84 percent of the annual MOE budget. The average salary for basic education teachers is estimated to increase in real terms by two percent annually, allowing for relocation and severance payouts and for incentives to motivate teachers to improve their performance. Household contributions will continue to pay for day-to-day outlays on transportation, meals, uniform, stationery and the like, as well as augment district capacity in the provision and maintenance of school facilities.

3.29 Ongoing donor-supported projects in basic education include IDA's PSDP (Cr. 2508-GH), USAID's PREP, and other activities supported by ODA and UNICEF. These operations will continue under their original design or are being restructured to fit in with the overall FCUBE program as appropriate.

**Table 3-2. FCUBE Program 1996-2000
Total Costs of Betterment Activities
Local and Foreign Costs by Component
(US\$ million)**

Component	Local	Foreign	Total	% Foreign
1. Enhanced Quality of Teaching/Learning				
(a) In-Service Training of Education Personnel	7.7	2.1	9.8	21.0%
(b) Pre-Service Teachers' Training	12.6	14.0	26.7	52.3%
(c) Assessment/Evaluation of Student Performance	0.7	0.9	1.5	55.9%
(d) Provision of Instructional Materials	38.7	47.7	86.5	55.2%
(e) Curriculum Review and Development	0.5	0.4	0.9	46.1%
<i>Subtotal</i>	60.3	65.0	125.4	51.9%
2. Management for Efficiency				
(a) Institutional/Organizational Analysis & Change	12.4	3.5	15.9	21.9%
(b) Staffing and Personnel Management	4.3	1.7	6.1	28.3%
(c) Performance Management	1.1	3.2	4.2	74.7%
(d) Budgeting and Financial Management	0.4	0.6	0.9	60.3%
(e) District Capacity Building	1.4	0.4	1.8	20.0%
<i>Subtotal</i>	19.6	9.3	28.8	32.1%
3. Improving Access and Participation				
(a) Infrastructure Development and Maintenance	22.8	22.1	44.9	49.2%
(b) Increasing Girls' Participation	1.8	0.5	2.3	20.0%
(c) Schooling Improvement Fund (SIF)	8.9	2.6	11.4	22.5%
(d) Information, Educ and Communication (IEC)	0.2	0.0	0.2	20.0%
<i>Subtotal</i>	33.7	25.2	58.8	42.8%
Total Base Costs	113.6	99.5	213.0	46.7%
Price Contingencies	8.6	7.5	16.2	
Physical Contingencies	6.6	5.8	12.4	
Total Costs of Betterment Activities	128.8	112.8	241.6	46.7%

Source: MOE and Bank staff estimates.

Program Financing

3.30 During negotiations, agreement was reached with the Government on the proposed sector financing plan for the first phase of FCUBE (1996-2000), as shown in Table 3-3. The Government of Ghana (MOE and Districts) will be the largest financial contributor (about 64 percent of total program costs) to the provision of basic education, both in recurrent and development activities. Contribution from the Government and communities (together accounting for 83 percent of total program costs) will pay for the costs of teachers' salaries and administration and an increasing share of non-salary recurrent costs. It will also bear an increasing share of the sector's capital costs through budgetary transfers to the DACF. Government and community financing capacity over the period 1996-2000 is estimated to be

about US\$1.1 billion. This implies a total financing need of about US\$230 million for the period, to be met by contributions from a number of donor agencies which have indicated interest in the program. About US\$54 million will be met by resources already available under ongoing donor-supported projects, including US\$1.5 million recently committed by the UNICEF. Additional financing will be provided by IDA under the BESIC (US\$50 million), ODA(UK) (US\$23 million equivalent), USAID (US\$53 million) and KfW/GTZ (US\$25 million equivalent). It is expected that other donors (including the European Union, Japan, Norway and the African Development Bank) will come on stream to fill the gap of about US\$25 million.

3.31 Donor support. Donor agencies which have been active participants in the preparation stage of this program have expressed interest in supporting its implementation. USAID is considering continuing its support for primary education through the provision of assistance targeted at pupil performance and school management improvement in a designated number of schools. KfW/GTZ (Germany) are preparing to assist in the rehabilitation of TTCs and possibly other aspects of institutional support. This will complement ODA (U.K.)'s long-standing interest in the professional training and continuing education of teachers, which it proposes to continue with increasing focus on school-based training. UNICEF's experience in community-based education activities will also continue, along with its programmed support for strengthening policy and planning, rural girls' access to education and early childhood development. Norway is interested in contributing to gender equity initiatives. The European Union (EU) has been providing some 50 percent of MOE's non-salary recurrent budget on a matching basis. This will continue through 1996, after which EU will consider an appropriate form of future support. The Governments of Japan and Norway, and the African Development Bank are among other external donor agencies likely to commit their support based on the common framework for FCUBE.

3.32 Activities Financed by the Proposed IDA Credit (BESIC). The proposed IDA Credit of US\$50.0 million equivalent will support in-service training of educational personnel, provision of instructional materials to schools, training and workshops for MOE/GES, DEOs and SMCs to improve efficiency in management, rehabilitation and construction of school facilities to improve access and the teaching/learning environment, and initiatives to encourage girls' participation and community involvement in education and schooling activities. The level of IDA financing of specific items and activities will be reviewed annually as part of the government/donor review process (para. 4.13).

Program sustainability

3.33 Recurrent Cost Implications. Implementing FCUBE will have an impact both on the ongoing and betterment activities. Preliminary estimates suggest that, except for an increasing demand for the supply of instructional materials, the costs of continuing the betterment activities of the FCUBE program in the second phase (2001-2005) will be significantly lower, about 40 percent of the costs during the first phase. The average rate of growth of teachers' wage bill is projected to be slightly lowered -- from 4.9 percent in the first phase to 4.7 percent in the second phase. MOE will regularly monitor the recurrent cost implications during program implementation. The simulation model developed for the FCUBE will be used to analyze different scenarios to cope with any deviations from the base scenario. Adjustments will be made if necessary to the composition and structure of the program in the annual joint donor/MOE reviews, based on agreed performance indicators.

**Table 3-3. FCUBE Program 1996-2000
Financing Plan
(US\$ million)**

	1996	1997	1998	1999	2000	Total
FCUBE Program Costs						
1. Betterment Activities	16.2	52.1	59.0	50.4	63.9	241.6
2. Other Basic Education Sector Costs	220.4	213.2	214.2	225.1	236.5	1109.6
Total FCUBE Program Costs	236.6	265.3	273.2	275.5	300.5	1351.2
Sources of Financing						
1. Ghana						
(a) MOE	151.4	158.9	166.9	175.2	184.0	836.4
(b) District	5.5	6.4	7.3	8.5	9.9	37.7
(c) Community/Parents	44.9	46.9	49.1	51.6	54.4	246.9
<i>Subtotal</i>	<i>201.8</i>	<i>212.2</i>	<i>223.3</i>	<i>235.3</i>	<i>248.3</i>	<i>1120.9</i>
2. Ongoing Donor Financing						
(a) IDA (PSDP) ^{1a}	23.0	18.0	5.0			46.0
(b) USAID (PREP)	5.0					5.0
(c) ODA	1.5					1.5
(d) Unicef	0.3	0.3	0.3	0.3	0.3	1.5
<i>Subtotal</i>	<i>29.8</i>	<i>18.3</i>	<i>5.3</i>	<i>0.3</i>	<i>0.3</i>	<i>54.0</i>
3. Proposed Donor Financing						
(a) IDA (BESIC)		9.8	11.3	14.1	14.7	50.0
(b) ODA (UK)		5.0	8.0	8.0	2.0	23.0
(c) USAID		10.0	13.0	15.0	15.0	53.0
(d) Germany (KfW/GTZ)	5.0	10.0	10.0			25.0
(e) Others (to be determined)						
<i>Subtotal</i>	<i>5.0</i>	<i>34.8</i>	<i>42.3</i>	<i>37.1</i>	<i>31.7</i>	<i>151.0</i>
Total Financing	236.6	265.3	270.9	272.7	280.3	1325.9
Financing Gap^{1b}	0.0	0.0	-2.3	-2.8	-20.1	-25.3

Source: MOE and Bank staff estimates.

^{1a} Reflecting the undisbursed balance as of January 1, 1996, of which about US\$20 million will support some of the "Betterment Activities" of the FCUBE program consistent with the objectives of the PSDP project, and the rest will continue to support ongoing activities in basic education.

^{1b} The European Union, Japan and Norway are expected to support the program and contribute to fill the gap.

3.34 The Government's commitment to FCUBE is solid. In its Letter of Basic Education Sector Development Policy, the Government states that it will sustain the current budgetary commitment to the basic education sector and increase non-salary recurrent outlays annually by an agreed percent in real terms for the duration of FCUBE. The Letter also affirms that MOE/GES has the authority to deploy personnel and financial resources within the education sector, and is fully accountable for the proper management of these resources. To gain national consensus and support, MOE/GES has been, and will continue, consulting with parliamentary members, other ministries (in particular MOF, MLGRD and OHCS), regional and district GES staff, district authorities, and school and community representatives.

3.35 The FCUBE program is based on the understanding that quality improvement is essential to obtain parental support and hence enrollment growth. In turn, community participation will contribute to the improvement of teaching/learning outcomes.

3.36 **Financial Sustainability.** The program is designed to attain its objectives within the agreed financial framework, which requires the government to *maintain* its present level of fiscal commitment to basic education. Quality basic education needs minimum essential inputs to be in place at the school level. As for the subsectoral salary envelope, MOE's budget allocation needs to allow for a modest pace of growth to accommodate system expansion and rewards for excellent performance while at the same time ensuring that the share of spending on non-salary items increases over time. The Government's policy decision to increase non-salary expenditure by 10 percent annually in real terms will make the budget structure more robust and efficient in contributing to the improved service. The share of teacher salary expenditure within the MOE recurrent budget will gradually decline over the program period, keeping the compound effect of annual increase in the number of teachers and their average salary below the projected pace of annual MOE budget increases (see Annex 3-4).

3.37 For capital spending - the responsibility principally of district authorities - an increased transfer of funds from the central government will be essential, especially for those districts with severely limited resource mobilizing capacity. The DACF, for which the Government is mandated to secure 5 percent of national tax revenues, is the only central transfer for most districts. If the financing gap for capital expenditure is to narrow appreciably, spending on basic education infrastructure will need to increase annually by 20 percent on average in real terms. This implies that by the year 2005, average DACF spending on basic education will need to reach 40 percent.

4. PROGRAM IMPLEMENTATION

A. PROGRAM PREPARATION

4.1 **MOE-Coordinated Preparation.** A joint MOE-donor forum was set up in August 1994 to facilitate preparation of a sector-wide program to support the FCUBE objectives within a ten-year time frame. USAID, ODA, EU, UNICEF and the Bank have been active members of the forum. KfW/GTZ and JICA are also keenly interested in the sector. Sector analyses were carried out jointly by government and donor teams. The key issues were discussed in a series of workshops involving staff in relevant departments of the MOE, specialists from Ghanaian universities and research institutions, as well as representatives from donor agencies. The results of the analytical work and discussions have been incorporated into the FCUBE program documents prepared by the MOE. It has been agreed among MOE and donors that the FCUBE program will cover the entire basic education (primary and junior secondary) subsector and will include all ongoing and planned activities. The program will be implemented within a strategic framework and an operational rolling plan. All support for basic education must be offered within these parameters. BESIC will be IDA's contribution to FCUBE for the four year period 1997-2000.

4.2 **Participatory Approach.** Local stakeholders and beneficiaries will take the lead in the implementation of FCUBE, while donors will provide technical support and financial assistance. A sense of local ownership and commitment to the program will continue to be ensured through systematic client consultation and consensus building, and through specific program activities designed to encourage active community participation in education and school management.

B. PROGRAM MANAGEMENT AND COORDINATION

4.3 Since the FCUBE is a sector-wide program for basic education, implementation will represent a major part of the regular work of the MOE/GES over the next 10 years, and will require the active involvement of all operational and support divisions within MOE/GES. Program management and implementation responsibility, therefore, will be vested in the mainstream management structures of the MOE/GES. The Minister and top management of MOE/GES will be ultimately responsible for the achievement of the goals of the FCUBE program, and will draw upon the expertise of a *Senior Management Team* comprised of heads of divisions. This management team will review progress against key indicators annually, review and approve the annual program at the beginning of each year and monitor progress quarterly. The *Special Assistant to the Minister on FCUBE* will facilitate the transition from a conventional "project" model to the "integrated sector program" approach described in paragraphs 4.4 - 4.6 below.

4.4 The governance for the program will be provided by an *Implementation Overview Committee (IOC)* which will be answerable to the Minister of Education and on which major stakeholders will be represented. The IOC will meet regularly to coordinate the various reform and decentralization initiatives, both within the education sector and in the broader public sector. The IOC, comprising members drawn from the MOE/GES Management, MOF, MLGRD, NIRP, CSPIP and GNAT, will be set up *prior to Board presentation*. A *Consultative Panel*, chaired by the Minister of Education and consisting of selected members of the IOC and participating donor representatives, will review past and proposed uses of resources under the FCUBE program. The Panel will meet on a six-monthly basis, with a July/August meeting constituting the major annual review.

4.5 Day-to-day administration of each component of the FCUBE program will require the contribution of functional specialists (e.g. in training, curriculum, personnel, logistics) drawn from different divisions and units of the GES. Special organization and management arrangements will be introduced to ensure that program activities are well coordinated. With this in view, the MOE has already appointed a Deputy Director-General of the GES as the *FCUBE Coordinator*. His overall role will be to coordinate the work of functional specialists around the needs of individual components and to participate in the quarterly program reviews conducted by the Senior Management Team. The Coordinator will have the authority to review annual component and sub-component work plans, to operate systems of control, to convene monthly progress review meetings and to negotiate changes in staffing, schedules and work plans as necessary. The staff involved in implementation would be identified by their managers to work on specific program activities. Nonetheless, they would retain allegiance to their mainstream division which would retain authority for their professional development, promotion, discipline and appraisal of technical competence. This arrangement will enable the Coordinator to use fully the technical capacity of existing GES divisions and units. The outline management

structure for the FCUBE program which reflects these organizing principles is set out in Annex 7.

4.6 Because of the complexity and size of the program, the Coordinator will be supported by a core group of staff in the *FCUBE Secretariat*. The initial composition and staffing of the FCUBE Secretariat was discussed during negotiations and staff appointments are expected to be made within the next few months.

4.7 Under these strengthened management arrangements, the *Project Management Unit (PMU)* will provide technical services in procurement, accounting and disbursement, especially as these relate to the "banking business" relations with IDA and other donors. In line with this revised role, a joint Government/donor review of the staffing in the PMU will be undertaken, to ensure that adequate technical support will be provided to the management of the FCUBE program at both the headquarters and district levels.

4.8 The FCUBE program will provide the overall basis for the coordination of donor activity and support for basic education. Since the FCUBE Secretariat has the full knowledge of FCUBE component and sub-component plans and their associated resource requirements, it will also be the focal point for mobilizing donor support. The Coordinator and his staff will, with support from the Special Assistant to the Minister on FCUBE, liaise with donors on new funding to meet identified resource gaps as well as provide regular reports on ongoing support. These reports would contain information on procurement status and financial disbursement generated by the reconstituted PMU.

4.9 *District Directors of Education* will remain answerable directly to the GES Director-General for the achievement of identified program indicators which relate to FCUBE. As decentralization proceeds, the DEOs will be strengthened to carry out their assigned responsibilities for supervising schools, providing support to in-service teacher education and assessing pupil-teacher performance. Since these responsibilities constitute core activities in the FCUBE program, they will also need to be programmed in accordance with its objectives and priorities. Accordingly, District Directors of Education will set objectives and prepare detailed annual plans and budgets, which will be reviewed by the Regional Education Offices acting on behalf of the headquarters of the GES. They will also need to coordinate this work with the District Assemblies, which are legally mandated to oversee all schools within their jurisdiction. Headteachers and SMCs will be consulted on their priorities during plan and budget preparation at the district level.

C. PROGRAM MONITORING, REPORTING AND SUPERVISION

4.10 Since the FCUBE is a sector program for which the mainstream MOE/GES is responsible, the monitoring and reporting arrangements for donors and other key stakeholders will be a subset of those which the MOE/GES requires for its internal management purposes. Monitoring will examine achievement and progress in relation to the identified program success indicators, component and sub-component performance indicators, and activity plans which would be made publicly available. It would, therefore, take place at a number of different management levels from headquarters to the school level. For instance, SMCs would be involved in monitoring teacher/pupil attendance and school achievement.

4.11 Under the management component, strengthened procedures for reviewing divisional/unit work plans would be developed and improved management information systems introduced to support the monitoring requirements at all levels of management. In addition, the introduction of more efficient management structures will ensure that relevant information is transmitted directly from district to headquarters level.

4.12 A regular program planning and monitoring cycle would be established for FCUBE linked to the Government's budget preparation process as well as plans for the rest of the education sector. During the year, those organizational units and individuals assigned responsibility for implementing specific FCUBE sub-components and activities (e.g. in-service training, classroom construction, staff redeployment) would submit regular progress reports to the FCUBE Secretariat. As appropriate, these reports would also include information on district-based activities. The FCUBE Coordinator and his staff will take into account the implications of these reports in updating the implementation plans. These report updates would, therefore, provide the basis for senior management's review of implementation progress against key performance indicators in the Operational Plan. The decisions taken at this review would be used as a basis for preparation of materials for reviews by the Consultative Panel (para. 4.4).

4.13 During negotiations, it was agreed that there would be semi-annual review meetings convened by the Government with the Consultative Panel, in January/February and June/July each year. The January/February meeting will focus mainly on the overall program performance in the preceding year based on the progress report updates (para. 4.12). Constraints to effective program implementation will be identified and amendments to the Operational Rolling Plan will be made as necessary. The June/July meeting will focus on forward planning and financial commitments for the coming year, drawing upon discussions in the January/February meeting and implementation performance in the subsequent months. The June/July 1998 meeting will constitute a mid-term review of the program. Donors and other stakeholders will be provided progress report updates at least one month prior to each review meeting, and will receive, prior to the end of September each year, a draft forward implementation plan and budget. This plan and budget should reflect all costs and sources of financing for the entire education sector, in particular the basic education subsector, and should include specific measures to ensure that adequate resources will be allocated at the district level for the provision and maintenance of school facilities.

D. PROCUREMENT

4.14 IDA-financed activities will fully follow IDA Procurement Guidelines (January 1995 edition). The procurement methods are described below and summarized in Table 4-1. A summary procurement schedule for key activities has been prepared (Annex 5-5) and a much more detailed schedule will be included in the Operational Rolling Plan.

4.15 **Civil works:** (BESIC supports US\$13.6 million equivalent). Civil works financed under IDA include: rehabilitation of existing school facilities, new classrooms, and housing for teachers. Contracts will be packaged in lots of at least US\$2 million equivalent to attract international competition under ICB. Lots that cannot be grouped into such bid packages and/or are unlikely to attract competition from foreign bidders will be procured through National Competitive Bidding (NCB), up to an aggregate of US\$8.4 million equivalent. A number of contracts which will require labor intensive manpower and/or use of NGOs and local labor may be procured in accordance with procedures acceptable to IDA. These are mostly small construction (works such as toilet facilities and storage) and rehabilitation works valued at US\$100,000 equivalent or less per contract, up to an aggregate amount not to exceed US\$1.4 million.

4.16 **Goods.** (BESIC supports US\$10.1 million equivalent). Goods financed under IDA would include mainly roofing materials for classrooms, instructional materials, vehicles and miscellaneous equipment (e.g., computer systems and other equipment for education offices and school workshops). Goods valued at US\$250,000 or more per contract would be procured through ICB using the Bank's standard bidding documents. Goods which can be competitively procured nationally and which cannot be grouped into bid packages of at least US\$250,000 equivalent each will be procured through NCB under procedures acceptable to Bank. In aggregate these will not exceed US\$4.0 million equivalent. Small items and goods which cannot be grouped into bid packages of at least US\$50,000 equivalent will be procured on the basis of price quotations (National Shopping) obtained from at least three reliable suppliers, provided that the aggregate amount of such procurement does not exceed a total of US\$1.2 million equivalent. Limited International Bidding (LIB) may be used for the procurement of specialized educational goods such as didactic material, software and equipment, for which there is only a limited number of suppliers to justify open advertisement for the contract. Bids for contracts estimated to cost less than US\$250,000 equivalent, up to an aggregate amount not exceeding US\$500,000 equivalent, will be sought from a list of potential suppliers. Proprietary educational software, spare parts and other small items which are costing US\$400,000 equivalent or less in the aggregate, may, with IDA's prior agreement, be procured by direct contracting in accordance with IDA procedures. Local practices for NCB have been recently reviewed by IDA and found acceptable. They will include: (a) explicit statement to bidders of the evaluation and award criteria; (b) local advertising with public bid opening; (c) award to lowest evaluated bidder; and (d) foreign bidders would not be precluded from participating in NCB. Government has confirmed the above NCB principles.

4.17 **Services:** (BESIC supports US\$2.2 million equivalent). Consultants financed by IDA will be contracted in accordance with IDA's *Guidelines for the Use of Consultants* (August 1981). The consultancy services required under the project will be mostly for project implementation and supervision, surveys and research studies and for architectural and engineering services. Draft terms of reference for major consulting services have been prepared and details are included in the Operational Rolling Plan.

**Table 4-1. Ghana FCUBE Program (1996-2000): Betterment Activities
Procurement Arrangements
(US\$ million)**

Categories of Expenditure	ICB	LIB	NCB	Other	NIF ^a	Total
1. Civil Works	3.1 (2.9)		9.0 (8.4)	1.5 (1.4)	56.6	70.3 (12.7)
2. Goods ^b	3.4 (3.1)	0.6 (0.5)	4.4 (4.0)	1.7 (1.6)	97.9	108.1 (9.2)
3. Operating Costs ^c for						
(a) Staff redeployment				2.1 (2.0)	2.4	4.5 (2.0)
(b) Others				4.5 (2.2)	5.2	9.7 (2.2)
4. Consultants' services/Studies				2.2 (2.2)	4.4	6.6 (2.2)
5. Training ^d				12.3 (12.3)	19.5	31.8 (12.3)
6. Support for School Improvement ^e				10.7 (9.4)		10.7 (9.4)
TOTAL	6.6	0.6	13.5	34.9	186.1	241.6
Of which financed by BESIC	(6.0)	(0.5)	(12.4)	(31.1)	(0.0)	(50.0)

Notes: ^a Not financed under the proposed IDA Credit for BESIC. However, the ongoing Primary School Development Project (Cr. 2508-GH) will finance some of the Betterment Activities in the FCUBE Program which are consistent with its objectives, and will use ICB/LIB or other procurement methods as appropriate.

^b Aggregates for direct contracting of goods are included under the "Other column."

^c Includes costs associated with the redeployment of MOE/GES staff, and incremental expenditures incurred for the carrying out of the Project for travel allowances, office communication, minor office equipment and supplies, utilities, fuel, vehicle and equipment maintenance.

^d Includes in-service training of education personnel (teachers, headteachers, circuit supervisors, district education officers, education planning and budgeting officers at MOE headquarters and districts, etc.) to improve pedagogical and management skills; training for members of SMCs, district assemblies, etc. to strengthen school-level management; training for all levels of education administration to adapt to changes in the process of decentralization; some overseas training for specific technical skills in data management and policy planning, etc.

^e Mainly activities that may be included under the Schooling Improvement Fund (para. 3.23).

4.18 Procurement Arrangements. Procurement management and execution will be closely monitored by IDA. Construction works will be supervised by experienced project engineers or technical specialists financed by IDA. For school construction, rehabilitation and small works

payment will be made to contractors only when the work is completed according to specifications. Only for major works will mobilization advance be given and this will not exceed 20 percent of the contract value. Procurement will be carried out by experienced staff of the procurement section of the PMU which will liaise with the MOE/GES units for handling all matters related to the preparation, implementation and monitoring of work plans for the smooth execution of procurement of all works, goods, and services, including the preparation of bidding documents, launching of tenders, evaluation, and reporting the results to the government and to IDA for review. During negotiations, agreement was reached with the Government on adherence to the schedule for key procurement steps in Table 4-2, in order to expedite project implementation.

Table 4-2. Timetable for Key Procurement Steps

	From Bid Opening to Completion or Official Submission of Bid Evaluation Reports to IDA	From Government Approval or IDA's No Objection of Bid Evaluation to Contract Signing
Goods under US\$250,000	30 days	30 days
Goods over US\$250,000	60 days	30 days
Works under US\$250,000	45 days	30 days
Works over US\$250,000	60 days	30 days
Consulting services	30 days	30 days

4.19 In addition, adequate records on procurement progress, including staff reports on site visits, the timing of works and goods procurement, and compliance with agreed methods of procurement will be maintained by the PMU and will be reviewed as part of the routine project monitoring by the MOE.

4.20 A project launch workshop will be organized by the Government and IDA shortly after Board presentation with the assistance of PMU staff. This workshop will be attended by staff from all project entities, deal with all aspects of project implementation, and especially concentrate on procurement, disbursement, monitoring, and reporting. A final version of the Operational Plan of the FCUBE program will be circulated at the launch workshop.

4.21 **Bank Review.** Prior review by IDA would be required for procurement of packages of works and goods which exceed US\$250,000, of consultant services to firms of US\$100,000, and to individuals of US\$50,000. All terms of reference for consultants, sole source consultancies, assignments of critical nature, and amendments to consultants contracts raising the contract value above the aforementioned amounts will be subject to IDA's prior review. Post review of procurement actions will be given special care by IDA and will include, as additional to Bank supervision missions, selected review by Third Party verification firms. The Bank's Standard Bidding Documents will be used for works and goods procured under ICB and for consultants. NCB documents for works and goods will be cleared with IDA as part of the Operational Plan.