

MINISTRY OF EDUCATION



EDUCATION SECTOR MEDIUM TERM DEVELOPMENT PLAN 2026-2029

**RESETTING GHANA AGENDA: CREATING JOBS, ENSURING
ACCOUNTABILITY AND PROMOTING SHARED PROSPERITY**

SEPTEMBER 2025

FOREWORD

Over the past decade, Ghana has pursued a bold vision of transforming education to drive inclusive growth, foster innovation, and prepare citizens to participate in a rapidly changing technological world.

Building on the outcomes achieved so far in the implementation of the long-term Education Strategic Plan (ESP) 2018–2030 through its first and second medium term plans (namely the Education Sector Medium-Term Development Plans (ESMTDP) 2018-2021 and the Education Sector Medium-Term Development Plans (ESMTDP) 2022- 2025), the forthcoming ESMTDP (2026-2029) presents another important step in translating long-term aspirations into actionable programmes and measurable results.

The ESMTDP (2026–2029) has been developed through extensive consultations with key stakeholders across the education sector, which includes teachers, learners, development partners, the private sector, civil society organisations, and communities.

Their perspectives and commitments have holistically shaped the content of the Plan, making the preparation process participatory and giving the final product a high level of collective ownership.

The formulation process involved thorough review and incorporation of relevant principles and policy directions drawn from key national frameworks such as the 1992 Constitution of the Republic of Ghana; the Pre-Tertiary Education Act, 2020 (Act 1049); the National Education Forum (NEF) Committee Report on Transforming Education for Sustainable Future, (2025); the 24-Hour Economy Policy, (2025); the Tertiary Education Policy, (2022); the draft TVET Policy, (2025); and the Education Strategic Plan (2018- 2030).

The Plan begins with a comprehensive analysis of education sector performance between 2022 and 2025, recognizing both significant progress and persistent challenges. It consolidates the gains made in access, equity, and quality, while addressing emerging issues such as digital learning, skills for the future of work and regional disparities in educational outcomes.

The ESMTDP (2026–2029) is anchored on eight (8) broad objectives, namely:

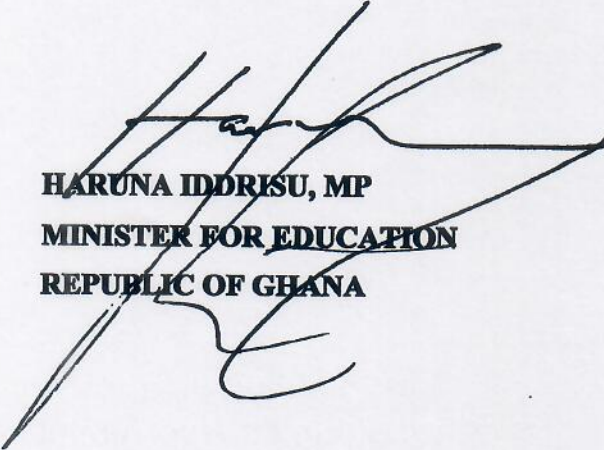
1. Enhance inclusive, equitable and quality education at all levels.
2. Strengthen competency-based skill development in technical and vocational education and training.

3. Promote inclusive education.
4. Ensure a safe and supportive environment for the reintegration of dropouts into school.
5. Promote e-learning at all levels to enhance digital skills.
6. Strengthen school management systems.
7. Ensure sustainable financing of education.
8. Promote literacy and lifelong learning.

Each of these objectives are aligned with strategies that prioritise both immediate impacts on learning outcomes as well as long-term contributions to national development.

The Ministry of Education is profoundly grateful to all stakeholders, without whom the preparation of this Plan would not have been possible, for their unwavering contributions in technical expertise, time, and energy. It is our expectation that the ESMTDP (2026–2029) will serve as a living framework for action, guiding policy, investment, and innovation across the education sector.

With collective effort, the Ministry is confident that this Plan will further strengthen Ghana's position as a learning nation and ensure that every Ghanaian child is equipped with the knowledge, skills and values required to contribute meaningfully to the society and national development.



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MINISTER FOR EDUCATION
REPUBLIC OF GHANA

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Acronyms

Acronym	Meaning
ABFA	Annual Budget Funding Amount
ADEOP	Annual District Education Operational Plan
AG	Attorney General
AIMS	African Institute for Mathematical Sciences
AU	African Union
BECE	Basic Education Certification Examination
BED	Basic Education Division
BSTEM	Basic Science, Technology, Engineering and Mathematics
CAGD	Controller and Accountant General's Department
CBE	Complementary basic education
CBT	Competency-based training
CCP	Common Core Program
CE	Complementary Education
CEA	Complementary Education Agency
CENDLOS	Centre for National Distance Learning and Open Schooling
CLC	Community Learning Centre
CoE	College of Education
CPD	Continuous Professional Development
CSO	Civil Society Organization
CSSPS	Computerized School Selection and Placement System
CWTU	Civil Works Team Unit
DA	District Assembly
DEOC	District Education Oversight Committee
DFID	Department for International Development
DHS	Demographic and Health Survey
DOC	Department of Children
DOVVSU	Domestic Violence & Victim Support Unit
DP	Development partner
ECE	Early Childhood Education
E-LEARNING	Electronic Learning
EMIS	Education management information system
ERB	Education Regulatory Body
ESA	Education Sector Analysis
ESD	Education for Sustainable Development
ESMTDP	Education Sector Medium-Term Development Plan
ESP	Education Strategic Plan

Acronym	Meaning
ESPR	Education Sector Performance Report
FCDO	Foreign, Commonwealth & Development Office
FCUBE	Free Compulsory Universal Basic
FEP	French in Education Project
FPMU	Funds Procurement Management Unit
FWSC	Fair Wages and Salaries Commission
G&C	Guidance and Counselling
GAAS	Ghana Academy of Arts and Sciences
GALOP	Ghana Accountability for Learning Outcome Project
GAR	Gross Admission Ratio
GBDA	Ghana Book Development Authority
GBDC	Ghana Book Development Council
GBEST	Ghana Basic Education Skilled Test
GBU	Ghana Book Union
GEN	Girls Education Network
GER	Gross Enrolment Rate
GES	Ghana Education Service
GETFund	Ghana Education Trust Fund
GEU	Girls' Education Unit
GFD	Ghana Federation of the Disabled
GhLA	Ghana Library Authority
GHS	Ghanaian Cedi
GMMB	Ghana Museums and Monuments Board
GNACOPS	Ghana National Council of Private Schools
GNAD	Ghana National Association of the Deaf
GNAPS	Ghana National Association of Private Schools
GNAT	Ghana National Association of Teachers
GNECC	Ghana National Education Campaign Coalition
GoG	Government of Ghana
GPE	Global Partnership for Education
GPI	Gender Parity Index
GSS	Ghana Statistical Service
GTEC	Ghana Tertiary Education Commission
GTER	Gross Tertiary Education Ratio
GTLE	Ghana Teacher Licensure Exams
GTP	Ghana Teacher Prize
GTVET	Ghana Technical and Vocational Training
HQ	Headquarters

Acronym	Meaning
ICT	Information and communication technology
ICTEP	Information Communication Technology in Education Project
IE	Inclusive Education
IEC	Information Education Campaign
IEF	Integrated Education Fund
IGCE	Inclusive and Girl Child Education
IGF	Internally generated funds
INSET	In-Service Training
ISCED	International Standard Classification of Education
ISE	Inclusive and special education
ITEI	Initial teacher education institutions
JHS	Junior High School
JICA	Japan International Cooperation Agency
KG	Kindergarten
KOICA	Korea International Cooperation Agency
LCPS	Low-Cost Private School
LEAP	Livelihood Empowerment Against Poverty Monitoring and evaluation
MDA	Ministries, Departments, and Agencies
MESTI	Ministry of Environment Science Technology and Innovation
MMDA	Metropolitan Municipal District Assembly
MMDCE	Metropolitan Municipal District Chief Executive
MoE	Ministry of Education
MoF	Ministry of Finance
MoGSP	Ministry of Gender, Children and Social Protection
MoH	Ministry of Health
MOOC	Massive Open Online Course
mSRC	Mobile School Report Card
NaCCA	National Council for Curriculum and Assessment
NAFTI	National Film and Television Institute
NAGRAT	National Association of Graduate Teachers
NaSIA	National Schools Inspectorate Authority
NCCE	National Commission for Civic Education
NCPD	National Council for Persons with Disability
NCR	No (or negligible) Cost Required
NDPC	National Development Planning Committee
NEA	National Education Assessment
NEAU	National Education Assessment Unit
NER	Net enrolment rate

Acronym	Meaning
NEW	National Education Week
NFLP	National Functional Literacy Programme
NGO	Non-governmental organization
NMTDPF	National Medium-Term Development Policy Framework
NQF	National Qualification Framework
NQTs	Newly Qualified Teachers
NRF	National Research Fund
NST	National Standardized Test
NTC	National Teaching Council
NTVETQF	National TVET Qualification Framework
ODeL	Open and Distance Learning
OERs	Open Education Resources
OFSTED	Office for Standards in Education, Children's Services and Skills
OGM	Office of Government Machinery
OHCS	Office of the Head of Civil Service
OOSC	Out-of-School Children
OSD	Occupational Skills Development
OUG	Open University Ghana
P.E	Physical Education
PAR	Peer Assistance and Review
PHC	Population and Housing Census
PNDC	Provisional National Defense Council
PoA	Programme of Action
PPBMED	Policy Panning, Budget, Monitoring and Evaluation Directorate, MOE
PPP	Public-Private Partnership
PTR	Pupil–Teacher Ratio
PTTR	Pupil Trained Teacher Ratio
PWD	Person with Disability
QF	Qualification Framework
SBC	Standard-Based Curriculum
SBI	School-Based In-Service Training
SDG	Sustainable Development Goal
SED	Secondary Education Division
SEN	Special educational needs
SHEP	School Health Education Programme (GES)
SHS	Senior High School
SHTS	Senior High Technical School

Acronym	Meaning
SID	Student Identification Number
SIP	Social Intervention Programme
SISO	School Improvement Support Officer
SLIMS	School Licensing and Inspections Management System
SLTF	Student Loan Trust Fund
SMC	School Management Committee
SMTDP	Sector Medium Term Development Plan
SoS	Scheme of Service
SP	Strategic Plan
SPAM	School Performance Appraisal Meeting
SpED	Special Sducation Division
SPIP	School Performance Improvement Plan
SPP	School Performance Partnership
SPPP	School Performance Partnership Plan
SRC	School Report Card
SRIM	Statistics, Research, and Information Management
STEM	Science, Technology, Engineering, and Mathematics
TEI	Tertiary Education Institution
TEIMS	Tertiary Education Information Management System
TLM	Teaching and Learning Material
TPLC	Teacher Professional Learning Community
T-TEL	Transforming Teacher Education and Learning
TTI	Technical Training Institute
TVES	Technical and Vocational Education Service
TVET	Technical and Vocational Education and Training
TVI	Technical and vocational institution
UDL	Universal Design for Learning
UDP	Universal Design Principles
UDS	University of Development Studies
UEW	University of Education, Winneba
UHAS	University of Health and Allied Sciences
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
VEF	Voluntary Education Fund
WAEC	West African Examination Council
WASSCE	West African Senior Secondary Certification Examination

EXECUTIVE SUMMARY

The 2026–2029 Education Sector Medium-Term Development Plan (ESMTDP) is developed in accordance with the National Development Planning Commission (NDPC) guidelines and is fully aligned with the National Medium-Term Development Policy Framework (NMTDPF) and Government’s manifesto. The Plan reflects Ghana’s continued commitment to providing inclusive, equitable, and quality education as a driver of national transformation.

To ensure broad-based ownership and relevance, the Ministry of Education (MoE) organized several consultations with agencies under the MoE, development partners, and key stakeholders across all regions. Zonal stakeholder engagements in the Greater Accra, Ashanti, and Northern Regions enabled Regional and District Directors of the Ghana Education Service (GES), TVET Service and the Complementary Education Agency (CEA), to contribute to the identification and prioritisation of key development issues in the sector.

The Plan addresses all seven sub-sectors, which are Basic Education, Secondary Education, TVET, Inclusive Education, Tertiary Education, Complementary Education/lifelong Learning and Education Management and Financing of Ghana’s education system. It is anchored on three overarching policy objectives; (i) improve equitable Access to and participation in inclusive quality education at all levels; (ii) Improve quality of teaching and learning in Science, Technology, Engineering and mathematics (STEM) and TVET at all levels; and (iii) Secure a sustainable and efficient management, financing and accountability of education services.

The Basic Education sub-sector demonstrated significant progress in improving access, equity, and participation during the implementation of the 2022–2025 ESMTDP in several key performance indicators, notwithstanding declines in certain result areas.

Access to basic education improved remarkably, with Gross Enrolment Ratios (GER) rising across all levels. KG GER increased from 105.9% in 2021 to 118.51%, Primary GER increased from 99.2% to 112.39%, and Junior High School (JHS) increased from 84.5% to 96.89%, surpassing the medium-term targets. However, the Net Enrolment Ratio (NER) at the KG level dropped from 70% to 63.18%, indicating the continued presence of overage

children, while Primary and JHS NERs improved substantially to 90.42% and 73.27%, respectively.

Transition from Primary to JHS remained steady at 94.3%, while completion rates improved to 101.45% at Primary and 94.01% at JHS. Gender parity was achieved at Primary (GPI 1.01) and slightly improved at JHS (1.03), though it declined marginally at KG (0.98).

Quality improvement remained a central focus, driven by reforms in teacher training and curriculum implementation. The proportion of trained teachers reached 98.22% at KG, 98.85% at Primary, and 99.03% at JHS, contributing to improved learning outcomes. Nonetheless, the 2022 National Assessment showed that, Primary 4 learners attained average scores of 55.33% in English and 47.79% in Mathematics, indicating persistent challenges in literacy and numeracy proficiency.

Over the 2022–2025 medium term, the Secondary Education sub-sector experienced significant growth in access and equity through the continued implementation of the Free Senior High School (FSHS) Policy. The Net Enrolment Rate (NER) increased from 35% in 2021 to 41.2% in 2023, surpassing the 40% target. However, the transition rate from JHS to SHS dropped from 91% to 82.3%, missing the 95% target due to placement bottlenecks.

Whiles GER at the SHS level declined slightly to 60.68%, falling short of the 69% target, completion rates improved marginally to 68.67%.

Quality indicators reflected strong performance, with the 2023 West African Senior School Certificate Examination (WASSCE) results showing improvement across all core subjects: passes (A1– C6) rose to 71.53% in Social Studies, 69.52% in English, and 66.86% in Mathematics. Teacher qualification levels remained high, with 91.1% of teachers trained, and student-textbook ratios improved to 1:4.

The Technical and Vocational Education and Training (TVET) sub-sector recorded notable expansion in access, with the number of Technical and Vocational Institutions (TVIs) increasing from 47 in 2020/21 to 243 in 2023/24, and enrolment rising to 200,033, exceeding the 190,000 target.

Quality improvement initiatives focused on strengthening competency-based approaches and upgrading TVET infrastructure and increasing female enrollment in male-dominated TVET fields. Female enrollment in the male-dominated TVET space increased from 13,582 in 2023 representing 26.43% of the total enrolment to 15,862 in 2024. The number of TVIs implementing CBT increased from 46 in 2021 to 224 in 2023. TVET continues to face infrastructure and perception challenges, limiting its full potential as a driver of youth employment and industrial competitiveness.

The tertiary education sub-sector recorded notable gains in access and quality, with total enrolment increasing by 12.07% from 634,999 in 2020/21 to 711,695 in 2023/24. The Gross Enrolment Ratio (GER) rose from 20% to 22%, although it remained below the 28% target. Female enrolment increased slightly from 47.26% to 48.74%, reflecting steady progress toward gender balance.

As at 2024, 54% of full-time university faculty now hold PhDs, and significant efforts have been made to align curricula with national standards under the National Teacher Education Curriculum Framework (NTECF) and National Teacher Standards (NTS), both achieving full implementation across tertiary education institutions (TEIs). The science-to-humanities ratio improved from 39:61 to 47:53, nearing the target of 50:50, indicating a gradual shift toward STEM-oriented education.

The Complementary Education Agency (CEA) continued to expand access to literacy and alternative learning pathways for out-of-school children and adults. Between 2020/21 and 2023/24, enrolment in adult literacy programmes increased from 51,033 to 120,000, while 5,000 learners were enrolled under the Complementary Basic Education (CBE) programme, with an impressive 94.8% graduation rate. The Functional Literacy Education (FLE) programme recorded strong participation, enrolling 25,485 individuals, of whom 77% graduated, with women accounting for 76% of the graduate.

Enrolment in special schools increased from 6,689 to 7,500, showing the commitment to integrating learners with disabilities. However, the overall share of special education remains low, necessitating the need for greater resource allocation and stronger policy enforcement.

The 2026-2029 Education Sector Medium-Term Development Plan (ESMTDP) was prepared through a structured, consultative, and evidence-based process in line with NDPC guidelines,

beginning with a review of the implementation performance of the 2022-2025 ESMTDP and an assessment of emerging sector challenges and priority issues across education sub-sectors and management systems; key national policy documents, including the Education Strategic Plan (2018-2030), the National Education Forum Report (2025), and the 2024 NDC Manifesto, were reviewed to ensure alignment with national development priorities.

The preparation of the Plan was led by the Director of PPBMED under the supervision of the Chief Director, with active participation from relevant Directorates and Agencies of the Ministry of Education. The NDPC provided continuous technical guidance to ensure coherence and compliance with the national planning framework. The plan was validated through Stakeholder engagements.

The 2026–2029 ESMTDP is organised into eight chapters:

Chapter One provides an overview of the Ministry’s background and organizational context. It further outlines the Ministry’s vision, mission, core functions, and values, and presents the institutional structure.

Chapter Two provides analysis of the performance review of programmes and projects undertaken during 2022 – 2025. It also elaborates on the key development issues identified, based on the performance review and situational analysis of the sector.

Chapter Three prioritizes the key development issues identified in Chapter two.

Chapter Four highlights the development goal, objectives and strategies adopted by the Ministry of Education (MoE) over the plan period. These objectives and strategies are aligned to the National Medium-Term Development Plan Framework (NMTDPF).

Chapter Five outlines programmes and sub-programmes of the sector and the resources required for its implementation. This chapter also presents the financial projections and the funding gap for the implementation of the ESMTDP.

Chapter Six details the annual action plans for the period 2026 – 2029. It highlights the total cost of implementing the action plan and the various funding sources.

Chapter Seven provides the monitoring and evaluation indicators designed to track the implementation of programmes and actions outlined in this plan.

Chapter Eight focuses on the development communication strategy to sensitize, educate, engage and inform our stakeholders on the plan and its implementation.

Overall, the performance in the sector from 2022 - 2025 was satisfactory and however to promote the provision of quality education the under listed challenges must be addressed

- Data estimation and consistency
- Expansion of TVIs and broad adoption of CBT within the TVIs
- Inadequate funding releases for goods, services and capital expenditure.

CHAPTER 1

GENERAL INTRODUCTION

1.1 Introduction

This chapter provides an overview of the Ministry's background and organizational context. It states the Ministry's vision, mission, core functions, and values, and presents the institutional structure (organogram).

1.2 Background of the Ministry

The Ministry of Education (MoE), established under the Civil Service Act, 1993 (PNDCL 327), is mandated to provide relevant education to all Ghanaians as a vehicle for individual and national development. The goal of MoE is to formulate and implement policies that ensure the provision of quality and accessible education to all Ghanaians to meet the needs of the labour market, and to accelerate the acquisition of requisite skills to achieve human development, national integration, and international recognition, as well as to create an honest, creative, and responsible citizenship.

The Ministry operates within the framework of the 1992 Constitution of the Republic of Ghana, which guarantees the right to education and directs the State to provide Free Compulsory Universal Basic Education (FCUBE) under Article 25.

In discharging its mandate, the Ministry works closely with other Ministries, Agencies, Metropolitan, Municipal and District Assemblies (MMDAs), Development Partners, Civil Society Organisations, and other key stakeholders.

1.3 Vision

Building a highly educated and skilled nation where every Ghanaian can achieve their potential.

1.4 Mission

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

1.5 Functions

The Ministry performs the following functions in line with section 13 of the Civil Service Act 1993 (PNDCL 327):

- Initiate and formulate policy options on Education for the consideration of government;
- Undertake development planning in consultation with the National Development Planning Commission.
- Co-ordinate, monitor and evaluate the efficiency and effectiveness of the performance of the Sector
- Make proposals for the review and enactment of sector legislations
- Initiate, review and advise on government policies and plans for the sector;
- Research as may be necessary for the effective development and implementation of government policies;
- Establish an effective system for database management for the sector.
- Evaluate, monitor and coordinate the implementation of sector policies and strategies by the state and non-state actors in education.
- Set standards and provide strategic direction for the delivery of quality and accessible education in the country.
- Mobilize and allocate resources for service delivery from local and international partners.
- Provide the framework for the development and management of the human resources for the educational sector.
- Provide the framework for the effective and efficient procurement, distribution, management and use of the sector goods, works and services.
- Promote non-formal education and the acquisition of Technical and Vocational skills.
- Provide a policy framework for risk management and corporate governance for the sector.

1.6 Core Values

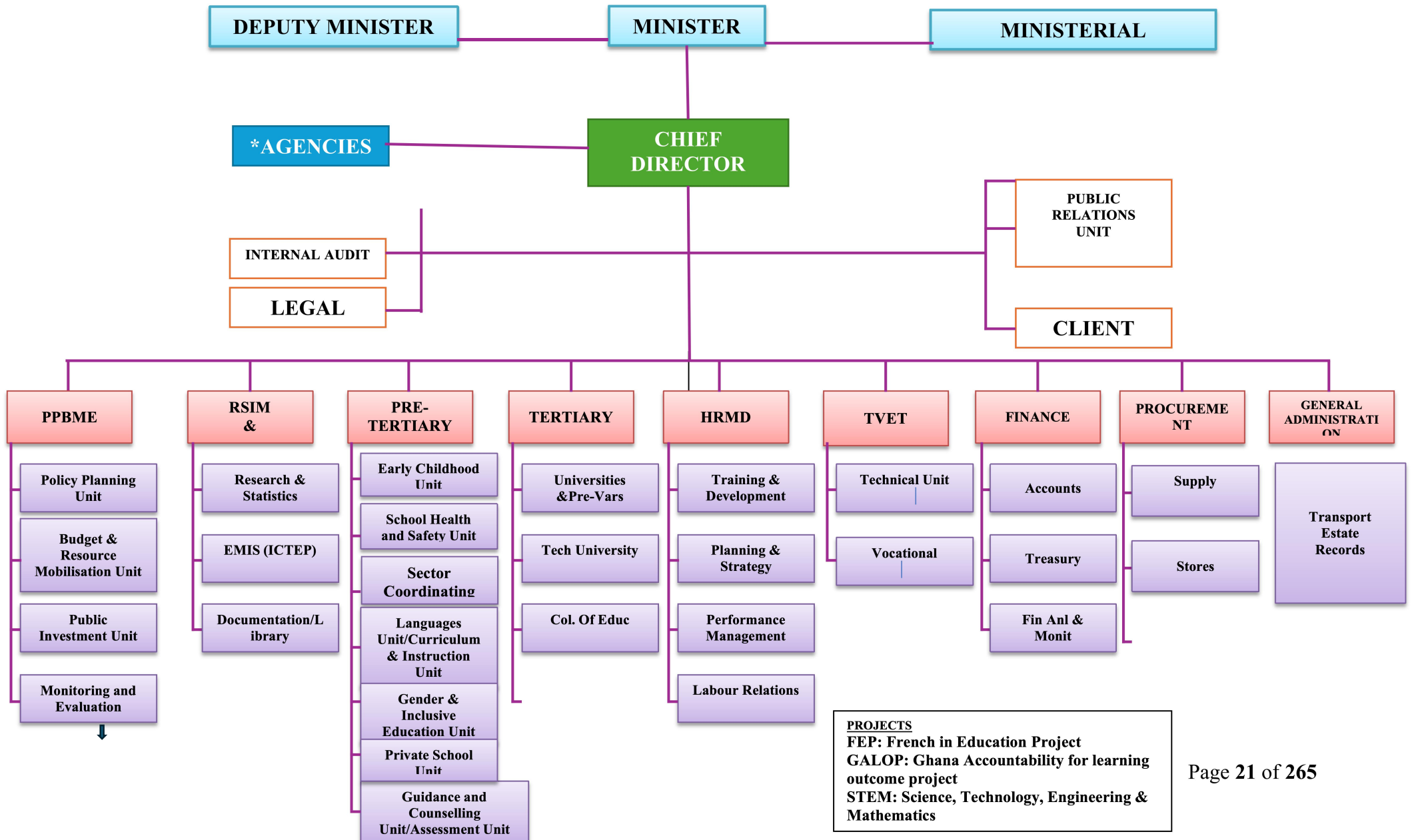
The core values of the Ministry are:

- Selflessness
- Neutrality
- Anonymity
- Integrity
- Justice & Fairness
- Loyalty
- Accountability
- Transparency
- Leadership and
- Professionalism

1.7 Organisational Structure

The organisational structure places at its apex the Honourable Minister and Deputy Minister(s) supported by a Ministerial Advisory Board which periodically advises the Ministry. Directly below the Minister is the Chief Director who is the bureaucratic and technical head of the Ministry and supervises the activities of Agencies under the Ministry, Directorates and Specialised Units. The Ministry operates through directorates headed by directors responsible for policy coordination, planning, budgeting, monitoring and evaluation, statistics and research, human resource management, finance, procurement, internal audit and general administration. These directorates provide strategic oversight and support to the agencies responsible for service delivery.

Table 1: Organizational Structure of MoE



1.7.1 Ministerial Advisory Board

Section 39 of the Civil Service Act, 1993 (Act 327) establishes a Ministerial Advisory Board in every Ministry. The Functions of the Advisory Board are:

- To promote constant interaction between the Ministry and the users of its services and
- To advise the Minister on adjustments in policy directions, planning objectives, and operational strategies.

The Advisory Board of the Ministry comprises fifteen (15) members with the Hon. Minister as the Chairman. Their meetings are organised at least once every quarter. The tenure of the office of the Board is four (4) years.

1.7.2 Directorates in the Ministry

To ensure effective performance of the above functions, the Ministry is organized under the following directorates;

a. The Directorate for General Administration (G.A)

The General Administration Directorate provides administrative, managerial, secretarial, logistical, and maintenance support to ensure the attainment of organizational goals. The Directorate further ensures that services and facilities necessary to support the administrative and other functions of the Ministry are available. It also ensures the provision of an effective and efficient system for internal checks. The Directorate has a total staff strength of fifty-five (55) and works across five (5) functional areas comprising Protocol, Stores, Records Management, Estates and Security, and Transport Units.

b. The Directorate for Planning, Budgeting, Monitoring, and Evaluation (PBME)

The Directorate is responsible for harmonizing and coordinating the development of comprehensive and sustainable policies, legislations, plans, programmes, and resource flow to the sector in collaboration with relevant stakeholders. The Directorate is responsible for the design and application of monitoring and evaluation systems for purposes of assessing the operational effectiveness of the Ministry, its implementing

departments and agencies, as well as the activities of other key stakeholders in meeting the sector's short, medium, and long-term objectives and targets.

The PPBME Directorate has a total staff strength of twenty-two (22) and works across six (6) functional areas comprising the Policy Coordination (PC), Planning Unit (PU), Budget Unit, Monitoring and Evaluation (M&E) Unit, Public Investment Unit (PIU) and the Project Management and Coordination Unit made up of the HIV/AIDS Secretariat, Free SHS Secretariat, GALOP/GEOP Secretariats.

c. **The Directorate for Statistics, Research and Information Management (SRIM)**

The Statistics, Research, and Information Management Directorate provides the needed input for policy formulation and decision-making through the collection and analysis of both primary and secondary data, and operational research and documentation. The Directorate is comprised of twelve (12) staff who work across three (3) functional areas, namely: the Research and Statistics unit, Documentation and Library, and EMIS Unit.

d. **The Directorate for Human Resource Development and Management (HRD&M)**

The Human Resource Development and Management Directorate is to ensure: the availability of requisite and adequately trained staff for the effective operations of the Ministry through modern human resource planning, the requisite skills mix for the effective and efficient functioning of the Directorate, and the implementation of approved human resource policies and practices of the Civil Service. The Directorate also provides HR services to the Departments and Agencies under the sector and links them up with the head of Civil Service and the Public Services Commission. The Directorate has a total staff strength of seven (7) and has four (4) functional areas comprising Training and Development, Performance Management Units, Planning and Strategy Unit, and Labour Relations Unit.

e. **The Procurement and Supply Chain Management Directorate (PSCMD)**

The Procurement Directorate ensures and implements procurement procedures and guidelines for the Ministry and its Agencies in line with national and international

guidelines. The Directorate has a staff strength of eleven (11) who work across its three (3) functional units comprising Goods & Stores, Services, and Works.

f. **The Directorate for Finance**

The Finance Directorate deals mainly with General Accounting and the disbursement of the Ministry's approved budget. It also safeguards the interest of the Ministry in all financial transactions relating to revenue and expenditure and ensures good financial administration. The Finance Directorate has three (3) functional areas comprising General Accounts, Treasury, and Resource Mobilization units.

g. **The Technical, Vocational Education and Training Directorate**

The Directorate is responsible for the development of sustainable policies, legislations, plans, programmes, and resource flow to the TVET sector in collaboration with relevant stakeholders. The TVET Directorate has four (4) functional areas comprising Formal, In-formal/Non-formal, Project/Infrastructure Development, and Industrial Collaboration units, and a staff strength of five (5).

h. **The Tertiary Directorate**

The Directorate is responsible for the development of sustainable policies, legislations, plans, programmes, and resource flow to the Tertiary sector in collaboration with relevant stakeholders. The Directorate is comprised of seven (7) staff and has four (4) functional areas comprising University and Pre-University, Technical Universities, Colleges of Education, and Private Universities.

i. **The Directorate of Pre-Tertiary**

The Pre-Tertiary Directorate is responsible for the development of sustainable policies, legislations, plans, programmes, and resource flow to the Pre-Tertiary sector in collaboration with relevant stakeholders. The Directorate has a total staff strength of fifteen (15) and has five (5) functional areas comprising Basic Education, Secondary Education, Complementary Education, Languages, and Special Education.

1.7.3 Specialised Units/Secretariats of the Ministry

a) **The Internal Audit**

The primary functions of the Internal Audit unit are to carry out audits and evaluate the activities of the Ministry to ensure that the system of internal controls applicable to financial programmes, provide Assurance and Consultancy services, and ensure projects executed provide reasonable assurance as to value for money. It has a staff strength of twenty-one (21).

b) **Public Relations (P.R) Unit**

The P.R. unit develops, implements, and reviews communication strategies for the Ministry. It ensures that the details of the Ministry's activities are communicated appropriately to all relevant offices and the wider public. The Directorate has a total staff strength of three (3).

c) **Legal Unit**

The unit is responsible for providing legal and legislative support services to the Ministry by ensuring legal interpretations and inputs into the formulation of policies and other international protocols, conventions, and treaties. The unit also liaises with the Office of the Attorney General's Department and the Ministry of Justice to adjudicate cases in court involving the Ministry.

d) **The Client Service Unit**

The Client Service Unit is responsible for standardizing and communicating to the public the services delivered by the Ministry, as well as the processes for the delivery of each service, requirements from clients, time frame for each service, fees charged, and procedures for complaint handling. The Unit also provides information on the nature of the operations of the Ministry. It deals with complaints from the public regarding services and ensures that genuine problems are addressed adequately. The unit has a staff strength of two (2).

1.8 Agencies

The Ministry of Education works through its Agencies to deliver education services across all levels. These Agencies are:

- a) **Ghana Education Service (GES)** is primarily responsible for Pre-Tertiary education and exercises responsibility over the sector to ensure quality teaching and training.
- b) **Ghana TVET Service** established under the Education Regulatory Bodies Act, 2020 (Act 1023) is to ensure the delivery of Technical, Vocational education and training at the Pre-Tertiary level across the country.
- c) **Ghana Tertiary Education Commission** has the responsibility over the entire Tertiary sector, ensuring that each public Tertiary institution functions within its respective legal instruments and monitors their activities and reports appropriately. It also ensures compliance with quality and standards according to the enabling Act and exercises such control over institutions under its remit, monitors, and reports on its activities.
- d) **Ghana Library Authority (GhLA)** is responsible for libraries in the country and, by extension, ensuring that books are available for research and education purposes.
- e) **Ghana Book Development Council (GBDC)** is responsible for setting up industry standards in the book industry and encourages the culture of reading among the population.
- f) **Encyclopedia Africana Project (EAP)** is an African Union project hosted in Ghana to collate and put together in volumes African history and culture, and publishing them.
- g) **Ghana Academy of Arts and Science (GAAS)** is a learned society of eminent academicians and researchers who make available their knowledge for national development.
- h) **Commission for Technical and Vocational Education and Training (CTVET)**, established by the Education Regulatory Body Act (Act 1023), is the regulatory agency for the TVET sub-sector, ensuring the elevation of Technical and Vocational education and developing and implementing a national qualification framework.

- i) **Students Loan Trust Fund (SLTF)** is responsible for disbursing and controlling loans to eligible applicants in Tertiary institutions and instituting mechanisms for recovery.
- j) **National Schools Inspectorate Authority (NaSIA)** is responsible for ensuring teacher presence, setting of standards, and developing mechanisms for effective school inspection and supervision as an independent external body.
- k) **National Teaching Council (NTC)** is mandated under Act 1023 (2020) to regulate the teaching profession by licensing, registering, and ensuring continuous professional development (CPD) of teachers.
- l) **The National Council for Curriculum and Assessment (NaCCA)** is to ensure the development of the appropriate curriculum for schools, review the structures for curriculum development, and ensure that the curriculum developed is consistent with prevailing syllabi.
- m) **Centre for National Distance Learning and Opening Schooling (CENDLOS)** leads efforts in digital education and open learning.
- n) **West African Examination Council (WAEC)** is responsible for the conduct and certification of examinations conducted by it and ensures the quality and the integrity of its certificates are always maintained.
- o) **Ghana National Commission for UNESCO** carries out its national obligations under the purview of the Ministry.
- p) **Ghana Education Trust Fund (GETFund)** is the agency responsible for the receipt and disbursement of funds for education improvement and development of faculty of the public Tertiary institutions.

- q) **Complementary Education Agency (CEA)** is responsible for ensuring that out-of-school children and persons without the benefit of formal education receive instructions, so they become functional citizens.

1.9 Plan Preparation Process

The 2026-2029 ESMTDP was prepared through a structured, consultative, and evidence-based process in accordance with the NDPC guidelines. The process commenced with a review of the implementation performance of the 2022-2025 ESMTDP, alongside an assessment of emerging sector challenges, priority issues across the sub-sector and education management. Relevant national policy documents such as the Education Strategic Plan (2018-2030), the National Education Forum Report (2025), and the National Policy Frameworks were reviewed to ensure alignment with national development priorities.

1.9.1 Composition of the Plan Preparation Team and Collaborating Institutions

The preparation of the Plan was led by the Director PPBMED and supervised by the Chief Director, with participation from Directorates and Agencies under the Ministry. The NDPC provided technical guidance throughout the process to ensure coherence and compliance with the national planning framework.

1.9.2 Stakeholder Consultations Undertaken

Stakeholder engagement was integral to the plan preparation process. Consultations were held with MoE Agencies, Development Partners, CSOs, and other key stakeholders within the education sector. Two stakeholder validation workshops were organised by the Ministry as part of the Plan preparation process, one in Kumasi and the other in Accra. The workshops engaged District Planning Officers and Statisticians, Agencies, DPs, CSOs and Teacher Unions.

The validation workshop aimed to confirm sector priorities, strengthen stakeholder ownership, and enhance the implementation readiness of the 2026-2029 ESMTDP.

1.10 Structure of the Plan

The 2026-2029 ESMTDP is structured into eight (8) chapters as follows:

Chapter One provides a brief background of the Ministry, highlighting its vision, mission, functions, mandate, and core values, as well as its organisational structure (organogram).

Chapter Two provides the analysis of the performance review of programmes and projects undertaken during 2022–2025 under the Social Development Dimension with focus on Education and Training: It also highlights the existing conditions in the scope of operations of the Ministry of Education (MoE) and its Agencies after the medium-term plan implementation as well as identifies issues/challenges encountered which have implications for the preparation of this plan.

Chapter Three prioritises the key development issues identified based on the performance review and situational analysis of the issues in relation to the 2022 –2025 Plan implementation.

Chapter Four highlights the development goal, objectives, and strategies to be considered by the Ministry of Education (MoE) over the plan period. These objectives and strategies are aligned to achieve the mandate of the MoE as well as the national goal.

Chapter Five provides information on the various programmes recognised to address existing issues and achieve planned objectives and goals. It also provides information on the financial resources required for the implementation of the programmes and the expected source of revenue/funding over the medium term.

Chapter Six provides a summary and matrix of interrelated projects under the programme to be implemented for each year within the planning period.

Chapter Seven presents monitoring and evaluation indicators designed to track the implementation of programmes and actions outlined in this plan.

Chapter Eight presents the communication strategy adopted by the MoE to inform its stakeholders of the plan and its implementation.

CHAPTER 2

SITUATIONAL ANALYSIS

2.1 Introduction

This chapter presents a comprehensive review of the performance of the education sector during the 2022–2025 medium-term period. It provides a situational analysis of the current state of the education sector and systematically assesses the extent to which the objectives, programmes, and projects outlined in the previous Education Sector Medium-Term Development Plan were implemented, highlighting notable achievements in areas such as expanded access, improvements in quality, and enhanced governance and management systems. The analysis also identifies persistent gaps and emerging challenges, including enrolment and completion rates, pupil-teacher ratio, resource constraints, and infrastructure deficits, which continue to affect equitable learning outcomes.

The situational analysis draws on administrative data, national education indicators, and stakeholder consultations, using diagnostic tools such as trend analysis and SWOT assessments to establish the sector's current baseline.

2.1.1 Structure of the Education System

Ghana's education system consists of three levels:

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

Inclusive Education (IE) is provided as part of the formal education delivery to ensure that the learners with special educational needs are taken into account.

2.2 Sector Performance Review

2.2.1 Basic Education

This section provides performance analysis of the Basic Education sub-sector during the 2022-2025 Medium Term. Basic Education focuses on giving learners foundational skills to enable them to function in society and prepare them for different learning streams at the Secondary level. The strategic goal for Basic Education is ‘improved equitable access to and participation in quality basic education’.

2.2.1.1 Access

The Sector has made remarkable progress in expanding access to equitable, quality basic education by rolling out strategic policies and interventions. The Gross Enrolment Ratio at KG increased from 105.9% to 118.51% within the 2022-2025, but did not achieve the target of 100%, indicating the existence of overage children at the KG level.

Similarly, GER at the Primary level increased from 99.2% in 2021 to 112.39% in 2023, with JHS GER increasing from 84.5% to 96.89% surpassing the target of 92% for the medium term. However, the Net Enrolment Ratio (NER) for KG dropped from 70% in 2021 to 63.18% in 2023, below the target of 94%, indicating that while more children are enrolled, many are not within the appropriate age group. Primary NER increased from 78.9% in 2021 to 90.42% in 2023, JHS NER also increasing from 44.9% in 2021 to 73.27% in 2023, above the target of 55% (See Table 4 below).

The transition rate from Primary 6 to JHS 1 remained at 94.3% within the medium term, below the target of 99%. Completion rates at Primary 6 improved from 107.01% in 2021 to 101.45% in 2023, but remained above the 100% target. JHS 3 completion increased from 84.28% in 2021 to 94.01% in 2023, exceeding the 86% target. Gender parity was achieved at the Primary level (GPI of 1.01) and improved at JHS from 1 in 2021 to 1.03 in 2023. However, GPI at the KG declined from 0.99 in 2021 to 0.98 in 2023. (See Table 4 below).

2.2.1.2 Quality

Improving learning outcomes was a key priority area for the education sector within the medium term. The Government has introduced a series of teacher reforms since teacher

quality is pivotal for improving learning outcomes. To achieve the desired learning outcomes, the percentage of trained teachers increased to 98.22% in 2023 at the KG level, 98.85% at the Primary level, and 99.03% at the JHS. PTTR increased from 34 in 2021 to 39 in 2023 at the KG level, from 32 in 2021 to 36 in 2023 at the primary level, and from 16 in 2021 to 18 in 2023 at the JHS level.

The 2022 national average score for English Language was 55.33% while the average score for Mathematics was 47.79% indicating that Primary 4 learners on a national scale performed better in the English language than in Mathematics.

Comparing the mean score for English Language for the years 2021 and 2022 (54% and 55.33%, respectively) suggests a slight increase in performance. Additionally, the average scores for Mathematics for 2021 and 2022 (46% and 47.79% respectively) show a subtle change or improvement in performance. Notwithstanding the increase in performance, proficiency in numeracy and literacy remains a challenge.

Despite the above gains at the basic education level, about 1,003,653 children (aged 4 to 18) have never attended school, constituting 9% of the total age cohort population of 10,589,615. According to the Ghana Statistical Service, another 400,000 children aged 4-18 who once entered school dropped out. Girls, however, constitute the majority (57%) compared to boys (43%), giving credence to the deficits at the basic and secondary levels. Among the major drivers of this problem are supply-side deficiencies that manifest in the poor state of basic school infrastructure and the absence of schools in underserved communities.

Over 50% of basic schools lack gender-separated sanitation facilities, and fewer than 48% have clean water. Majority of girls stay away from school when menstruating due to a lack of hygiene facilities. There is, however, an urgent need to create changing rooms in our schools to enable girls to better manage their menstrual issues while in school.

About 60% of public basic schools have access to electricity via the national grid. The limited access to electricity at the basic level undermines the Government's commitment to provide a 21st-century skills set for young learners. It limits the implementation of key government initiatives, like B-STEM, ICT, robotics and coding, as well as the use of audio-visual aids in schools. Most public basic schools have insufficient furniture and learning materials. It revealed most learners sharing benches and or floor space.

Since the introduction of the new curriculum in 2019, the Government has not yet distributed the full complement of textbooks to schools, teachers and learners. Teachers also do not have staff rooms and lesson preparation materials. Despite the inclusion of ICT in the curriculum, most basic schools lack computer laboratories, internet access, and digital learning materials. This helps to enforce the digital divide at the lower levels of education.

Similar variations exist in quality, manifesting in the Basic Education Certificate Examination (BECE) result. In 2021, BECE performance was 8% lower (68%) in deprived districts compared to the national level attainment (76%), while endowed districts recorded rates higher than the national average (82%), and 14% higher than in deprived districts.

2.2.2 Secondary Education

This section provides the performance analysis of secondary education over the medium term, as shown in Table 4 below. Over the 2022-2025 medium term period, Government has contributed largely to the increase in the number of Senior High Schools through the absorption of schools and completion of existing school projects to accommodate the number of students transitioning from JHS to SHS.

2.2.2.1 Access

During the period under review, the Government continued with the implementation of the Free Senior High School Programme as part of its strategies to increase access to and participation in secondary education. The programme sought to;

- Remove cost barriers,
- Expand physical school infrastructure,
- Improve the Quality of secondary education,
- Improve equity and
- Ensure the acquisition of Skills for employment.

Net Enrolment Rate (NER) increased from 35% in 2021 to 41.2% in 2023, surpassing the 40% target, due to the introduction of the Free SHS policy. However, the transition rate from JHS 3 to SHS 1 declined from 91% in 2021 to 82.3% in 2023, missing the 95% target likely due to competitive placement processes. SHS GER decreased to 60.68% in 2023 from a baseline of 65.5% in 2025, not achieving the target of 69%.

Completion rates at SHS 3 increased from 68.29% in 2021 to 68.67% in 2023, indicating high retention. Gender parity increased with GPI rising from 0.99 to 1.11 indicating a gender gap in favour of female and exceeding the gender parity target of 0.99. This was driven by girl-child enrolment campaigns and the Re-entry Policy for teenage mothers.

In spite of the high enrolment and completion rates at the SHS level critical challenges persist, including congestion and poor sanitary conditions in many schools, which may have adverse effects on the health of the learners.

2.2.2.2 Quality

The Performance of the 2023 candidates in WASSCE for the four (4) core subjects has improved significantly, where the proportion of candidates achieving grades A1 to C6 in social studies increased from 65% in 2021 to 71.53% in 2023, exceeding the target of 65%. The proportion of candidates achieving grades A1 to C6 in English Language and Mathematics increased from 56% in 2021 to 69.52% in 2023, and from 52% in 2021 to 66.86% in 2023, respectively, exceeding the target of 65%.

The number of trained teachers remains high (91.1%), and the student-textbook ratio has reached 1:4, with students having access to all core textbooks. Additionally, during the Medium Term Government rolled-out a program to provide tablets to all learners in SHS and TVET schools.

2.2.3 TVET

Government, in the medium-term, rolled out interventions like World TVET Day, and Workplace Experiential Learning (WEL), within the TVET space to increase access and improve the delivery of quality TVET education. The introduction of free TVET as part of the Free SHS Policy has boosted new TVET enrolment from 54,186 in 2017/18 to 123,836 in 2022/23, increasing Ghana's TVET to secondary ratio from 6% to 11%. While the gains made in increasing access are commendable, progress remains slow and inadequate, compared to the European average of 49% of second-cycle students pursuing TVET due to the negative perception of the general public on TVET education.

Considering that Ghana now produces about 500,000 second-cycle graduates annually, with less than 35% progressing to the tertiary level, over 300,000 second-cycle graduates enter the labour market directly after secondary education. In line with global standards in countries with free secondary education, Ghana requires a skills-rich secondary education system with at least 35% of students offering skills-related programmes that can transition them into the world of work after secondary education.

2.2.3.1 Access

To increase access to equitable, quality TVET education, the government implemented the Free TVET initiative to remove cost barriers. The number of TVIs increased from 47 in 2020/21 to 243 in 2023/24, with enrolment increasing from 71,126 to 200,033, exceeding the medium-term target of 190,000. This expansion was driven by TVET reforms and advocacy initiatives. The percentage of female enrolment in TVIs decreased from 25% in 2020/21 to 24% in 2023/24, below the medium-term target of 40%.

2.2.3.2 Quality

Assessment of TVET candidates involves evaluating the results and statistics of examinations such as the Advanced Craft and Certificate II examinations for core and elective subjects, which are equivalent to the West African Senior School Certificate Examination (WASSCE) and other technical examinations that are not school-based programs. The number of learners who registered for the various TVET examinations increased from 28,834 in 2020/21 to 32,402 in 2023/24, representing a growth of 15.15%. However, the number of candidates who passed TVET exams increased from 18,555 in 2020/21 to 19,543 in 2023/24. This means that despite the increase in the number of learners registering for the examinations, the percentage of those who passed decreased.

The percentage of TVIs using Competency-Based Training (CBT) increased from 46 TVIs in 2020/21 to 224 TVIs in 2023/24, exceeding the target of 80 TVIs. (See Figure 4)

2.2.3.3 Ghana TVET Voucher Project

The Ghana TVET Voucher project provides training vouchers to CTNET-registered master craft persons, their apprentices, and workers. Target groups are owners of small and medium-

scale enterprises of the informal sector, as well as their workers and apprentices. In 2020/21, the project was implemented in five (5) trade areas, namely:

1. Automotive Repair
2. Garment Making
3. Consumer Electronics
4. Cosmetology
5. Welding and Fabrication

Within the 2022-2025 medium term, the project is implemented in ten (10) trade areas. These are:

1. Automotive Repairs
2. Cosmetology
3. Garment making
4. Construction (Welding)
5. Consumer Electronics
6. Plumbing,
7. Electrical Installation
8. Block laying and Tiling
9. Furniture making
10. Catering and Hospitality

2.2.3.4 TVET Infrastructure

The Ministry continued with the implementation of various reforms and projects in the TVET sub-sector, these include:

- Rehabilitation and upgrading of Polytechnics into technical universities
- Upgrading of technical and vocational training centres
- Upgrading and modernisation of 34 NVTI centres
- State-of-the-art TVET centres

- Retooling of TVET institutions across the country.
- Construction of 21st Century TVET institutions.
- Upgrading and enhancement of workshops at Abetifi Technical Institute and Don Bosco Technical Institute.

Despite all these aforementioned interventions, there are still infrastructure deficits in most TVET institutions across the country.

2.2.4 Tertiary Education

This section provides a performance analysis of the Tertiary Education sub-sector during the 2022-2025 Medium Term.

2.2.4.1 Access

Access to Tertiary education has improved notably, with enrolment increasing by 12.07% from 634,999 in 2020/21 to 711,695 in 2023/24. Tertiary GER increased from 20% in 2020/21 to 22% in 2023/24, below the medium-term target of 28%, indicating a low transition to tertiary education. The percentage of female enrolment increased from 47.26% in 2020/21 to 48.74% in 2023/24, below the target of 50%.

2.2.4.2 Quality

Quality improvements are evident in faculty qualifications, with 54% of full-time university lecturers holding PhDs. Science to humanities ratio improved from 39:61 in 2020/21 to 47:53 in 2023/24, below the target of 50:50. However, International students as a percentage of the total enrolments declined from 0.9% in 2021 to 0.73% in 2023. The percentage of TEIs implementing curricula aligned to the NTS and NTECF is 100% with the percentage of CoEs meeting GTEC accreditation criteria also being 100%.

2.2.5 Inclusive Education

Progress in inclusive education was modest with enrolment in special schools increasing from 6,689 in 2020/21 to 7,500 in 2023/24. Significant progress has been achieved in advancing

inclusive education in Ghana, contributing to improved learning outcomes and participation for children with disabilities.

- Policy environment strengthened: The Inclusive Education Policy (2015) was reviewed to align with current priorities and ensure a stronger framework for equitable access to education for all learners.
- Increased early identification and support: Through strengthened collaboration between the Ghana Education Service (GES) and the Ghana Health Service (GHS), approximately 60,000 early-grade learners (KG1-P3) in deprived communities were screened for health and disability conditions. As a result, about 10% of children identified with potential disabilities were referred for further medical assessment and support – enhancing early intervention and reducing barriers to learning.
- Improved access to assistive technologies to enable learners with disabilities to participate more fully in classroom activities, various assistive devices including 100 contact lenses, 50 white canes, 50 magnifiers, 50 recorders, 32 wheel chairs and 108 educational puzzles were procured and distributed. These devices are contributing to enhanced functional ability and learning engagement among targeted learners.
- Enhanced inclusive teaching practices: Universal Design for Learning (UDL) principles have been mainstreamed in teaching and learning across approximately 700 schools, supporting teachers to adapt lessons to diverse learner needs and improve classroom inclusivity.
- Improved communication and literacy outcomes for learners who are deaf: The Harmonized Ghanaian Sign Language Dictionary was institutionalized and used to train 709 teachers (317 male, 392 female) from 13 basic and 2 senior high schools for the deaf nationwide. This has strengthened teachers' capacity to deliver literacy instruction, improving communication and literacy development among learners who are deaf.

While the above reflects incremental gains in inclusivity, the overall numbers remain low, suggesting the need for stronger policy enforcement, resource allocation, and awareness campaigns to support learners with disabilities. Gender parity efforts also contributed to inclusivity, particularly at the SHS level, where targeted interventions for girls yielded measurable results.

2.2.6 Complementary Education

Over the medium term period, the Government, as part of its efforts to improve literacy in the country through CEA, initiated key interventions targeted at out-of-school children and adult literacy programmes. The Complementary Education Agency (CEA) is mandated to make Complementary Education (CE) accessible, equitable, and inclusive in Ghana by creating quality, alternative learning opportunities outside of formal education and training. The Complementary Education Agency provides functional basic literacy education to disadvantaged groups, complementary education pathways, and opportunities in the formal education system from primary to tertiary level for persons, including out-of-school children (OSCC) and occupational skills training for different groups, amongst others. For the period under review, the Agency has achieved the following key milestones.

2.2.6.1 Access

During the period, 5,000 learners enrolled in 200 established classes for the CBE programme, out of which 94.8% of these learners graduated. During this period, 273 communities participated in the programme. Adult literacy programmes have expanded, with enrolment increasing from 51,033 in 2020/21 to 120,000 in 2023/24.

2.2.6.2 Quality

During the period, 25,485 individuals were enrolled in the FLE programme, out of which 77% of the learners graduated from the functional literacy classes, indicating widespread participation. The Programmes prioritised inclusivity, with 76% of the enrolled learners being females, reflecting the CEA's commitment to gender equality and empowerment. A significant effort was also made to train 1,072 facilitators, ensuring they were equipped with the necessary skills to support adult learners effectively. Additionally, 1,134 adult literacy classes were established, providing accessible education opportunities. Sensitisation activities were further undertaken, which targeted 1,254 communities, spreading awareness and fostering community engagement. Only 20% of NFE facilitators were trained at baseline, with a target of 60%.

Table 2: Performance Indicator Matrix

S/N	INDICATOR	BASELINE 2021/2022	2022-2025 ESMTDP	DEVELOPMENT OUTCOMES		REMARKS
			TARGETS	YEAR	DATA	
SOCIAL DIMENSION						
1	KG GER	105.9	100	2023/24	118.51	Achieved
2	KG NER	70	94	2023/24	63.18	Not Achieved
3	Primary GER	99.2	100	2023/24	112.39	Achieved
4	Primary NER	78.9	92.4	2023/24	90.42	Not Achieved
5	JHS GER	84.5	92	2023/24	96.89	Achieved
6	JHS NER	44.9	55	2023/24	73.27	Achieved
7	Transition rate from Primary 6 to JHS 1	94.3	99	2023/24	94.3	Not Achieved
8	GPI at KG	0.99	1	2023/24	0.98	Not Achieved
9	GPI at primary	1	1	2023/24	1.01	Achieved
10	GPI at JHS	1	1	2023/24	1.03	Achieved
11	Primary school completion rate (P6 enrolment over P6 age- appropriate population)	107.01	100	2023/24	101.45	Achieved
13	JHS completion rate (JHS3 enrolment over JHS3 age-appropriate population)	84.28	92	2023/24	94.01	Achieved
15	% of P2 pupils achieving mastery in the early reading test (EGRA)	2	N/A	N/A	N/A	Not Achieved
17	% of P2 pupils achieving mastery in P2 numeracy	2	N/A	N/A	N/A	Not Achieved

S/N	INDICATOR	BASELINE 2021/2022	2022-2025 ESMTDP	DEVELOPMENT OUTCOMES		REMARKS
			TARGETS	YEAR	DATA	
SOCIAL DIMENSION						
	test (EGMA)					
19	% of P4 pupils with proficiency in maths in NEA	22	N/A	2022	55.33	Not Achieved
20	% of P4 pupils with proficiency in English in NEA	37	N/A	2022	47.79	Not Achieved
21	% trained teachers in public KG	60.9	80	2023/24	98.22	Achieved
22	% trained teachers in public primary	66	82	2023/24	98.85	Achieved
23	% trained teachers in public JHS	77	92	2023/24	99.03	Achieved
24	PTR at KG	29	35	2023/25	38	Not Achieved
25	PTR at primary	27	35	2023/26	36	Not Achieved
26	PTR at JHS	14	20	2023/27	18	Achieved
27	Pupil-trained teacher ratio at KG	34	40	2023/28	39	Not Achieved
28	Pupil-trained teacher ratio at primary	32	38	2023/29	36	Not Achieved
29	Pupil-trained teacher ratio at JHS	16	30	2023/30	18	Not Achieved
30	SHS GER	65.50%	69%	2023/24	60.68	Not Achieved
31	SHS NER	35%	45%	2022/23	41.20%	Not Achieved

S/N	INDICATOR	BASELINE 2021/2022	2022-2025 ESMTDP	DEVELOPMENT OUTCOMES		REMARKS
			TARGETS	YEAR	DATA	
SOCIAL DIMENSION						
32	Transition rate from JHS3 to SHS1	91%	95%	2023/24	82.30%	Not Achieved
33	SHS retention rate	92%	97%	2023/24	95	Not Achieved
34	% of CSSPS Category 3 schools admitting at least 30% of students from public JHS	100%	100%	2024	100	Achieved
35	SHS GPI	0.99	0.99	2023/24	1.11	Achieved
36	Textbooks per student – English	0.81	0.85	2024	1	Achieved
37	Proportion of WASSCE candidates achieving a pass in core subjects (A1 to C6) English	56	65	2023/24	69.52%	Achieved
38	Proportion of WASSCE candidates achieving a pass in core subjects (A1 to C6) Maths	52	65	2023/24	66.86%	Achieved
39	Proportion of WASSCE candidates achieving a pass in core subjects (A1 to C6) Science	57	65	2023/24	58.77%	Not Achieved
40	Proportion of WASSCE candidates achieving a pass in core subjects (A1 to C6) Social Studies	65	70	2023/24	71.53%	Achieved
41	Number of TVIs	47	80	2024	243	Achieved

S/N	INDICATOR	BASELINE 2021/2022	2022-2025 ESMTDP	DEVELOPMENT OUTCOMES		REMARKS
			TARGETS	YEAR	DATA	
SOCIAL DIMENSION						
42	Enrolment in TVIs	71,126	190,000	2024	200,033	Achieved
43	% of TVIs using CBT	46	80	2023	224	Achieved
44	% female enrolment in TVIs	25	40	2023	24	Not Achieved
45	Number of students who pass TVET exams	18,555	19,000	2023	19,543	Achieved
45	Enrolment in special education schools	6,689	8,500	2023	7,500	Not Achieved
46	Tertiary GER	20	28	2023	22	Not Achieved
47	Science–humanities ratio	39:61	50:50:00	2023	47:53	Not Achieved
48	Female enrolment as a percentage of total enrolment (%)	47.26	50	2023	48.7 4%	Not Achieved
49	% of qualified disadvantaged applicants admitted	N/A	100	2023	54%	Not Achieved
50	% of students in the two poorest quintiles/deprived areas accessing tertiary education	N/A	20	2023	NA	NA
51	International students as a percentage of total enrolments	0.9	4	2023	0.73%	Not Achieved
52	% of ITEIs implementing curricula aligned to the NTS and NTECF	100	100	2023	100%	Achieved

S/N	INDICATOR	BASELINE 2021/2022	2022-2025 ESMTDP	DEVELOPMENT OUTCOMES		REMARKS
			TARGETS	YEAR	DATA	
SOCIAL DIMENSION						
53	% of University COEs meeting GTEC accreditation criteria	10	100	2023	100%	Achieved

2.3 Financial Performance

This section analyses the financial performance of the education sector from 2021 to 2024. The analysis considers medium-term budget allocations based on both funding sources and expenditure patterns. Education sector resources are derived from three primary sources, namely:

Government Allocation: This includes direct government funding, allocations from the Ghana Education Trust Fund (GETFund), and the Annual Budget Funding Amount (ABFA).

Internally Generated Funds (IGF): These funds consist primarily of fees and levies collected from tertiary students.

External Funding: This category includes donor contributions, grants, and other loans obtained from external sources.

Table 3 presents the total resource allocation for education, broken down by source:

- Government Allocation (excluding GETFund and ABFA)
- Internally Generated Funds (IGF)
- Donor Funds
- Funds Earmarked for Free Senior High School (FSHS)
- Ghana Education Trust Fund (GETFund)
- Annual Budget Funding Amount (ABFA)
- Other Government Department Allocations and District Assembly Common Fund (DACF) received by educational institutions

Table 3: Financial Performance

SOURCE OF FUNDING	ESTIMATED COST OF PLAN	TOTAL RECEIVED	VARIANCE
GoG	41,933,648,912.00	78,420,236,163.95	- 36,486,587,251.95
IGF	6,964,223,101.95	10,506,303,723.83	- 3,542,080,621.88
DPs	2,462,223,682.00	1,526,136,785.95	936,086,896.05
ABFA	3,276,727,386.00	7,055,203,822.80	- 3,778,476,436.80
GETFund	5,583,680,288.00	95,000,000.00	5,488,680,288.00
TOTAL	60,220,503,369.95	97,602,880,496.53	-37,382,377,126.58

2.4 Analysis of Existing Conditions

2.4.1 Institutional Conditions

The Ministry is headed by a Minister who is appointed by the President of the Republic of Ghana in accordance with Article 78 of the 1992 Constitution, and approved by Parliament. The Minister provides overall political and policy leadership and ensures that government priorities for the education sector are implemented. The Minister is supported by a Deputy Minister, and a Chief Director who is the administrative head under the Civil Service Act, 1993 (PNDCL 327).

2.4.2 Key Staff of the Ministry

The Key Staff of the Ministry are Forty-seven (47), which comprises the Chief Director, Directors and analogous grades and Deputy Directors and analogous grades, as presented in Table 4 below.

Table 4: Executive/Key Staff

No.	POSITION	Number of staff at post
1.	Chief Director	1
2.	Director PBMED	1
3.	Director General Administration	1
4.	Director, Human Resource	1
5.	Director SRIM	1
6.	Director Pre-Tertiary	1
7.	Chief Proc.&Supplych. Mgr.	2
8.	Director Internal Audit	1
9.	Director TVET	1
10.	Director, Tertiary	1
11.	Director Finance	1
12.	Chief Planning Officer	2
13.	Deputy Director	9
14.	Principal Records Officer	1
15.	Principal Programme Officer	11
16.	Principal Planning Officer	2
17.	Principal IT/IM Officer	2
18.	Chief Internal Auditor	4

19.	Principal State Protocol Officer	1
20.	Chief Accountant	2
21.	Principal Information Officer	1
Total		47

Source: Human Resource Directorate, MOE, 2025

The Ministry also has a total of one hundred and sixty (160) other staff which comprises Assistant Director 1 and Analogous grades, of the total number of the other staff of the Ministry, seventy-nine (79) were males while eighty-one (81) were female representing 49.4% and 50.6% respectively. A review of the age structure of the other staff revealed that thirty-two (32) officers were between the ages of 21-30 while an additional sixty-eight (68) and thirty-nine (39) officers were between the ages of 31-40 and 41-50 representing 42.5% and 24.4% respectively. The remaining twenty-one (21) staff representing 13.1% were between the ages of 51-60.

A total number of forty-one (41) secondment took place in the Ministry from the period of 2021 to date. Thirty-three (33) officers seconded to the Ministry and eight (8) seconded from the Ministry to a different organization.

The staffing capacity of the agencies under the ministry is presented in the table below

Table 5: Staffing Capacity of Agencies under the Ministry

Agency	Total Staff	Permanent Staff	Contract Staff	Temporal Staff	Seconded Staff
NatCOM	22	6	3	9	4
NTC	85	82	0	0	3

GAAS	23	23	0	0	0
GETFund	121	120	0	0	1
GhLA	282	280	0	0	2
GES	380	373	0	0	7
CEA	87	79	7	0	1
CTVET	135	123	0	0	12
SLTF	109	97	6	4	2
CENDLOS	21	2	1	0	19
GTVET	302	302	0	0	0
NaCCA	69	60	0	1	8
Africana	11	11	0	0	0
GBDC	16	14	0	0	2
NaSIA	92	60	0	8	24
GTEC	148	144	0	1	3
Total	1,903	1,756	17	23	88

2.4.3 Logistics

The Ministry has a fleet of one hundred and twenty (120) vehicles of various makes and models and seven (7) motor bike to perform its official duties. These include Toyota, Nissan, Mitsubishi and Ford. Out of this number one-hundred and one (101) are fully operational and serviceable, one (1) is fairly good while another seven (7) are being repaired. Six (6) are faulty while eleven (11) are unserviceable.

2.4.4 School Infrastructure

The Table below shows the infrastructure deficit in schools in Ghana. In 2023/2024 academic year, there are about 2,894 schools in urgent need of additional regular classrooms to reduce overcrowding. Overcrowding leads to larger class sizes, limited teacher-student interaction, and poorer learning outcomes. Additionally, there are 758 schools lacking KG blocks and another 758 lack JHS blocks, forcing pupils into makeshift spaces or requiring long commutes to the next level of schooling. This hinders smooth progression from early childhood to JHS and contributes to dropouts, especially in rural communities.

Table 6: Gaps in School facilities, 2023/2024

Schools needing regular Classrooms due to Overcrowding	2,894
Schools without KG blocks	758
Schools without JHS blocks	758
JHS that needs major repairs	2921
SHS that needs major repairs	389
Schools with No Toilets	7293
Schools with no changing rooms (menstrual hygiene)	26202

Source: EMIS, 2023/2024

- ***Buildings Requiring Major Repairs***

2,921 JHS and 389 SHS need major repairs to remain safe and usable. Dilapidated facilities pose safety hazards, discourage attendance, and compromise the delivery of quality education.

- ***Sanitation and Hygiene Deficits***

7,293 schools have no toilet facilities, exposing pupils and staff to unhealthy conditions and increasing absenteeism. Alarming 26,202 schools lack changing rooms for menstrual hygiene, creating a serious barrier for adolescent girls and undermining efforts to achieve gender parity in education.

2.4.4.1 Schools under trees

There are about 5,300 basic schools with no permanent classrooms. Most of these are in rural communities where classes are held under trees or under temporary shelters with poor

ventilation, lighting, and room space hindering teaching and learning activities. There are approximately 22,000 classroom deficits at the basic level. This number represents the number of classes being held outside a classroom block across the country. In other words, this number represents a class designated under a tree, a shed, a hut, etc., other than a concrete or block shelter. The breakdown of this number into regions and classification is presented in table 3 below.

Table 7: Number of Classrooms held under a tree

S/N	REGION	Number Of Classes Without Classroom			
		Under Tree	Under Shed	Other Means (Hut)	Total No. of Classes Held Outside a Classroom Block
1	Ahafo	66	272	290	628
2	Ashanti	521	1767	622	2,910
3	Bono East	1400	850	337	2,587
4	Central	128	595	191	914
5	Upper East	498	367	211	1,076
6	Eastern	189	771	275	1,235
7	Greater Accra	134	325	377	836
8	North East	683	120	46	849
9	Bono	123	541	116	780
10	Northern	1126	1171	362	2,659
11	Oti	362	1319	86	1,767
12	Savannah	304	199	9	512
13	Upper West	824	420	131	1,375
14	Volta	490	988	177	1,655
15	Western	172	1192	411	1,775
16	Western North	113	379	17	509
	TOTAL	7,133	11,276	3,658	22,067

Source: Ghana Education Service, 2024

2.4.1.2 Access to Basic Education

Ghana continues to expand access to pre-tertiary education. Figure 9 provides the number of schools by level for the 2023/2024 academic year.

Table 8: Number of Schools by Levels, 2023/2024

Educational Level	Number of Schools		Total number of Schools
	Public	Private	
KG	15,402	11,457	26,859
Primary	16,130	11,342	27,472
JHS	12,567	8087	20,654

Source: EMIS, 2024

This data shows that Ghana has a total of 26,859 kindergarten, 27,472 primary, and 20,654 junior high schools nationwide. Private schools constitute a significant share of the sector, with about 43 percent of kindergarten schools, 41% of primary schools, and 39% of junior high schools privately owned and managed.

According to data from the Education Management Information System (EMIS, 2024), total enrolment in Ghana's basic education system for the 2023/2024 academic year reached approximately 8.68 million learners across kindergarten (KG), primary, and junior high school (JHS) levels. Primary education accounts for the largest share, enrolling about 4.81 million pupils, which represents approximately 55% of all basic-level learners. Kindergarten follows with about 1.86 million children, representing 21 per cent of the total, while 2.02 million students are enrolled at the JHS level, constituting approximately 24% of the basic-school population, as shown in Table 10 below.

Table 9: Total School Enrolment by Levels, 2023/2024

Educational Level	Enrolment		Total Enrolment
	Public	Private	
KG	1,217,890	644,322	1,862,212
Primary	3,379,888	1,427,192	4,807,080
JHS	1,553,245	461,804	2,015,049

Source: EMIS, 2024

The data revealed that private schools play a significant role in absorbing Ghana’s school-age population. At the kindergarten level, private institutions enrolled around 35% of children. Their share drops slightly at the primary level to about 30%, and further to 23% at the JHS level. This pattern highlights the particularly strong presence of private providers in early childhood education and their continuing importance in supporting public provision across the sector.

Table 11 presents the Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) at the basic level of education. At the KG level, GER was 118.5%, while the NER was only 63.2%. The large gap between GER and NER shows that many children enrolled in KG are outside the official age group, reflecting late entry, early entry, or grade repetition. The low NER shows that only about six (6) in ten (10) children of official KG age are enrolled at the right level.

Table 10: GER and NER by Educational Levels, 2023/2024

Educational Level	Rate
KG GER	118.51
KG NER	63.18
Primary GER	112.39
Primary NER	90.42
JHS GER	96.89
JHS NER	73.27

Source: EMIS, 2023/2024

For primary education, GER is 112.4% and NER stands at 90.42%.

At the junior high school (JHS) level, GER drops to 96.9% and NER to 73.3%, even though the transition rate from Primary 6 to JHS 1 is a relatively high representing 94.3%. The sharp fall in NER from primary to JHS signals persistent retention and completion challenges.

2.4.4.3 Completion rate

Completion indicators measure the proportion of pupils who finish the full cycle of a given level of schooling. For primary education, the number of pupils enrolled in Primary 6 as a

percentage of the age-appropriate P6 population stood at 101.45% in the 2023/2024 academic year. This figure signals that virtually all children of primary-school age are completing the primary cycle. At the junior high school (JHS) level, the completion rate was 94.01% in the same year, meaning that about 94 out of every 100 learners of JHS completion age reach JHS 3. While this is a strong outcome and aligns with the high transition rate from Primary 6 to JHS 1 (94.3%), it still implies that a small but significant share of students drop out before finishing the basic level of education.

2.4.4.5 Quality Education

Pupil-to-teacher ratios (PTRs) show wide variations across levels and regions, with direct implications for the quality of teaching and learning in Ghana. At the kindergarten (KG) level, the national PTR is about 45 pupils per teacher, but public schools average 37 compared with 69 in private schools. The PTR for Private KG in some regions, like the North East with PTR at 170 and Upper West at 155 creating overcrowded early-learning environments where children need the most individual attention. Overcrowded KG classrooms often limit opportunities for play-based learning and early literacy, which research consistently links to weaker foundational skills later in primary school.

Table 11: Pupil-Teacher Ratios in Kindergartens by Region, 2023/2024

REGIO N	PUPIL / TEACHER RATIOS IN KINDERGARTENS								
	PUBLIC			PRIVATE			TOTAL		
	Enrol.	Teache rs	P/T Rati o	Enrol.	Teache rs	P/T Rati o	Enrol.	Teache rs	P/T Rati o
Wester n	88,434	2,075	43	47,725	651	73	136,159	2,726	50
Central	103,424	2,444	42	74,756	1,230	61	178,180	3,674	48
Greater Accra	64,444	1,685	38	146,450	2,715	54	210,894	4,400	48
Volta	66,702	1,887	35	25,871	371	70	92,573	2,258	41
Eastern	113,817	3,770	30	58,640	879	67	172,457	4,649	37
Ashanti	207,157	7,058	29	123,64	1,669	74	330,799	8,727	38

				2					
Western North	54,620	1,099	50	14,656	149	98	69,276	1,248	56
Ahafo	33,792	1,070	32	10,057	87	116	43,849	1,157	38
Bono	58,367	2,294	25	22,793	357	64	81,160	2,651	31
Bono East	65,290	1,967	33	25,624	274	94	90,914	2,241	41
Oti	42,644	861	50	9,894	146	68	52,538	1,007	52
Northern	138,849	2,614	53	32,698	351	93	171,547	2,965	58
Savanna	37,175	457	81	8,041	101	80	45,216	558	81
North East	40,680	478	85	6,276	37	170	46,956	515	91
Upper East	68,703	1,505	46	27,732	245	113	96,435	1,750	55
Upper West	33,792	1,251	27	9,467	61	155	43,259	1,312	33
Total	1,217,890	32,515	37	644,322	9,323	69	1,862,212	41,838	45

Source: EMIS, 2023/2024

National PTR at the primary education level is about 39 (public 35, private 54). Regional disparities ranging from a low public primary PTRs range of 13 in Ashanti and 19 in Eastern to 70 in Northern, 65 in Bono, and 66 in Bono East as shown in Figure 13 below. Private primary PTRs are even higher in some areas like Bono at 177 pupils per teacher, Oti (110), North East (112), and 93 in Northern.

High primary PTRs mean teachers face large classes and less time to support individual learners, with studies associated with lower reading and numeracy achievement, higher repetition rates, and wider learning gaps between urban and rural areas. At the junior high school (JHS) level, the national PTR improves to about 20 (public 18, private 33). Most public JHS classrooms are near the national standard, but some private schools remain

overcrowded, for instance Upper West PTR for private stood at 97, North East (71), and Upper East (55). Even at this level, excessive class sizes make it difficult for teachers to give targeted feedback, which could affect BECE pass rates.

Table 12: Primary Pupil-Teacher Ratio, 2023/2024

REGION	PRIMARY - PUPIL / TEACHER RATIOS								
	PUBLIC			PRIVATE			TOTAL		
	Enrol.	Teachers	P/T Ratio	Enrol.	Teachers	P/T Ratio	Enrol.	Teachers	P/T Ratio
Western	148,263	6,494	23	52,580	2,056	26	200,843	8,550	23
Central	297,570	8,155	36	363,524	3,630	100	661,094	11,785	56
Greater Accra	333,521	6,739	49	122,905	7,614	16	456,426	14,353	32
Volta	145,313	5,982	24	50,448	1,101	46	195,761	7,083	28
Eastern	196,203	10,509	19	58,106	2,375	24	254,309	12,884	20
Ashanti	236,866	18,049	13	105,081	4,831	22	341,947	22,880	15
Western North	144,943	3,497	41	19,706	449	44	164,649	3,946	42
Ahafo	103,111	2,701	38	20,960	236	89	124,071	2,937	42
Bono	316,649	4,847	65	169,032	956	177	485,681	5,803	84
Bono East	319,319	4,850	66	58,551	786	74	377,870	5,636	67
Oti	193,734	3,341	58	49,716	450	110	243,450	3,791	64
Northern	578,490	8,260	70	276,975	803	345	855,465	9,063	94
Savanna	88,549	1,823	49	13,396	225	60	101,945	2,048	50

North East	75,283	1,762	43	14,769	132	112	90,052	1,894	48
Upper East	121,637	4,655	26	30,266	716	42	151,903	5,371	28
Upper West	80,437	4,351	18	21,177	183	116	101,614	4,534	22
Total	3,379,888	96,015	35	1,427,192	26,543	54	4,807,080	122,558	39

Source: EMIS, 2023/2024

Overall, the data shows a strong connection between high PTRs and poor learning outcomes. Overcrowded classrooms reduce teacher-student interaction, limit formative assessment, and increase teacher workload and burnout, all of which lead to weaker literacy and numeracy gains, especially in early grades. These conditions are most acute in northern regions and in the private KG and primary subsectors, where the largest foundational learning gaps are also recorded in national assessments.

Table 13: JHS Pupil-Teacher Ratio, 2023/2024

REGION	JHS - PUPIL / TEACHER RATIOS								
	PUBLIC			PRIVATE			TOTAL		
	Enrol.	Teachers	P/T Ratio	Enrol.	Teachers	P/T Ratio	Enrol.	Teachers	P/T Ratio
Western	113,023	5,156	22	35,695	1,033	35	148,718	6,189	24
Central	174,753	7,938	22	56,591	2,006	28	231,344	9,944	23
Greater Accra	203,235	7,383	28	139,756	4,906	28	342,991	12,289	28
Volta	90,257	5,194	17	20,192	629	32	110,449	5,823	19
Eastern	160,230	9,173	17	34,993	1,147	31	195,223	10,320	19
Ashanti	303,272	19,502	16	81,071	2,366	34	384,343	21,868	18
Western North	49,158	2,777	18	9,079	208	44	58,237	2,985	20
Ahafo	36,362	2,247	16	6,358	111	57	42,720	2,358	18
Bono	60,984	4,348	14	16,443	440	37	77,427	4,788	16
Bono East	54,370	3,930	14	15,406	356	43	69,776	4,286	16
Oti	39,204	2,200	18	6,499	202	32	45,703	2,402	19
Northern	100,903	5,833	17	15,126	268	56	116,029	6,101	19
Savanna	19,838	1,256	16	2,652	56	47	22,490	1,312	17

North East	27,473	1,157	24	3,249	46	71	30,722	1,203	26
Upper East	70,179	4,154	17	12,867	232	55	83,046	4,386	19
Upper West	50,004	3,137	16	5,827	60	97	55,831	3,197	17
Total	1,553,245	85,385	18	461,804	14,066	33	2,015,049	99,451	20

Source: EMIS, 2023/2024

2.4.5 Second Cycle Education

2.4.5.1 Access and participation

According to EMIS 2024 figures, there are 714 public senior high schools (SHS) in Ghana, with a total public enrolment of about 305,486 students, as shown in Figure 15. GER for SHS was 60.68% in 2023/2024, while the most recent NER is 41.20%. This means that, although total enrolment in SHS, including over-age and under-age students, covers about 61% of the official SHS-age population, only around four in ten adolescents of the correct age are actually enrolled at this level.

Transition from JHS 3 to SHS 1 stands at 82.3%, indicating that majority of JHS graduates who are eligible do make the move to senior high schools. However, the SHS completion rate remains low at 59.4%, showing that a little under two-thirds of the age-appropriate population successfully completes the second cycle education. This figure reveals a significant drop compared with the near-universal completion rates at primary (101%) and the strong performance at junior high school (94 %). This shows that many students who finish JHS do not progress through to the end of senior high school despite the Free SHS policy.

The relatively low completion rate also has implications for Ghana's labour market and tertiary education system, as fewer young people acquire the skills and credentials associated with upper-secondary education.

Table 14: Number of SHS and TVET Schools Enrolment for 2023/24

Educational Level	Total Number of Schools (public)	Total enrolled
SHS	714	305,486
TVET	243	200,033

Source: EMIS 2023/2024

The technical and vocational education and training (TVET) subsector comprises 243 public institutions, enrolling approximately 200,033 students.

2.5 Identified Strengths, Weaknesses, Opportunities and Threats (SWOT)

In order to synthesise the key findings from the review of the existing conditions of the Ministry and its Agencies, Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis was undertaken. This framework provides a strategic lens through which the sector’s internal capacities and limitations, as well as the external environment, can be assessed.

Table 15: Number of SHS and TVET Schools and Enrolment, 2023/24

Strengths (Internal)	Weaknesses (Internal)
<ul style="list-style-type: none"> ➤ Regulatory Framework, Policies & institutions in place. ➤ Private sector/industry interest for apprenticeships and facilities investments. ➤ International partnerships for technical assistance, financing and research-policy linkages. ➤ Competent staff and bureaucracy. ➤ Strong sub-national offices. 	<ul style="list-style-type: none"> ➤ Inequitable deployment of teachers especially in deprived areas ➤ Inadequate and inequitable infrastructure distribution (Overcrowded classrooms, classrooms under trees) ➤ Inadequate textbook / teaching and learning materials distribution; furniture shortages: digital divide in schools ➤ Skills mismatch in tertiary/TVET institutions. ➤ Inadequate budgetary allocation and delay of releases to District Education Offices. ➤ EMIS / limited data real-time and evidence ➤ Operational/ logistics limitations at MOE/agencies (procurement delays). ➤ Implementation gaps in Inclusive policies
Opportunities (External)	Threats (External)

<ul style="list-style-type: none"> ➤ Leverage on PPPs and donor funding for infrastructure and teaching and learning resources ➤ International funding initiatives focused on STEM education, inclusive education, foundational learning opportunity ➤ Increase demand for TVET graduates by Industries ➤ Growing mobile and internet penetration enabling scalable e-learning platform for both teacher and learners ➤ Youthful population poised to benefit from skills development ➤ Community and parent involvement in education ➤ Intersectoral Collaborations 	<ul style="list-style-type: none"> ➤ Economic volatility and competing fiscal pressures leading to cut of education budget. ➤ Regional inequities widening learning gaps and social exclusion. ➤ High teacher attrition rate ➤ Weak school safety / emergency preparedness leaves learners exposed to violence and psychosocial harm.
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2.6 List of Development Issues

Notwithstanding progress made by the Ministry, several issues exist and continue to undermine the strive of the Government towards achieving its targets. The issues listed below are drawn from the Performance Review and Existing Conditions of the Ministry (2022–2025) and synthesised the most significant constraints currently limiting the Ministry of Education’s ability to deliver equitable, quality, and relevant learning for all.

1. Inclusion deficits in TVET (gender disparity and disability-unfriendly infrastructure)
2. Limited focus on Early Childhood Education (ECE)
3. Inadequate inclusivity in lesson delivery in complementary education
4. Negative perception of TVET
5. Inadequate and inequitable access to education for PWDs and special-needs learners

6. Limited early-childhood facilities for working parents
7. Inadequate teaching and learning facilities to support inclusion
8. Inadequate supply of teachers, especially for ECE
9. Inadequate supply of teachers to deprived communities at the kindergarten level
10. Inadequate supply of teachers to deprived communities at the primary level
11. Inadequate teaching and learning materials at the kindergarten level
12. Inadequate JHS infrastructure
13. Inadequate Kindergarten Infrastructure
14. Inadequate primary Infrastructure
15. Inadequate teaching and learning materials at the JHS level
16. Inadequate teaching and learning materials at the primary level
17. Geographical disparities in access to quality education at the basic level
18. Geographical disparities in access to quality education at the secondary/TVET level
19. Inadequate WASH facilities at the basic level
20. Inadequate WASH facilities at the secondary/TVET level
21. Poor implementation of basic-level curricula
22. Poor implementation of SHS curricula
23. Geographical disparities in ECE
24. Limited access to tertiary education in newly created regions
25. Poor maintenance of educational infrastructure and facilities at the basic level
26. Poor maintenance of educational infrastructure and facilities at the secondary/TVET level
27. Poor maintenance of educational infrastructure and facilities at the tertiary level
28. Limited enrolment of people with Special needs in schools.
29. Inadequate early childhood facilitators
30. Inadequate Financing of Education
31. Weak adoption of Play-based pedagogies
32. Inadequate infrastructure across all Colleges of Education, which limits their intake
33. Inadequate safety infrastructure and policies.
34. Inadequate science labs, ICT/STEM facilities, and equipment at the basic level
35. Inadequate workshops and training materials for the TVET sector
36. Weak systems for tracking student learning outcomes
37. Lack of a legislative framework for distance learning and open schooling
38. Poor coordination between Education and Industry or the job market

39. Low Science to Humanities ratio
40. Rising incidents of violence in schools
41. Poor coordination in programme design and implementation at all levels
42. Non-adherence to the right age enrolment at the basic level
43. Non-adherence to the right age enrolment at the secondary/TVET level
44. Weak Socio Emotional Learning (SEL)
45. Inadequate science labs, ICT/STEM facilities, and equipment at the secondary/TVET level
46. Low female participation in TVET
47. Inadequate libraries across the country
48. Gender gaps in STEM education and post-secondary levels.
49. Inadequate infrastructure and teacher training for special education instructors
50. Inadequate pedagogical training for tertiary faculty
51. Inadequate technically skilled professionals to teach in TVET institutions
52. Lack of entrepreneurial skills among TVET graduates
53. Skill mismatch and unemployment among tertiary graduates
54. Lack of a harmonized National Qualification Framework at the tertiary level
55. Weak and dilapidated library facilities in schools and communities across the country
56. Lack of industry experience among TVET teachers
57. Poor school leadership
58. Inadequate integration of environmental, livelihood, and technology content into lessons
59. Lack of mental health support and conflict resolution mechanisms
60. Slow operationalization of Recognition of Prior Learning and NTVETQF
61. Absence of skills forecasting systems
62. Limited integration of STEM, AI, green skills, and cultural values at the basic level
63. Limited integration of STEM, AI, green skills, and cultural values at the secondary/TVET level
64. Inadequate regulation and supervision of private schools
65. Inadequate systemic programme evaluation across the sector
66. Limited research informing practice
67. Poor standardization of academic calendars
68. Weak collaboration between researchers and policymakers
69. Outdated complementary education curricula

70. Poor coordination among regulatory bodies
71. Inadequate mentorship for lecturers
72. Inadequate resource support for School Management Committee governance
73. Limited capacity-building among teachers
74. Outdated book stock
75. Limited parental involvement
76. Low corporate-sector involvement in public education curriculum (CoEs)
77. Low GER at the Tertiary level
78. Inadequate digitization in assessment processes
79. Lack of inclusive classrooms for learners with disabilities
80. Insufficient government support for school infrastructure
81. Poorly maintained infrastructure in second-cycle schools
82. Limited capacity for data analysis among school leaders
83. Unclear roles in education data management
84. Weak analytical skills at district and regional levels
85. Overlooked data on learners with support needs
86. Weak translation of research into practice
87. Lack of systematic tracking of programme participants
88. Misalignment between tertiary curricula and labour-market needs
89. Policy gaps and institutional challenges in private universities
90. Insufficient coordination among regulatory bodies
91. Lack of standardized academic calendars
92. Narrowly defined performance metrics
93. Lack of legislative instrument for the Complementary Education Act (Act 1055)
94. Weak operationalization of standardized school designs
95. Weak collaboration between researchers and policymakers
96. Insufficient funding allocations for CEA programmes
97. Exclusion of CEA learners from Capitation Grant
98. Insufficient training of teachers and school staff on inclusive education
99. Limited accessibility of education data
100. Inadequate monitoring of computerized systems
101. High cost of tertiary education
102. Teachers not meeting the National Teachers' Standards (NTS)

103. Teachers not applying gender-responsive pedagogies
104. Weak links between teacher education and school practice
105. Incomplete implementation of SHS curricula
106. Excessive course content at the tertiary level
107. Limited access to tertiary education (especially CoEs)
108. Inadequate professional development for lecturers (CoEs)
109. Perceived bias against private institutions
110. Lack of continuity in tracking learner performance
111. Limited inclusivity in senior high and tertiary levels

2.7 Needs Assessment for the 2026–2029 Education Sector Medium-Term Plan

2.7.1 Introduction

This section presents the needs assessment which diagnoses critical gaps and priorities in Ghana’s education sector to inform the 2026–2029 Medium-Term Development Plan. It synthesises quantitative data, stakeholder consultations, and policy reviews to identify the most pressing needs across access, quality, equity, infrastructure, financing, and governance.

Thematic Area	Current Status	Key Gaps	Needs
Access & Equity	Issues of right age enrolment or low NER.	Students are not enrolling at the right age.	Implement the right age enrolment campaigns across the country.
	Low retention and completion rates.	High incidence of student dropout rate in areas of illegal mining and high economic activities.	Roll out targeted interventions (scholarships and bursaries) in illegal mining areas to increase student retention.
Quality & Learning Outcomes	Low learning outcomes	Limited formative assessment and feedback loops	Continuous professional development on assessment-for-learning.
		Weak instructional	Disseminating learning

		supervision and in-class support	assessment data to schools for target intervention Strengthen supervision with digital monitoring tools; Curriculum review to integrate life skills, STEAM, and 21st-century competencies
Teacher Capacity & Deployment	Inequitable distribution of Teachers	High PTTR in rural and underserved areas.	Improve and implement the teacher deployment strategy and provide special allowance to teachers in deprived areas.
Infrastructure, WASH & ICT	Inadequate educational infrastructure	<ul style="list-style-type: none"> • 2,894 Schools needing regular Classrooms. • 758 primary schools without KG and JHS blocks. • 2,921 JHS that need major repairs. • 399 SHS need major repairs. • 7293 Schools with No Toilets. • 26202 Schools with no changing rooms (menstrual hygiene). 	Roll out the construction and rehabilitation of classrooms and school infrastructure with the required amenities through innovative financing (PPPs).

Inclusive Education & Special Needs	<10% of schools have fully adapted infrastructure and materials for learners with disabilities	Shortage of trained teachers for special-need learners and sign-language interpreters; weak data on disability prevalence and outcomes	Implement the inclusive education policy. Mobile assessment teams for out-of-school children with disabilities. Procurement and distribution of assistive devices.
Financing & Resource Mobilization	Inadequate budgetary allocation and releases to District Education Offices	Delays in the release of funds and limited transparency in sub-national spending	Increase budgetary allocation to District Education Offices and harness other forms of education financing for the sub-national level offices.
Governance, Monitoring & Evaluation	Inadequate real-time data and evidence for decision-making	Insufficient disaggregation by disability, wealth quintile, and locality; limited participatory M&E at school and community levels	Upgrade EMIS to mobile data collection with geo-tagging and real-time analytics; institutionalize community scorecards, peer reviews, and annual learning forums; build regional M&E units with dedicated staff and resources

CHAPTER THREE

KEY DEVELOPMENT PRIORITIES

3.1 Introduction

This chapter presents the key development issues that emerged from the assessment of the implementation of the 2022–2025 ESMTDP alongside situational analyses and emerging trends. These issues form the basis for shaping the strategic priorities of the sector, as they directly influence the attainment of medium-term objectives and the long-term goals of the Ministry. The identified issues are therefore prioritized in this chapter to provide a clear focus on addressing the most critical challenges and opportunities facing the sector.

The key issues identified were ranked as a basis for determining the key priorities for the medium term. The impacts of the issues considered as priorities were assessed based on the following parameters, with their respective weight and scores:

- a. The severity and diversity of the problem and intended benefits (i.e., social, economic, environmental, infrastructural, etc.) (40%);
- b. The significant multiplier effect on economic efficiency, e.g., attraction of investors, job creation, increase in income, general economic growth, etc. (10%);
- c. The significant linkage effect on meeting basic human needs and rights (40%); and
- d. The significant effects in the sustainable spatial development of designated spaces and corridors (10%).

3.2 Methodology

A focus group discussion involving the technical team of experts from the Ministry and its agencies used the scoring model to prioritize the identified issues. A Likert scale (1-5), with 1 being the lowest and 5 the highest score, was used to guide the scoring process as defined in the NDPC guidelines. All issues with the score of 1 were then disregarded by the group, based on the criteria; a total of 70 issues were adopted. (refer to list of issues)

Table 16: Prioritised Issues

Development Issues Identified	The severity and diversity of the problem and intended benefits (i.e. social, economic, environmental, infrastructural etc);			The significant multiplier effect on economic efficiency e.g. attraction of investors, job creation, increase in income, general economic growth etc;			The significant linkage effect on meeting basic human needs and rights			The significant effects in the sustainable spatial development of designated spaces and corridors.			Total Score	Position
	SCALE	WEIGHT 40%	SCORE	SCALE	WEIGHT 10%	SCORE	SCALE	WEIGHT (40%)	SCORE	SCALE	WEIGHT (10%)	SCORE		
Inadequate supply of teachers especially for ECE	5	0.4	2	4	0.1	0.4	4	0.4	1.6	1	0.1	0.1	4.1	1st
Inadequate supply of teachers to deprived communities at the kindergarten level	5	0.4	2	4	0.1	0.4	4	0.4	1.6	1	0.1	0.1	4.1	2nd
Inadequate supply of teachers to deprived communities at the primary level	5	0.4	2	4	0.1	0.4	4	0.4	1.6	1	0.1	0.1	4.1	3rd
Inadequate teaching and learning materials at the kindergarten level	5	0.4	2	4	0.1	0.4	4	0.4	1.6	1	0.1	0.1	4.1	4th
Inadequate JHS infrastructure	4	0.4	1.6	4	0.1	0.4	4	0.4	1.6	3	0.1	0.3	3.9	5th
Inadequate kindergarten Infrastructure	4	0.4	1.6	4	0.1	0.4	4	0.4	1.6	3	0.1	0.3	3.9	6th
Inadequate primary Infrastructure	4	0.4	1.6	4	0.1	0.4	4	0.4	1.6	3	0.1	0.3	3.9	7th
Inadequate teaching and learning materials at the JHS level	4	0.4	1.6	3	0.1	0.3	4	0.4	1.6	1	0.1	0.1	3.6	8th
Inadequate teaching and learning materials at the primary level	4	0.4	1.6	3	0.1	0.3	4	0.4	1.6	1	0.1	0.1	3.6	9th
Geographical disparities in access to quality education at the basic level	4	0.4	1.6	3	0.1	0.3	3	0.4	1.2	4	0.1	0.4	3.5	10th
Geographical disparities in access to quality education at the secondary/TVET level	4	0.4	1.6	3	0.1	0.3	3	0.4	1.2	4	0.1	0.4	3.5	11th
Inadequate WASH facilities at the basic level	4	0.4	1.6	4	0.1	0.4	3	0.4	1.2	3	0.1	0.3	3.5	12th
Inadequate WASH facilities at the secondary/TVET level	4	0.4	1.6	4	0.1	0.4	3	0.4	1.2	3	0.1	0.3	3.5	13th
Poor implementation of basic level curricula	4	0.4	1.6	4	0.1	0.4	3	0.4	1.2	3	0.1	0.3	3.5	14th

Development Issues Identified	The severity and diversity of the problem and intended benefits (i.e. social, economic, environmental, infrastructural etc);			The significant multiplier effect on economic efficiency e.g. attraction of investors, job creation, increase in income, general economic growth etc;			The significant linkage effect on meeting basic human needs and rights			The significant effects in the sustainable spatial development of designated spaces and corridors.			Total Score	Position
	SCALE	WEIGHT 40%	SCORE	SCALE	WEIGHT 10%	SCORE	SCALE	WEIGHT (40%)	SCORE	SCALE	WEIGHT (10%)	SCORE		
Poor implementation of SHS curricula	4	0.4	1.6	4	0.1	0.4	3	0.4	1.2	3	0.1	0.3	3.5	15th
Geographical disparities in ECE	4	0.4	1.6	3	0.1	0.3	3	0.4	1.2	3	0.1	0.3	3.4	16th
Limited access to tertiary education in newly-created regions	4	0.4	1.6	3	0.1	0.3	3	0.4	1.2	3	0.1	0.3	3.4	17th
Poor maintenance of educational infrastructure and facilities at the basic level	4	0.4	1.6	3	0.1	0.3	3	0.4	1.2	3	0.1	0.3	3.4	18th
Poor maintenance of educational infrastructure and facilities at the secondary/TVET level	4	0.4	1.6	3	0.1	0.3	3	0.4	1.2	3	0.1	0.3	3.4	19th
Poor maintenance of educational infrastructure and facilities at the tertiary level	4	0.4	1.6	3	0.1	0.3	3	0.4	1.2	3	0.1	0.3	3.4	20th
Limited enrolment of people with Special needs in schools.	3	0.4	1.2	3	0.1	0.3	4	0.4	1.6	2	0.1	0.2	3.3	21st
Inadequate early childhood facilitators	4	0.4	1.6	3	0.1	0.3	3	0.4	1.2	1	0.1	0.1	3.2	22nd
Inadequate financing of Education	4	0.4	1.6	5	0.1	0.5	2	0.4	0.8	1	0.1	0.1	3	23rd
Weak adoption of Play-based pedagogies	3	0.4	1.2	3	0.1	0.3	3	0.4	1.2	3	0.1	0.3	3	24th
Inadequate infrastructure across all Colleges of Education which limits their intake	3	0.4	1.2	3	0.1	0.3	3	0.4	1.2	3	0.1	0.3	3	25th
Inadequate safety infrastructure and policies.	3	0.4	1.2	3	0.1	0.3	3	0.4	1.2	3	0.1	0.3	3	26th
Inadequate science labs, ICT/STEM facilities, and equipment at the basic level	3	0.4	1.2	3	0.1	0.3	3	0.4	1.2	3	0.1	0.3	3	27th
Inadequate workshops and training materials for the TVET sector	3	0.4	1.2	3	0.1	0.3	3	0.4	1.2	3	0.1	0.3	3	28th

Development Issues Identified	The severity and diversity of the problem and intended benefits (i.e. social, economic, environmental, infrastructural etc);			The significant multiplier effect on economic efficiency e.g. attraction of investors, job creation, increase in income, general economic growth etc;			The significant linkage effect on meeting basic human needs and rights			The significant effects in the sustainable spatial development of designated spaces and corridors.			Total Score	Position
	SCALE	WEIGHT 40%	SCORE	SCALE	WEIGHT 10%	SCORE	SCALE	WEIGHT (40%)	SCORE	SCALE	WEIGHT (10%)	SCORE		
Weak systems for tracking student learning outcomes	4	0.4	1.6	3	0.1	0.3	2	0.4	0.8	2	0.1	0.2	2.9	29th
Lack of legislative framework for distance learning and open schooling	3	0.4	1.2	3	0.1	0.3	3	0.4	1.2	1	0.1	0.1	2.8	30th
Poor coordination between Education and Industry or the job market	4	0.4	1.6	3	0.1	0.3	2	0.4	0.8	1	0.1	0.1	2.8	31st
Low Science to Humanities ratio	4	0.4	1.6	3	0.1	0.3	2	0.4	0.8	1	0.1	0.1	2.8	32nd
Rising incidents of violence in schools	3	0.4	1.2	3	0.1	0.3	3	0.4	1.2	1	0.1	0.1	2.8	33rd
Poor coordination in programme design and implementation at all levels	3	0.4	1.2	3	0.1	0.3	3	0.4	1.2	1	0.1	0.1	2.8	68th
Non-adherence to the right age enrolment at the basic level	3	0.4	1.2	2	0.1	0.2	3	0.4	1.2	1	0.1	0.1	2.7	34th
Non-adherence to the right age enrolment at the secondary/TVET level	3	0.4	1.2	2	0.1	0.2	3	0.4	1.2	1	0.1	0.1	2.7	35th
Weak Socio Emotional Learning (SEL)	3	0.4	1.2	2	0.1	0.2	3	0.4	1.2	1	0.1	0.1	2.7	36th
Inadequate science labs, ICT/STEM facilities, and equipment at the secondary/TVET level	3	0.4	1.2	3	0.1	0.3	2	0.4	0.8	3	0.1	0.3	2.6	37th
Low female participation in TVET	3	0.4	1.2	4	0.1	0.4	2	0.4	0.8	2	0.1	0.2	2.6	38th
Inadequate libraries across the country	3	0.4	1.2	4	0.1	0.4	2	0.4	0.8	2	0.1	0.2	2.6	39th
Gender gaps in STEM education and post-secondary levels.	3	0.4	1.2	3	0.1	0.3	2	0.4	0.8	2	0.1	0.2	2.5	40th
Inadequate infrastructure and teacher training for special education instructors	3	0.4	1.2	3	0.1	0.3	2	0.4	0.8	2	0.1	0.2	2.5	41st

Development Issues Identified	The severity and diversity of the problem and intended benefits (i.e. social, economic, environmental, infrastructural etc);			The significant multiplier effect on economic efficiency e.g. attraction of investors, job creation, increase in income, general economic growth etc;			The significant linkage effect on meeting basic human needs and rights			The significant effects in the sustainable spatial development of designated spaces and corridors.			Total Score	Position
	SCALE	WEIGHT 40%	SCORE	SCALE	WEIGHT 10%	SCORE	SCALE	WEIGHT (40%)	SCORE	SCALE	WEIGHT (10%)	SCORE		
Inadequate pedagogical training for tertiary faculty	3	0.4	1.2	3	0.1	0.3	2	0.4	0.8	2	0.1	0.2	2.5	42nd
Inadequate technically skilled professionals to teach in TVET institutions	3	0.4	1.2	3	0.1	0.3	2	0.4	0.8	2	0.1	0.2	2.5	43rd
Lack of entrepreneurial skills among TVET graduates	3	0.4	1.2	3	0.1	0.3	2	0.4	0.8	2	0.1	0.2	2.5	44th
Skill mismatch and unemployment among tertiary graduates	3	0.4	1.2	3	0.1	0.3	2	0.4	0.8	2	0.1	0.2	2.5	45th
Lack of a harmonized National Qualification Framework at the tertiary level	3	0.4	1.2	3	0.1	0.3	2	0.4	0.8	1	0.1	0.1	2.4	46th
Weak and dilapidated library facilities in schools and communities across the country	3	0.4	1.2	2	0.1	0.2	2	0.4	0.8	2	0.1	0.2	2.4	47th
Lack of industry experience among TVET teachers	3	0.4	1.2	3	0.1	0.3	2	0.4	0.8	1	0.1	0.1	2.4	48th
Poor school leadership	3	0.4	1.2	3	0.1	0.3	2	0.4	0.8	1	0.1	0.1	2.4	49th
Inadequate integration of environmental, livelihood, and technology content into lessons	3	0.4	1.2	2	0.1	0.2	2	0.4	0.8	1	0.1	0.1	2.3	50th
Lack of mental health support and conflict resolution mechanisms	3	0.4	1.2	2	0.1	0.2	2	0.4	0.8	1	0.1	0.1	2.3	51st
Slow operationalization of Recognition of Prior Learning and NTVETQF	3	0.4	1.2	2	0.1	0.2	2	0.4	0.8	1	0.1	0.1	2.3	52nd
Absence of skills forecasting systems	3	0.4	1.2	4	0.1	0.4	1	0.4	0.4	1	0.1	0.1	2.1	53rd
Limited integration of STEM, AI, green skills, and cultural values at the basic level	3	0.4	1.2	3	0.1	0.3	1	0.4	0.4	1	0.1	0.1	2	54th
Limited integration of STEM, AI, green skills, and	3	0.4	1.2	3	0.1	0.3	1	0.4	0.4	1	0.1	0.1	2	55th

Development Issues Identified	The severity and diversity of the problem and intended benefits (i.e. social, economic, environmental, infrastructural etc);			The significant multiplier effect on economic efficiency e.g. attraction of investors, job creation, increase in income, general economic growth etc;			The significant linkage effect on meeting basic human needs and rights			The significant effects in the sustainable spatial development of designated spaces and corridors.			Total Score	Position
	SCALE	WEIGHT 40%	SCORE	SCALE	WEIGHT 10%	SCORE	SCALE	WEIGHT (40%)	SCORE	SCALE	WEIGHT (10%)	SCORE		
cultural values at the secondary/TVET level														
Inadequate regulation and supervision of private schools	3	0.4	1.2	2	0.1	0.2	1	0.4	0.4	1	0.1	0.1	1.9	56th
Inadequate systemic programme evaluation across the sector	3	0.4	1.2	2	0.1	0.2	1	0.4	0.4	1	0.1	0.1	1.9	57th
Limited research informing practice	3	0.4	1.2	2	0.1	0.2	1	0.4	0.4	1	0.1	0.1	1.9	66th
Poor standardization of academic calendars	2	0.4	0.8	2	0.1	0.2	2	0.4	0.8	1	0.1	0.1	1.9	58th
Weak collaboration between researchers and policymakers	2	0.4	0.8	2	0.1	0.2	2	0.4	0.8	1	0.1	0.1	1.9	59th
Outdated complementary education curricula	2	0.4	0.8	1	0.1	0.1	2	0.4	0.8	1	0.1	0.1	1.8	61st
Poor coordination among regulatory bodies	3	0.4	1.2	1	0.1	0.1	1	0.4	0.4	1	0.1	0.1	1.8	62nd
Inadequate mentorship for lecturers	2	0.4	0.8	2	0.1	0.2	1	0.4	0.4	1	0.1	0.1	1.5	63rd
Inadequate resource support for School Management Committee governance	2	0.4	0.8	2	0.1	0.2	1	0.4	0.4	1	0.1	0.1	1.5	64th
Limited capacity-building among teachers	2	0.4	0.8	2	0.1	0.2	1	0.4	0.4	1	0.1	0.1	1.5	65th
Outdated book stock	2	0.4	0.8	2	0.1	0.2	1	0.4	0.4	1	0.1	0.1	1.5	67th
Limited parental involvement	2	0.4	0.8	1	0.1	0.1	1	0.4	0.4	1	0.1	0.1	1.4	60th
Low corporate-sector involvement in public education	2	0.4	0.8	1	0.1	0.1	1	0.4	0.4	1	0.1	0.1	1.4	69th
Low GER at the Tertiary level	1	0.4	0.4	1	0.1	0.1	1	0.4	0.4	1	0.1	0.1	1	70th

3.3 List of Prioritised Issues

1. Inadequate supply of teachers, especially for ECE
2. Inadequate supply of teachers to deprived communities at the kindergarten level
3. Inadequate supply of teachers to deprived communities at the primary level
4. Inadequate teaching and learning materials at the kindergarten level
5. Inadequate JHS infrastructure
6. Inadequate Kindergarten Infrastructure
7. Inadequate primary Infrastructure
8. Inadequate teaching and learning materials at the JHS level
9. Inadequate teaching and learning materials at the primary level
10. Geographical disparities in access to quality education at the basic level
11. Geographical disparities in access to quality education at the secondary/TVET level
12. Inadequate WASH facilities at the basic level
13. Inadequate WASH facilities at the secondary/TVET level
14. Poor implementation of basic-level curricula
15. Poor implementation of SHS curricula
16. Geographical disparities in ECE
17. Limited access to tertiary education in newly created regions
18. Poor maintenance of educational infrastructure and facilities at the basic level
19. Poor maintenance of educational infrastructure and facilities at the secondary/TVET level
20. Poor maintenance of educational infrastructure and facilities at the tertiary level
21. Limited enrolment of people with Special needs in schools.
22. Inadequate early childhood facilitators
23. Inadequate Financing of Education
24. Weak adoption of Play-based pedagogies
25. Inadequate infrastructure across all Colleges of Education, which limits their intake
26. Inadequate safety infrastructure and policies.
27. Inadequate science labs, ICT/STEM facilities, and equipment at the basic level
28. Inadequate workshops and training materials for the TVET sector
29. Weak systems for tracking student learning outcomes
30. Lack of a legislative framework for distance learning and open schooling

31. Poor coordination between Education and Industry or the job market
32. Low Science to Humanities ratio
33. Rising incidents of violence in schools
34. Poor coordination in programme design and implementation at all levels
35. Non-adherence to the right age enrolment at the basic level
36. Non-adherence to the right age enrolment at the secondary/TVET level
37. Weak Socio Emotional Learning (SEL)
38. Inadequate science labs, ICT/STEM facilities, and equipment at the secondary/TVET level
39. Low female participation in TVET
40. Inadequate libraries across the country
41. Gender gaps in STEM education and post-secondary levels.
42. Inadequate infrastructure and teacher training for special education instructors
43. Inadequate pedagogical training for tertiary faculty
44. Inadequate technically skilled professionals to teach in TVET institutions
45. Lack of entrepreneurial skills among TVET graduates
46. Skill mismatch and unemployment among tertiary graduates
47. Lack of a harmonized National Qualification Framework at the tertiary level
48. Weak and dilapidated library facilities in schools and communities across the country
49. Lack of industry experience among TVET teachers
50. Poor school leadership
51. Inadequate integration of environmental, livelihood, and technology content into lessons
52. Lack of mental health support and conflict resolution mechanisms
53. Slow operationalization of Recognition of Prior Learning and NTVETQF
54. Absence of skills forecasting systems
55. Limited integration of STEM, AI, green skills, and cultural values at the basic level
56. Limited integration of STEM, AI, green skills, and cultural values at the secondary/TVET level
57. Inadequate regulation and supervision of private schools
58. Inadequate systemic programme evaluation across the sector
59. Limited research informing practice
60. Poor standardization of academic calendars

61. Weak collaboration between researchers and policymakers
62. Outdated complementary education curricula
63. Poor coordination among regulatory bodies
64. Inadequate mentorship for lecturers
65. Inadequate resource support for School Management Committee governance
66. Limited capacity-building among teachers
67. Outdated book stock
68. Limited parental involvement
69. Low corporate-sector involvement in public education
70. Low GER at the Tertiary level

CHAPTER FOUR

DEVELOPMENT PROJECTIONS, GOALS, OBJECTIVES, AND STRATEGIES

4.1 Introduction

This chapter presents the development goals, objectives, and strategies that will guide the Ministry and its agencies over the 2026–2029 medium-term planning period. These development goals, objectives, and strategies align with the prioritized development issues outlined in the previous chapters that will guide the strategic direction of the sector and its linkage with national development objectives. The goals and objectives further anchor the commitment to achieving the Sustainable Development Goals (SDGs) by 2030.

4.2 Goal

The aim of the 2026-2029 ESMTDP is to deliver quality education services at all levels that will equip learners in educational institutions with the skills, competencies, and awareness that will make them functional citizens who can contribute to the attainment of the national goal.

4.3 Objectives

Given the prioritised issues and challenges in the sector, the following national medium-term development objectives have been adopted:

1. Enhance inclusive, equitable and quality education at all levels.
2. Strengthen competency-based skill development in technical and vocational education
3. Promote inclusive education
4. Ensure a safe and supportive environment for the re-entry of dropouts into school
5. Promote e-learning at all levels
6. Strengthen school management systems
7. Ensure sustainable financing of education
8. Promote literacy and lifelong learning

The above-adopted objectives were aligned to the sector medium-term objective as shown in the table below:

Table 17: Alignment of Adopted Objectives with the Sector Medium-Term Objective

SECTOR OBJECTIVES	NATIONALLY ALIGNED OBJECTIVES
Improve equitable access to and participation in inclusive quality education at all levels by the end of 2029;	Enhance equitable access to, and participation in, quality education at all levels
	Promote inclusive education
	Ensure a safe and supportive environment for the re-entry of dropouts into school.
Improve the quality of teaching and learning in science, technology, engineering, and mathematics (STEM) and TVET at all levels by the end of 2029;	Strengthen competency-based skills development in technical and vocational education.
	Promote e-learning at all levels.
Secure a sustainable and efficient management, financing, and accountability of education service delivery by the end of 2029	Strengthen school management systems.
	Ensure sustainable financing of education.

The matrix below shows goals, objectives, strategies, and programmes linked to national objectives.

Table 18: Development Goals, Objectives, Strategies, and Programmes

Prioritised Issues	Goal	Objective	Aligned National Objectives	Strategies	Development Programmes
Inadequate teaching and learning facilities	To deliver quality education service at all levels that will equip learners in educational institutions with the skills, competencies, and awareness that will make them functional citizens who can contribute to the attainment of the national goal.	Enhance inclusive, equitable and quality education at all levels.	Enhance equitable access to, and participation in, quality education	Development of a manual and guidelines for the distribution of TLMs and library facilities	Basic Education
Inadequate supply of teachers, especially for Early Childhood Education (ECE)				Invest in comprehensive professional development programmes for ECE educators and facilitators.	
Geographical disparities in ECE				Accelerate the implementation of the ECE policy.	
Poor implementation of KG–B6, SHS curricula				Leverage on social intervention programmes such as those relating to school feeding, school uniforms, and transport to ensure that children from disadvantaged groups are enrolled and stay in school	
Weak Socio Emotional Learning (SEL)				Decentralize furniture procurement	
Weak adoption of Play-based pedagogies				Leverage the PPP arrangement for education Infrastructure.	
Inadequate Infrastructure across all educational levels				Promote right age enrolment in basic education.	
Poor maintenance of educational infrastructure and facilities				Implementation of SEL at all levels of basic education	
Inadequate teaching and learning facilities at all levels				Provision of WASH, sanitary pads, and other gender-based facilities in basic schools	
Inadequate supply of teachers to deprived communities					
Geographical disparities in access to quality education at all levels					
Inadequate WASH facilities					
Non-adherence to the right age enrolment					

Inadequate Infrastructure across all educational levels				Initiate and implement the 'SmartStart Curriculum' for greater integration of Science, Technology, Engineering, and Mathematics (STEM), coding, and Digital Literacy and TVET into the basic education curricula.
Poor maintenance of educational infrastructure and facilities				Initiate a National Edu-Care Programme (NEP) to establish early child learning facilities in workspaces to support working parents.
Poor implementation of KG–B6, SHS curricula				Establish Ghana Pre-schools Online (GPO) to enhance literacy and numeracy education for nursery and kindergarten children using multimedia tools;
Inadequate teaching and learning facilities at all levels				Review basic education curricula to develop a national value-based curriculum that enhances the psychomotor skills of children and equips them with basic life skills.
Inadequate supply of teachers to deprived communities				Invest in comprehensive professional development programmes for early childhood educators.
Geographical disparities in access to quality education at all levels				Institutionalise and promote the use of first languages (L1) as the medium of teaching and learning in early years' education and care.
Inadequate WASH facilities				Incorporate indigenous knowledge, traditions, and stories into teaching and learning materials to make learning more meaningful for children.
Non-adherence to the right age enrolment				Promote the creation of digital content of supplementary early childhood learning materials.
Inadequate Infrastructure across all educational levels				Increase the number of teachers and professional staff (including sign language interpreters and braille transcribers) at all levels of education.
Poor maintenance of educational infrastructure and facilities				Ensure adequate and accessible infrastructure, tools, and skills to facilitate teaching and learning at all levels.
Poor implementation of KG–B6, SHS curricula				

Inadequate science labs, ICT/STEM facilities, and equipment				Promote digital literacy at the basic level.	
Low GER at the Tertiary level				Remove cost barriers hindering access to Tertiary education	Tertiary
Inadequate pedagogical training for tertiary faculty				Expand continuous professional development opportunities for University Lecturers.	
Inadequate mentorship for lecturers				Accelerate the attainment of the 60:40 admission ratio of science to humanities students at the tertiary level.	
Low Science to Humanities ratio				Facilitate the introduction of courses in tertiary institutions to train early childhood facilitators.	
Inadequate early childhood facilitators				Collaborate with traditional public universities to establish satellite campuses in the newly created regions without public universities.	
Limited access to tertiary education in newly created regions				Introduce TVET pedagogy in partnership with relevant Technical Universities to encourage technically skilled professionals to acquire pedagogical skills to teach in TVET institutions;	
Inadequate technically skilled professionals to teach in TVET institutions				Improve infrastructure and all relevant teaching and learning resources.	
Inadequate infrastructure across all Colleges of Education, which limits their intake				Establish the National Research Fund to support indigenous research and promote commercialised research.	
Limited research informing practice					
Inadequate Libraries			Promote literacy and lifelong learning.	Expand multipurpose Libraries	Complementary and Lifelong Learning
Weak and dilapidated library facilities in schools and communities across the country				Upgrade existing library facilities.	
A low number of libraries across the country				Construct new libraries across the country to improve access.	
				Expand digital libraries to enhance access to global teaching and learning materials for both teachers and learners.	

Outdated book stock				Restock various libraries across the country to meet current curriculum demand.	
Outdated complementary education curricula				<p>i. Continue revising complementary basic education (CBE) for all approved Ghanaian languages.</p> <p>ii. Develop and/or revise the FLE (functional literacy education) curriculum (language, mathematics, science, and cultural literacies) in line with the different policy levels: foundation, basic, intermediate, and advanced.</p> <p>iii. Develop an OSD (occupational skill development) curriculum in line with the CTNET national qualifications framework.</p>	
Lack of a legislative framework for distance learning and open schooling				Provide a legal framework to guide its operations for Distance Learning and Open Schooling.	
Limited enrolment of people with Special needs in schools.			Promote inclusive education	Strengthen multi-sectoral efforts to identify and enroll children with special needs.	Inclusive Education
Inadequate infrastructure and teacher training for special education instructors				Implement universal design (ramps, braille signage, sound cues) in schools.	
Limited parental involvement				Equip educators with behavioral and inclusive teaching skills.	
				Use assistive technologies and personalized learning platforms.	
				Foster partnerships with parents for holistic support	
Rising incidents of violence in schools				Finalize and enforce Safe School Policy.	
Lack of mental health support and conflict resolution mechanisms				Integrate peer mediation and conflict resolution into the curriculum.	
Inadequate safety infrastructure and policies.				Foster collaboration among parents, teachers, and local leaders	

Poor coordination between Education and Industry, or the job market		Improve the quality of teaching and learning in science, technology, engineering, and mathematics (STEM) and TVET at all levels by the end of 2029;	Strengthen Competency-Based Skill Development in Technical and Vocational Education (TVET)	Roll out Workplace Experience Learning (WEL) for all students in TVET	Secondary Education	
Skill mismatch and unemployment among tertiary graduates				Strengthen the pedagogical and professional/industry-related skills of TVET teachers.		
Lack of industry experience among TVET teachers						Strengthen the learning of STEM and entrepreneurial skills in TVET provision to enhance employability.
Inadequate workshops and training materials for the TVET sector						
Lack of entrepreneurial skills among TVET graduates						Expand continuous professional development opportunities for Teachers for both in-person and digital platforms.
Limited integration of STEM, AI, green skills, and cultural values						
Low digital and green skills integration						Promote teaching and learning of STEM and ICT education.
Limited capacity-building among teachers						
Weak systems for tracking student learning outcomes						Promote E-Learning at All Levels
Limited integration of STEM, AI, green skills, and cultural values						
Low digital and green skills integration						
Inadequate integration of environmental, livelihood, and technology content into lessons						
Gender gaps in STEM education and post-secondary levels. Promote STEM for girls and promote gender equity.						
Low female participation in TVET						
Gender gaps in STEM education and post-secondary levels.						
Low female participation in TVET						
Inadequate science labs, ICT/STEM facilities, and equipment						

Inadequate resource support for School Management Committee governance		Secure a sustainable and efficient management, financing, and accountability of education service delivery by the end of 2029	Strengthen School Management Systems	Strengthen SMCs in public	
Poor school leadership				Strengthen School inspection and supervision practices.	
Inadequate regulation and supervision of private schools					
Poor standardization of academic calendars				Leverage on research and evidence for informed decisions	
Weak collaboration between researchers and policymakers				Strengthen sector research and the Monitoring and Evaluation System.	
Inadequate systemic programme evaluation across the sector					
Absence of skills forecasting systems			Ensure Sustainable Financing of Education	Design and roll out equitable cost-sharing for the government and key stakeholders	
Low corporate-sector involvement in public education				Strengthen sector management, coordination, and accountability.	
Inadequate Financing of Education					
Poor coordination in programme design and implementation at all levels					
Poor coordination among regulatory bodies					
Lack of a harmonized National Qualification Framework at the tertiary level					
Slow operationalization of Recognition of Prior Learning and NTVETQF					

CHAPTER FIVE

COMPOSITE DEVELOPMENT PROGRAMMES

5.1 Introduction

This chapter outlines the composite development programmes, which consolidate related strategies into broad thematic initiatives. The objectives and strategies presented in Chapter Four are organized into programmes, each of which serves as a framework of projects designed to achieve the stated objectives. It also presents an indicative resource plan, which estimates the financial requirements for each programme from 2026 to 2029 and identifies likely funding sources. The development programmes are grouped under the broad educational programme areas of Basic, Secondary, TVET, Tertiary, Inclusive and Special Education, Non-Formal and Education Management and Financing.

5.2 Assumptions and Methodologies used for the Costing

The costing of the Programme of Action (2026–2029) is based on a combination of national cost norms, historical expenditure trends, and realistic projections of enrolment growth and infrastructure needs across basic, secondary/TVET, complementary and lifelong learning, inclusive and special education, tertiary, and education management programmes. Estimates assume alignment with the Education Strategic Plan (ESP), Medium-Term Expenditure Framework (MTEF) ceilings, and the Consolidated Fund/GETFund financing structures, complemented by expected contributions from development partners and the private sector. Population and enrolment forecasts, standard teacher-learner ratios, and unit cost benchmarks from sector agencies were applied to determine human resource, infrastructure, teaching and learning materials, ICT, and operational requirements, with inflation and exchange rate adjustments factored in. A contingency margin and provisions for monitoring, evaluation, and coordination were also included to ensure effective and sustainable implementation.

The 2026-2029 ESMTDP, through a set of well-defined programmes will address the diverse development issues identified. These programmes provide the framework for equitable access, quality improvement, and system-wide efficiency in the education sector;

Programmes	Programme Description
Basic education	<p>The Basic Education programme is delivered by the Ministry of Education through its lead Agency, the Ghana Education Service (which implements the policies set by the Ministry and delivers pre-tertiary education service throughout the country) with support from NaSIA, NaCCA, NTC, and WAEC.</p> <p>The programme has three sub-programmes namely; Kindergarten, Primary, and Junior High School education.</p> <p>This programme is financed through the government of Ghana consolidated fund, GETFund and support from Development Partners.</p>
Secondary education/ TVET	<p>The Second Cycle Education programme covers three years of Senior High School or</p> <p>Technical, vocational and appropriate apprenticeship scheme.</p> <p>This programme is delivered by the Ghana Education Service and TVET Service with support from NaSIA, NaCCA, CTNET, NTC, and WAEC. The programme has two sub-programmes namely; Senior High School and TVET which implements the policies set by the Ministry. Public Secondary Education is fully funded by the Government of Ghana.</p>
Complementary Education and Lifelong Learning	<p>The passage of the Complementary Education Agency (CEA) Act, 2020 (Act 1055) has expanded the mandate of the Non-Formal Education Division.</p> <p>Complementary Education is a strategic programme designed to provide equitable access to quality education for children, youth, and adults who are outside the formal education system. It targets out-of-school children (OOSC), school dropouts, and adults who missed the opportunity of formal schooling, ensuring that they acquire basic literacy, numeracy, and functional life</p>

Programmes	Programme Description
	<p>skills. The programme also creates flexible pathways for learners to transition into formal schooling, vocational training, or sustainable livelihoods.</p> <p>In addition, Lifelong Learning emphasizes continuous education and skills development beyond the classroom. It supports functional literacy, technical and vocational training, entrepreneurship, digital skills, and civic education to prepare individuals for active participation in social, cultural, and economic life.</p> <p>This programme has four sub-programmes namely; Complementary Education, library Services & Development, Books Development, Distance Learning and Open Schooling.</p> <p>This programme is financed through the government of Ghana consolidated fund, GETFund and support from Development Partners.</p>
Inclusive and Special Education	<p>This programme seeks to ensure the provision of education for those with special, physical and mental needs by integrating them into the formal system or special schools. The programme also provides services to disadvantaged children to ensure they are able to access basic and second cycle education.</p> <p>This programme has three sub-programmes namely; Special Education, Gender and Inclusion, and Safe Schools.</p> <p>This programme is financed through the government of Ghana consolidated fund, GETFund and support from Development Partners.</p>
Tertiary education	<p>There are 254 accredited public and private Tertiary Education Institutions (TEIs) in Ghana for the 2019/2020 academic year of which 168 are public and 86 are private.</p>

Programmes	Programme Description
	<p>The publicly funded institutions that operate under the oversight of the Ghana Tertiary</p> <p>Education Commission are grouped into sub-programmes namely Supervisory Bodies,</p> <p>University Education, Technical University Education, Colleges of Education, Specialized Teaching Institutions and Science, Research and Publication.</p> <p>This programme has four sub-programmes namely; Universities, Technical Universities, Colleges of Education, and Science, Research & Innovation.</p> <p>This programme is financed through the government of Ghana consolidated fund, GETFund and support from Development Partners.</p>
Education Management and Finance	<p>The Management and Administration programme groups all the system-wide activities that are necessary to create a high-quality education system and improve education service delivery.</p> <p>This programme has several sub-programmes namely; Education Policy, Budget, Monitoring and Evaluation, Regulatory Systems, Accountability and Governance, Research, Data and Evidence, Education Financing, and ICT and other Education Enablers.</p> <p>This programme is financed through the government of Ghana consolidated fund, GETFund and support from Development Partners.</p>

5.3 Programme of Action (PoA)

The Programme of Action captures the broad sector development programmes and sub-programmes for the period 2026-2029. It indicates the time frame, the cost required for the

execution of planned programmes/projects, the status of programmes and the implementation Agencies.

Table 19: Programme of Action

PROGRAMME	TIMELINES				Cost					Programme Status		IMPLEMENTING AGENCIES	
	2026	2027	2028	2029	Cost			Others (Specify)		NE W	On-going	Lead	Collaborating
					GoG	DACF	IGF	GETFund	DP				
Basic Education	X	X	X	X	1,053,740,168.00	5,000,000.00	154,500,000.00	2,791,771,448.00	1,854,164,447.00	X	X	GES, NaCCA, NaSIA, CENDLOS	GBDC, GhLA
Secondary Education	X	X	X	X	1,484,690,000.00	50,000.00	20,000,000.00	28,285,236,156.00	5,977,180,000.00	X	X	GES, NaCCA, NaSIA, CENDLOS	GBDC, GhLA
TVET	X	X	X	X	18,000,000.00	-	68,700,000.00	5,564,285,000.00	830,725,000.00	X	X	GTVETS, CTVET, CENDLOS	
Inclusive and Special Education	X	X	X	X	5,461,875.00	-	61,000.00	856,492,900.00	19,955,000.00	X	X	GES, GTVETS, CEA, NaSIA, NaCCA	
Complementary Education	X	X	X	X	120,800,000.00	-	-	-	1,259,200,000.00	X	X	CEA, CTVET,	GES, GhLA
Tertiary Education	X	X	X	X	2,556,830,500.00	-	-	1,193,663,000.00	272,000,000.00	X	X	GTEC	CTVET, NTC
Education Management and Financing	X	X	X	X	5,706,075,434.00	100,000.00	239,350,000.00	2,003,050,000.00	97,897,770.00	X	X	MoE, NTC, GhLA, GBDC,	
TOTAL					10,945,597,977.00	5,150,000.00	482,611,000.00	40,694,498,504.00	10,311,122,217.00				

Table 20: Programme Financing

Development Programme	Programme Cost (A)	Expected revenue and source of funding					Total (B)	Gap ©=(B-A)	
		GoG	CF	DA	IGF	GETFund			DPs
Basic Education	5,859,176,063.00	1,857,628,496.00	-	-	-	2,791,771,448.00	1,784,616,000.00	6,434,015,944	574,839,881.00
Secondary Education	35,767,156,155.76	-	-	-	-	28,285,236,156.00	2,977,180,000.00	31,262,416,156	4,504,739,999.76
TVET	6,481,710,000.00	65,600,000.00	-	-	117,150,840.00	5,564,285,000.00	452,154,600.00	6,199,190,440	282,519,560.00
Inclusive Education	881,970,775.00	200,000,000.00	-	-	61,000.00	250,000,000.00	955,000.00	451,016,000	430,954,775.00
Complementary and Lifelong Learning	1,380,000,000.00	74,640,000.00	-	-	-	1,000,000.00	12,000,000.00	87,640,000	1,292,360,000.00
Tertiary Education	4,022,493,500.00	2,556,830,500.00	-	-	3,493,328,506.00	1,193,663,000.00	272,000,000.00	7,515,822,006	3,493,328,506.00
Education Policy, Management and Financing	8,046,473,204.40	1,164,795,836.00	-	-	163,273,010.00	2,003,050,000.00	97,897,770.00	3,429,016,616	4,617,456,588.40
TOTAL	62,438,979,698.16	5,919,494,832.00	-	-	3,773,813,356.00	40,089,005,604.00	5,596,803,370.00	55,379,117,162.00	(7,059,862,536.16)

5.4 Revenue Generation Measures

As indicated in the financial strategy above, the MOE and its relevant stakeholders will actively pursue a resource mobilisation strategy to identify resources to address the financing gap of the ESMTDP 2026–2029. The strategy consists of five components: (i) additional GoG funding; (ii) sustainable tertiary expansion; (iii) exploring a Voluntary Education Fund (VEF); (iv) adopting efficiency saving measures; and (v) pursuing development cooperation and partnerships.

(i) Additional GoG funding: Government commitment to spend about 4-6% of GDP on education will be pursued. The pursued will include identifying opportunities for increased GoG resources, such as exploring opportunities for increased allocation to the sector from the ABFA, as explored in Witter *et al.* (2017). This will also mean ensuring that additional GoG resources are allocated where the MOE is required to take on additional budget responsibilities. In the immediate term this relates to bringing additional GoG funding resources under the MOE budget due to the de-collateralisation of GETFund.

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

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

(iii) *Explore a VEF:* This is proposed as a pathway for sustaining education programmes through the establishment and management of secondary education emergency fund and tertiary endowment fund. These will give opportunity for those in Ghana and across the diaspora to contribute to the education sector in Ghana. Details of how this fund will operate are to be developed but the MOE will actively explore these options by consulting with relevant stakeholders and developing the required legislation for operationalising the funds.

(iv) *Adopting efficiency saving measures:* Within the remit of this ESMTDP and the ESP 2026–2029, the MOE has committed to implementing strategies and programmes to improve the efficiency of service delivery and systems capacity to translate resources into results and, as such, make the system more efficient. Details of the efficiency measures are explained under the relevant sub-sections. These include:

- development and implementation of an Early Grade Education Policy to ensure right-age enrolment¹ and reduce repetition, with its attendant increased cost;
- increasing the current PTRs in line with international standards to decrease the staff cost per pupil;
- rationalising teacher deployment to meet local need, especially in low-enrolment schools, through the development and implementation of a Human Resource Policy for the GES, including an online staff database that provides real-time data on staff movement and location²; and
- promotion of the day and community SHS in order to gradually reduce the proportion of boarding students in the system with their higher per-student cost and associated infrastructure cost.

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

¹ Helping to address and forestall in the future the current over 30% of KG1 pupils that are under-age.

² Helping to address over the over-concentration of teachers in some areas and to rationalise teacher distribution.

The MOE will therefore continue to implement agreed programmes in line with the ESMTDP and ESP, as well as explore the following potential options and implement a proactive approach to mobilising additional external resources. Options for additional financing in the period 2026 to 2029 not currently represented as secured financing in the financial strategy above include the following:

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

- Exploring public–private partnership programmes with relevant domestic and international organisations.
- Pursuing and partnering with other relevant stakeholders, for example Education Development Trust, etc.
- Exploring the possibility of Outcomes-based Commissioning by partnering with non-state actors through the use of the Education Outcomes Fund.
- Partnerships with private sector organisations that have already been established are included in the projections and the MOE will continue to engage potential new private sector partners in supporting particular activities.
- Encouraging and supporting relevant stakeholders, such as CSOs and NGOs, in education to seek additional resources and support the implementation of priorities as highlighted in the ESP.

(vii) Inter-sectoral collaboration and decentralisation of basic education

In terms of wider partnerships, the MOE collaborates with a number of other government ministries to pursue the objectives of the ESP, and more information on this is provided in the ESP 2018–2030. The resources which directly impact on education from other ministries are included in the projections to give a holistic view of resources to education.

Furthermore, there are resources which contribute to education through the District Assemblies, which are also included in the projections made. These largely support infrastructure projects at the basic level, as well as social intervention programmes in schools.

Close collaboration is necessary between the education and health sectors in the area of school health and the inclusion of children with disabilities, with the MOH making an annual budgetary allocation to improve the early detection of disabilities in children.

Finally, the Livelihood Empowerment Against Poverty (LEAP) programme is a cash transfer programme which has reached over 200,000 extremely poor and vulnerable households. LEAP is effectively an unconditional transfer but the GoG has aimed to apply co-responsibilities in relation to the receipt of cash grants, such as the children of the care-givers enrolled in schools.

5.5 Strategic Environmental Assessment

This policy ensures a secure, healthy, and sustainable learning environment by integrating risk management, infrastructure maintenance, and safety training for staff, learners/students, and visitors in the various stages of education in Ghana. It focuses on hazard identification, safety in construction, waste management, fire safety, and child protection to promote the well-being of learners/students, teaching and non-teaching staff, and visitors.

5.5.1 Key Components of Environmental, Social, Health and Safety (ESHS) Policy for the Ministry of Education

- **Legal Framework:** The following legislation and laws will aid in the implementation of the ESHS policy. They are as follows: 1992 Constitution of the Republic of Ghana, Environmental Protection Agency (EPA) Act 1994 (Act 490), Environmental Assessment Regulations 1999, L.I 1652, Environmental Assessment Regulations (Amendment) 2012, L.I 1703, Community Water Sanitation Agency (CWSA), Act 1998 (Act 564), National Building Regulations 1996, (L.I 1630), Ghana Building Code GS 1207, 2018, Civil Liability Act 1963 (Act 357), Local Governance Act 2016 (Act 936)
- **Customer Safety Requirements**
 1. ISO 26000: Guidance on Social Responsibility:
 2. ISO 45001 - Occupational Health and Safety Management Systems
 3. ISO 14001 - Environmental Management Systems
 4. ISO 9001 - Quality Management Systems
 5. World Bank Environmental and Social Framework (ESF)
- **Safety Requirements of the performing organisation**

Organisational Policies and Regulations (Environmental, Social, Health, and Safety)
- **Health & Safety Measures:**
 1. **Emergency Procedures:** Regular fire drills, fire alarm tests, and clear evacuation plans.
 2. **Medical Care:** Qualified personnel, infirmary management, and proper storage of medication (e.g., asthma inhalers).
 3. **Hazard Control:** Daily checks for structural hazards, broken glass, or dangerous equipment.

4. Chemical & Waste Management: Proper handling and disposal of hazardous materials.
- Environmental Sustainability:
 1. Waste Reduction: Implementing re-use and recycling measures, and waste reduction strategies.
 2. Resource Conservation: Strategies to manage water resources and energy efficiency.
 3. Noise Monitoring, Acoustic and Dust Control: Strategies to manage acoustic, dust and noise levels.
 - Social & Safety Aspects:
 1. Child Protection: Measures to protect students from harm and ensure a secure school environment.
 2. Preventative Measures: Safety gear (when necessary) and training for staff on hazardous substances and manual handling.
 3. Security: Monitoring of contractors and visitors on school premises and campuses.
 4. Mitigating Potential Social Impacts: Provision of secure and user-friendly design, strategic location of school structures, regular monitoring and evaluation, and regular maintenance.
 - Roles and Responsibilities:
 1. Management/Council: Sets policy, provides resources, and oversees compliance.
 2. Health & Safety Committee: Monitors compliance and reviews incidents.
 3. Staff & Contractors: Required to follow safety protocols and report hazards.
 - Implementation & Monitoring
 1. Training: Conducting regular ESHS training and orientation for all staff.
 2. Audits: Performing internal and external safety audits.
 3. Reporting: Documenting and reviewing incidents and accidents.

CHAPTER SIX

ANNUAL ACTION PLANS

6.1 Introduction

This chapter presents the Annual Action Plans detailing a matrix of interrelated projects and interventions to be implemented annually within the 2026–2029 ESMTDP planning period.

Notably, the 2026-2029 ESMTDP represents the final four-year medium-term plan under the 2018–2030 Education Strategic Plan, and as such, places particular emphasis on consolidating gains made over the past cycles while addressing outstanding priorities critical to the achievement of the ESP’s long-term vision.

6.2 Annual Action Plan

The Annual Action Plans for 2026, 2027, 2028 and 2029 are annexed as appendix 2,3, 4, and 5 respectively.

Based on the annual action plan, the total resource required to implement the action plan for the medium term is Sixty-two billion, four hundred and thirty-eight million, nine hundred and seventy-nine thousand, six hundred and ninety-eight Ghana cedis, sixteen pesewas (GHS **62,438,979,698.16**). This amount which excludes compensation of employees over the medium term is detailed as follows;

Amount	Year
16,043,422,290.77	2026
15,587,819,133.77	2027
15,523,642,633.77	2028
15,284,095,639.85	2029
62,438,979,698.16	Total

Table 21: Annual Action Plan 2026

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
Objective 3: To secure sustainable and efficient management, financing and accountability of education service delivery by the end of 2029															
Programme: Education Policy Management and Finance															
Abolish the teacher licensure examination and integrate the licensing process into the final year examination of trainees;	National			X	X	500,000	100,000		400,000			X		MOE	GES
Manage MOE TV.	National	X	X	X	X	12,500,000	12,500,000						X	CENDLOS	MOE
Develop a strong legal, governance and regulatory framework for greater coherence and accountability of the TVET system.	National	X	X	X	X	3,000,000	1,000,000		2,000,000				X	CTVET	MOE
Develop a calendar for the Promotion of teachers and ensure the availability of funds for their remuneration;	National	X	X	X	X	960,000	960,000						X	GES/GTVE T	MOE
Develop the Book Industry	National	X	X	X	X	4,000,000	1,000,000			3,000,000			X	GBDC	GES
Review the Computerised School Selection & Placement System (CSSPS) to address corruption in school placement, and make it merit-based.	National	X	X			1,250,000	1,250,000						X	MOE	GES
Review schools inspection framework	National	X	X	X	X	250,000	50,000		200,000				X	NASIA	GES
Conduct schools inspection nationwide.	National	X	X	X	X	20,000,000					20,000,000		X	NASIA	GES
Establish the National Research Fund to support indigenous research and promote commercialised research;	National	X	X	X	X	37,500,000	2,000,000			35,500,000			X	MOE	GES

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
Upgrade existing ICT laboratories and establish new ICT laboratories in Schools without same to promote digital literacy expand digital libraries to enhance access to global teaching and learning materials for both teachers and learners;	National	X	X	X	X	212,500,000				212,500,000			X	MOE	GES
Subventions to public tertiary institutions;	National	X	X	X	X	30,000,000	30,000,000						X	MOE	GES
Empower Governing Councils of public tertiary institutions to function without external interference;	National	X	X	X	X	17,500,000			17,500,000				X	MOE	GES
Regularise the affiliation relationship between universities and colleges of education to make the colleges more effective in delivering quality education through the Ghana Tertiary Education Commission (GTEC).	National	X	X	X	X	21,250,000			21,250,000				X	GTEC	MOE GES
Initiate the “Teacher Dabr3” Project to provide accommodation facilities for teachers within new school buildings;	National	X	X	X	X	4,000,000				4,000,000			X	MOE	GES
Institute mechanism to prohibit the award of scholarships to political appointees and their families;	National	X	X	X	X	6,250,000				6,250,000		X		SCHL. SEC	MOE
Streamline, realign and provide scholarships to needy but brilliant students across multiple sectors to prevent uncoordinated processes;	National	X	X	X	X	40,000,000				40,000,000			X	MOE	GES
Introduce a special allowance of 20 percent of basic salary for teachers who accept postings to rural and underserved communities;	National	X	X	X	X	1,393,723,966	1,393,723,966						X	GES/T VET	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
Partner with teacher unions to initiate the Government Assisted Mortgage Scheme (GAMOS) to support teachers to own homes;	National	X	X	X	X	150,000,000				150,000,000		X		GES	MOE
Collaborate with teacher unions to institute guaranteed rent loans for newly-trained graduates of Colleges of Education	National	X	X	X	X	45,000,000				45,000,000		X		GES/GTVE T	MOE
Initiate a scheme to assist teachers own vehicles of their choice by offering flexible duty payments arrangements and government guarantees in partnership with teacher unions and the banking sector;	National	X	X	X	X	87,500,000				87,500,000			X	GES/GTVE T	MOE
Expand continuous professional development opportunities through scholarships, teacher-mentorship, career development programmes, and digital learning platforms for teachers;	National	X	X	X	X	2,500,000			2,500,000			X		NTC	MOE
Enhance and resource the Islamic Education Unit under the Ghana Education Service to enable the effective recruitment of more Islamic/Arabic tutors;	National	X	X	X	X	1,000,000	1,000,000						X	GES	MOE
Strengthen data evidence generation	National	X	X	X	X	250,000	250,000					X		MOE	GES
Strengthen inter/intra-sectoral policy planning budgeting, monitoring and evaluation coordination	National	X	X	X	X	1,000,000	1,000,000					X		MOE	GES
Develop framework to deepen private investment in education by 2027	National	X	X	X	X	250,000	250,000					X		MOE	GES
Provide public private partnership in education at the tertiary level by 2027	National	X	X	X	X	375,000	375,000					X		MOE	GES
Train SMC members	National	X	X	X		6,680,000	-		-	-	6,680,000	X		GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources				Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
Reconstitute SMC in schools	National	X	X	X		570,000	-		-	-	570,000		X	GES	MOE
Train head teachers on the operation of mobile School Report Card (mSRC).	National	X	X	X		580,000	-		-	-	580,000		X	GES	MOE
Train G&C Coordinators (SHS-based, District and Region) on the proper on effective data collection and use.	National	X	X			75,000	-		-	-	75,000		X	GES	MOE
Organise workshop to Train all newly - appointed heads of SHS trained	National	X				200,000	200,000		-	-	-		X	GES	MOE
Organise workshop to train District Education Officers to produce Annual District Education Operational Plans (ADEOPs)	National		X	X		480,000	-		-	-	480,000		X	GES	MOE
Organise workshop to train Regional and District Education budget officers to produce their 2027 annual budget	National				X	700,000	700,000		-	-	-		X	GES	MOE
Support Selected Districts to conduct Education Review and Planning Meetings	National			X		516,910	-		-	-	516,910		X	GES	MOE
Organise experience sharing meetings with District Girls Education Officers at Regional levels to promote productivity.	National				X	218,800	218,800		-	-	-		X	GES	MOE
Organise quarterly meetings of members of Girls Education Network (GEN)	National	X	X	X	X	18,000	18,000		-	-	-		X	GES	MOE
Train P.E Instructors	National		X	X		198,000	198,000		-	-	-		X	GES	MOE
Organise workshop to train Regional and District HR Officers on the Code of Conduct	National			X	X	1,528,080	1,528,080		-	-	-		X	GES	MOE
Organise promotion examination for teaching staff	National		X			1,500,000	1,500,000		-	-	-		X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
Organise promotion interview for non- teaching staff	National			X		500,000	500,000		-	-	-		X	GES	MOE
Organise workshop to train Regional HRs and Budget officers category 2 and 3 allowances in the public service	National		X			60,440	60,440		-	-	-		X	GES	MOE
Organise Orientation workshop for Newly Recruited Teachers from the Colleges of Education	National				X	197,760	-		-	-	197,760		X	GES	MOE
Undertake Recruitment of staff	National		X	X		1,115,892,832.95	1,115,892,832.95		-	-	-		X	GES	MOE
Organise training workshop for Regional and District Directors on Payroll Management	National			X	X	110,400	110,400		-	-	-		X	GES	MOE
Organise training training workshop for Regional and District officers on GES Staff Management Database	National			X	X	110,400	110,400		-	-	-		X	GES	MOE
Undertake rationalisation of staff	National		X	X		137,800	-		-	-	137,800		X	GES	MOE
Objective 1: Enhance inclusive, equitable and quality education at all levels by end 2029;															
Programme: Inclusive Education															
Progressively integrate persons with disabilities into the regular education system;			X	X		57,625	57,625							GES	MOE
Upgrade the Inclusive Education Resource Centres to support learners with various forms of impairments with the required aids to facilitate their learning;	National	X	X	X	X	5,053,125					5,053,125		X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
Provide teaching and learning aids for early visual and audio screening of pupils and support children with disabilities;	National	X	X	X	X	69,900,000				69,900,000			X	GES	MOE
Establish dedicated district-based support systems and resources for educators to teach children with special needs;	National	X	X	X	X	138,095,100				138,095,100			X	GES	MOE
Implement a Gender and Inclusion Education Integration Plan, to address the inter-sectional challenges of gender, disability, and child protection;	National	X	X	X	X	533,500	533,500						X	GES	MOE
Completion of the development of training manual, launch, print and pilot programme in selected schools	National	x	x	x	x	750,000	-		-	-	750,000		X	GES	MOE
Conduct sensitization programme for stakeholders on IE concept and practice.	National	x	x	x	x	450,000	-		-	-	450,000		X	GES	MOE
Organise orientation workshop for stakeholders from regions on the New Sign Language Dictionary	National	x	x	x		200,000	-		-	-	200,000		X	GES	MOE
Organize outreach programmes in schools, churches and communities to sensitize parents/families on causes and management of children with disabilities	National	x	x	x	x	23,000	15,000		8,000	-	-		X	GES	MOE
Organize capacity building and coaching programmes for head teachers and PE teachers in special schools on how to use sports to promote safe schools policy	National		x	x	x	80,000	-		-	-	80,000		X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
Conduct in-house assessment for clients on visual, hearing and intellectual disabilities for educational placement and management.	National	x	x	x	x	80,000	70,000		10,000	-	-	X		GES	
Conduct screening in both private and public schools for early identification, referrals, placement and follow-ups to schools to monitor the progress of the children placed in schools	National		x	x	x	810,000	60,000		-	-	750,000		X	GES	
Braille standard based curriculum and common core programme materials for schools for the blind	National	x	x	x	x	80,000	80,000		-	-	-		X	GES	
Capacity building programmes for teachers on IE concept and innovative teaching strategies for SEN in both special and inclusive settings.	National	x	x	x	x	400,000	50,000		-	-	350,000		X	GES	
Refresher training for 500 Staff (teaching and Non-teaching) of Schools for the Deaf on the New Ghanaian Sign Language Dictionary	National	x	X	X	X	300,000	-		-	-	300,000		X	GES	
Train teachers in special schools on adolescent reproductive health and menstrual education.	National	x	X	X	X	400,000	-		-	-	400,000		X	GES	
Scale-up UDL strategies at school levels in 32 districts (2 districts from each region) to promote effective teaching	National	x	x	x	x	520,000	250,000		-	-	270,000		X	GES	
Braille approved textbooks for Standard Based Curriculum and Common Core Programme and other relevant learning materials for learners with visual impairment.	National	x	x	x	x	445,000	125,000		-	-	320,000		X	GES	

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
Produce TLMs in accessible format (eg. Tactile drawings, audio, etc)	National	x	x	x	x	120,000	35,000		-	-	85,000		X	GES	MOE
Procure and distribute assistive devices to support SEN in regular schools and special schools.	National	x	x	x	x	1,850,000	-		-	1,300,000	550,000		X	GES	MOE
Celebration of special talents through Sports, Culture, Art, Music and Dance for Special School	National			x	x	240,000	60,000		-	-	180,000		X	GES	MOE
Conduct Braille Literacy and Spelling Bee Competition for learners in Special Schools	National			x	x	120,000	60,000		-	-	60,000		X	GES	MOE
Institution of Vocational transition for learners with special needs in special schools	National			x	x	30,000	30,000		-	-	-	X		GES	MOE
Organize capacity building programmes for educational and school managers, head teachers on IE policy and effective management and administration of both regular and Special schools for the wellbeing of learners with SEN.	National	x	x	x	x	415,000	55,000		-	-	360,000		X	GES	MOE
Collaborate with relevant agencies to train Data collectors at all levels (National, Regional and District) on how to collect data on SEN	National		X	X	X	60,000	-		-	-	60,000		X	GES	MOE
Organize meetings for the National Steering Committee on IE implementation	National	X	X	X	X	270,000	-		-	-	270,000		X	GES	MOE
Objective 1: Enhance inclusive, equitable and quality education at all levels by the end of 2029.															
Programme: Basic Education															

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
Conduct NST for pupils in P2, P4 and P6	National	X	X	X	X	6,110,000					6,110,000		X	GES	MOE
Conduct annual Teacher deployment	National	X	X	X	X	27,045,000	27,045,000						X	GES/GTVE T	MOE
Procure TLMs nationwide	National	X	X	X	X	90,000,000					90,000,000		X	GES/GTVE T	MOE
Promote literacy interventions	National	X	X	X	X	37,500,000	7,500,000		2,000,000	28,000,000			X	GHLA	MOE
Improve delivery of library infrastructure	National	X	X	X	X	9,300,000				9,300,000			X	GHLA	MOE
Develop and maintain libraries across the country	National	X	X	X	X	30,000,000				30,000,000			X	GHLA	MOE
Deploy Minecraft Education for Pre-tertiary Levels	National	X	X	X	X	1,550,000					1,550,000	X		CENDLOS	MOE
Rollout Learning Passport (LP) for Basic Level	National	X	X	X	X	781,250,000					781,250,000	X		CENDLOS	MOE
Initiate a National Edu-Care Programme (NEP) to establish early child learning facilities in workspaces to support working parents.	National	X	X	X		6,250,000				6,250,000			X	MOE	GES
Establish Ghana Pre-schools Online (GPO) to enhance literacy and numeracy education for nursery, and kindergarten children using multimedia tools;	National	X	X	X	X	5,000,000					5,000,000	X		GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
Review early childhood curricula to develop a national value-based curriculum that enhances the psycho-motor skills of children and equips children with basic life skills;	National	X	X			2,500,000	2,500,000						X	NACC A	MOE
Invest in comprehensive professional development programmes for early childhood educators	National	X	X	X	X	2,500,000			2,500,000				X	NTC	MOE
Institutionalise and promote the use of first languages (L1) as the medium of teaching and learning in early years' education and care	National	X	X	X	X	9,500,000	2,500,000				7,000,000		X	GES	MOE
Incorporate indigenous knowledge, traditions, and stories into teaching and learning materials to make learning more meaningful for children;	National	X	X	X	X	9,500,000	2,500,000				7,000,000		X	NACC A	MOE
Promote the creation of digital content of supplementary early childhood learning materials	National	X	X	X	X	8,000,000					8,000,000		X	CEND LOS	MOE
Facilitate the introduction of courses in tertiary institutions to train early childhood facilitators.	National		X	X		4,000,000			4,000,000				X	NTC	MOE
Initiate a 'SmartStart Curriculum' for greater integration of Science, Technology, Engineering, and Mathematics (STEM), coding and Digital Literacy and TVET into the basic education curricula;	National	X	X			30,000,000				30,000,000			X	NACC A/CT VET	MOE
Launch a 'Furniture for All Initiative' to address the acute deficit at the basic level in partnership with the local carpentry and furniture industry;	National	X				180,000,000				180,000,000			X	MOE	GES

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
Procure and distribute curriculum-based text books to improve the pupil-to-textbook ratio	National	X	X	X	X	136,500,000				136,500,000			X	MOE	MOE
Embark on an aggressive infrastructure drive to address the increasing phenomenon of schools under trees and rehabilitate dilapidated school buildings;	National		X	X	X	637,187				637,187			X	MOE	MOE
Payment of Capitation Grants	National	X	X	X	X	157,007,124	157,007,124						X	MOE	MOE
Payment of Feeding grants	National	X	X	X	X	50,000,000	50,000,000						X	GES	MOE
Operationalise the Education in Emergency Contingency Plan	National	X	X	X	X	2,000,000.00	200,000.00				1,800,000.00		X	GES	MOE
Promote digital literacy at the basic level						10,900,000					10,900,000		X	GES	MOE
promote solar energy as the primary energy source for school facilities; and	National	X	X	X	X	210,000,000				210,000,000			X	MOE	MOE
Review curricula and assessment systems to prioritize skills acquisition and value-based education for the holistic development of each child	National		X	X		6,250,000	6,250,000						X	NACC A/CT VET/ GBDC	MOE
Reinstate and promote the continuous teaching of indigenous languages at the basic school level to support cognitive development, foster cultural sensitivity, social cohesion, and the transfer of cultural heritage;	National	X	X	X	X	10,000,000			10,000,000				X	NTC	MOE
Enhance the implementation of First Language lessons policy...	National	X	X	X	X	8,750,000			8,750,000				X	NTC	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
restructure and mandate the Bureau of Ghanaian Languages (BGL) to standardise the development of Ghanaian Languages in collaboration with Ghanaian Language faculties of tertiary institutions	National	X	X	X	X	13,250,000			13,250,000			X		GTEC	MOE
Provide scholarship and under take research in Ghanaian language development to encourage the speaking of the Ghanaian Language	National	X	X	X	X	5,250,000				5,250,000			X	MOE	MOE
Review pre-tertiary Curriculum.	National	X	X	X	X	5,000,000					5,000,000		X	NACC A	MOE
Develop Curriculum Assessment Standards	National	X	X	X	X	5,750,000					5,750,000		x	NACC A	MOE
Undertake Curriculum Research, Evaluation and Assessment	National	X	X	X	X	6,250,000					6,250,000		X	NACC A	MOE
Provide routine repairs to school infrastructure to restore safe, hygienic, and functional learning environments	National	X	X	X	X	10,000,000				10,000,000		X		GES	MOE
GALOP implementation	National	X	X	X	X	100,000,000					100,000,000		X	MOE	GES
Instructional Resources Development and Assessment.....	National	X	X	X	X	9,500,000					9,500,000		X	GES	MOE
Embark on right-age enrolment campaigns	National		X	X	X	350,000	350,000		-	-	-		X	GES	MOE
Engage peer-peer through sports	National		X	X		700,000	-		-	-	700,000		X	GES	MOE
Train teachers and schools improvement support officers (SISOs)	National	X				45,872,700	-		-	45,872,700	-		X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
Design, develop and implement gender responsive pedagogy curriculum	National	X	X	X	X	434,367	-		-	-	434,367		X	GES	MOE
Train teachers in differentiated learning	National		X	X	X	17,000,000	-		-	-	17,000,000			GES	MOE
Objective 1: Enhance inclusive, equitable and quality education at all levels by end of 2029;															
Programme: Secondary Education															
Incorporate accelerated learning programmes and teaching resources to better engage and teach gifted children;	National	X	X	X	X	2,500,000				2,500,000		X		GES	MOE
Improved quality of teaching and learning of STEM at all levels	National	X	X	X	X	300,000,000				300,000,000			X	MOE	GES
Construction of 3No. STEM academy	Selected Regions					300,000,000				300,000,000		X		MOE	GES
Rollout Learning Pioneers (LP)	National	X	X	X	X	10,500,000					10,500,000	X		CEND LOS	MOE
Rollout OpenSTEM Africa (OSA)	National	X	X	X	X	1,000,000					1,000,000	X		CEND LOS	MOE
Rollout Maintenance and repairs of iBoxes.	National	X	X	X	X	450,000					450,000	X		CEND LOS	MOE
provide the distribution of Free sanitary pads to girls	National	X	X	X	X	292,400,000	292,400,000						X	GES	MOE
Develop a digital learning platform for pre-tertiary institutions.	National	X	X	X	X	550,000,000					550,000,000	X		CEND LOS	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
provide computer facilities installed with digitized learning materials and upgrade ICT laboratories;	National	X	X	X	X	27,500,000				10,000,000	17,500,000		X	CEND LOS	MOE
partner with industry and digital experts to provide voluntary service as visiting teachers to impart practical ICT knowledge and skills in schools;	National	X	X	X	X	25,000	25,000					X		MOE	GES
promote digital content creation of first language curricula, including animations, to provide auxiliary learning materials and enhance comprehension of lessons.	National	X	X	X	X	17,500,000					17,500,000	X		CEND LOS	MOE
Abolish the double-track system to restore a stable academic calendar and Implement a policy to upgrade selected SHSs/TVIs across the sixteen regions into Grade A schools conduct an infrastructural audit to identify gaps and invest in targeted infrastructure to enhance access and quality of education.	National	X	X			1,100,000,000					1,100,000,000	X		MOE FSHS	GES
Extend Free SHS to cover students in 70 private Senior High Schools.	National	X	X			350,000,000				350,000,000		X		MOE FSHS	GES
Continue the implementation of the Free Senior High School programme	National	X	X	X	X	4,909,302,532				4,909,302,532		X		MOE FSHS	GES
Completion and / expansion of E- Blocks (44No.)	National	X	X	X	X	700,000,000				700,000,000			X	MOE	GES
Construction of Additional E- Blocks	National	X	X	X	X	87,500,000				87,500,000			X	MOE	GES
Expand Science Resource Centres (SRC) across the regions to support STEM/TVET education;	National	X	X	X	X	20,000,000				20,000,000			X	GES/ GTVE T	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
Promote the recognition of Prior Learning Certification (PLC)/Step-Up Certification (SEC) programme to enable artisans in the informal sector to validate and improve their skills and knowledge for academic and career progression through:	National		X	X	X	15,000,000					15,000,000		X	CTVE T	MOE
Assessment and evaluation of skills programmes based on industry standards.	National	X	X			5,000,000			1,000,000		4,000,000	X		CTVE T	MOE
Initiate the full implementation of Competency-Based-Training	National	X	X	X	X	19,500,000			2,500,000		17,000,000		X	CTVE T	MOE
Align the Ghana Skills Development Fund in consultation with stakeholders to support product and innovation development within government priority sectors to drive national development;	National	X	X	X	X	1,450,000					1,450,000	X		CTVE T	MOE
Establish a College of Education in deprive areas to address the acute professional teacher deficit.	National	X	X	X	X	3,000,000				3,000,000		X		MOE	GES
Promote the fabrication and assembling of power tools in Ghana.	National			X	X	4,175,000				4,175,000			X	CTVE T	MOE
Sensitize key stakeholders on the CSSPS through community engagements.	National				X	250,000	250,000		-	-	-	X		GES	MOE
Train teachers in challenging STEM topics	National		X	X	X	220,000	220,000		-	-	-		X	GES	MOE
Train school board members on school governance	National	X	X	X		250,000	250,000		-	-	-		X	GES	MOE
Objective 2: Improve quality of teaching and learning in Science Technology Engineering and Mathematics (STEM) and TVET at all levels by end 2029															
Programme: TVET															

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
Embark on an emergency infrastructure drive to complete abandoned E-blocks and expand infrastructure in existing SHSs and TVET institutions;	National	X	X	X	X	700,000,000				700,000,000		X		MOE	GES
Ensure equitable access to TVET and promote gender mainstreaming in TVET.	National	X	X	X	X	17,000,000				17,000,000			X	CTVE T	MOE
Ensure quality assurance in TVET according to internationally accepted standards.	National	X	X	X	X	3,750,000	1,000,000		2,750,000				X	CTVE T	MOE
Ensure sustainable sources of financing for TVET.	National	X	X	X	X	350,000,000				350,000,000			X	MOE	MOE
Greening TVET for environmental sustainability.	National	X	X	X	X	21,250,000					21,250,000	X		CTVE T	MOE
Conduct regulation and supervisory activities in the TVET subsector	National	X	X	X	X	5,000,000	1,000,000		4,000,000				X	CTVE T	MOE
Implement a 'National Apprenticeship Programme' to generate self-employment through the provision of free technical and vocational training for young people in various crafts. Trained apprentices will be issued with appropriate certification and supported with start-up capital and equipment to set up businesses. This program will be expanded to:	National	X	X	X	X	32,500,000					32,500,000	X		CTVE T	MOE
Include a Business Growth Apprenticeship Module, a structured mentorship/ apprenticeship links between established industries and business individuals, and TVET graduates with business ideas; and	National	X	X	X	X	12,500,000					12,500,000		X	CTVE T	

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating	
										GETFund	DP					
Prioritise, rebrand, and increase investments in TVET as a key anchor of economic transformation;	National	X	X	X	X	22,500,000				22,500,000			X		CTVE T/MOE	MOE
Commence the establishment of regional TVET Centres of Excellence integrated with fabrication and other state-of-the-art facilities to promote innovation and simulate real work environments;	National		X	X	X	45,000,000				45,000,000		X		CTVE T	MOE	
Formalizing and awarding certificates for existing skill sets of artisans through special programmes run by relevant TVET institutions;	National	X	X	X	X	10,000,000				10,000,000		X		CTVE T	MOE	
Facilitate the establishment of MakerSpaces to foster innovation and enterprise development and provide TVET graduates with the necessary equipment to be creative.	National	X	X			75,000,000				75,000,000		X		CTVE T	MOE	
Integrate digital proficiency, such as project management software, digital marketing, generative Artificial Intelligence, and industry-specific software, into TVET delivery;	National		X	X	X	12,500,000			1,000,000	3,500,000	8,000,000	X		GTVE T	MOE	
Provide incentive packages and other affirmative action interventions to ensure equity and inclusive participation in TVET especially for women and persons with disability;	National	X	X	X	X	6,140,000	1,000,000			5,140,000			X	GTVE T	MOE	

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
Promote linkages between industries and SMEs in the manufacturing, GRATIS, and construction sectors and TVET institutions to support the implementation of workplace experiential learning initiatives;	National	X	X	X	X	1,250,000					1,250,000		X	CTVE T	MOE
Resource relevant agencies to fully implement the National TVET Qualification to promote career progression in the sector;	National		X	X	X	4,000,000			2,000,000	2,000,000			X	CTVE T	MOE
Promote scholarship, research, and innovation in TVET development in the Technical Universities;	National	X	X	X	X	50,000,000	1,000,000			49,000,000			X	GTEC	MOE
Enhance the image of TVET, for example, by using multimedia tools and platforms, including the film industry;	National	X	X	X	X	4,175,000			200,000	400,000	3,575,000		X	CTVE T	MOE
Promote synergies among TVET management agencies such as TVET Services, and the Commission for Technical and Vocational Education and Training (CTVET) to enhance efficiency and improved training outcomes for both formal and informal TVET;	National	X	X			4,175,000	500,000			3,675,000			X	MOE	MOE
Harmonise the TVET Assessment system with clear mandates for the various agencies in assessment and certification;	National	X	X	X	X	5,000,000			2,000,000	3,000,000			X	CTVE T	MOE
Establish and operationalise sustainable TVET funding sources in collaboration with stakeholders.	National	X	X	X	X	350,000,000.00				350,000,000			X	MOE	GES

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
Develop core entrepreneurship and business development programmes as part of the Workplace Experiential Learning Programme;	National			X	X	2,250,000			250,000		2,000,000	X		CTVE T	MOE
Promote cooperation and partnership among TVET graduates to leverage multi-skills and diverse talents for innovative product development and the sustainable funding of enterprises;	National	X	X	X	X	1,800,000			1,800,000				X	CTVE T	MOE
Design structured mentorship for TVET graduates with business ideas through the Business Growth Apprenticeship module of the National Apprenticeship Programme;	National	X	X			1,075,000			1,075,000				X	CTVE T	MOE
Provide business incubation support for TVET graduates through the proposed TVET Centres of Excellence, the TVET Markers Spaces, GRATIS and others; and	National	X	X	X	X	3,125,000				3,125,000		X		GTVE T	MOE
Introduce TVET pedagogy in partnership with relevant Technical Universities to encourage technically skilled professionals to acquire pedagogical skills to teach in TVET institutions;	National	X	X			2,100,000			2,100,000				X	GTEC	MOE
Build industry partnerships for continuous professional development for TVET instructors;	National	X	X	X	X	1,625,000				1,625,000			X	GTVE T	MOE
Expand scholarship opportunities for TVET/STEM instructors' professional development and research, and academic scholarships in TVET/STEM.	National	X	X	X	X	2,300,000				2,300,000			X	SCHL RSHP. SEC.	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept			
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating		
										GETFund	DP						
Establish STEM and TVET schools in historically underserved zongo and poor peri-urban communities to equip young persons with the technical and vocational skills necessary for jobs;	National	X	X	X	X	228,800,000					100,000,000	128,800,000	X		GTVE T	MOE	
Objective 1: Enhance inclusive, equitable and quality education at all levels by the end of 2029																	
Programme: Complementary Education and Life Long Learning																	
Promote complementary and non-formal education to enhance functional literacy and lifelong learning;	National	X	X	X	X	75,000,000	24,600,000				50,400,000		X		CEA	MOE	
Provide vocational training and start-up support for trainees in the informal TVET sector/artisans.	National	X	X	X	X	120,000,000	5,600,000				114,400,000		X		GTVE T	MOE	
Enrol youth in Zongo and deprived urban settlements into the National Apprenticeship Programme and offer free technical and vocational education and training.	National	X	X	X	X	150,000,000					150,000,000		X		CTVE T	MOE	
Objective 1: Enhance inclusive, equitable and quality education at all levels by 2029																	
Programme: Tertiary Education																	
Collaborate with traditional public universities to establish satellite campuses in the newly created regions without public universities. provide input for costing	National	X	X	X	X	57,625	57,625									GTEC	MOE
Provide scholarships to brilliant but needy Muslim students, especially to study law, medicine, and engineering;	National	X	X	X	X	21,000,000					21,000,000		X		SCHL. SEC	MOE	

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q 4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating	
										GETFund	DP					
Support Islamic Colleges of Education with additional infrastructure and logistics to enhance their capacity to deliver quality education;	National	X	X	X	X	1,108,250					1,108,250		X		GETFUND	MOE GES
Rollout Global Teacher Campus (GTC)	National	X	X	X	X	67,500,000						67,500,000	X		CEND LOS	MOE GES
provide scholarships to incentivise the training of more Ghanaian language teachers, especially in languages that have insufficient teachers	National		x	X		9,250,000					9,250,000		X		SCH.S EC	MOE
Implement a 'No-Academic-Fees' policy for all first-year students in all public tertiary institutions;	National	X	X			537,400,000	537,400,000						X		SLTF	MOE
Provide continuing students with financial assistance through the reintroduction and redeployment of our Student Loan Trust Fund Plus 'SLTFP' and a reformed scholarship regime;	National			X	X	240,000,000					240,000,000			X	SLTF	MOE
Provide free tertiary education for all persons with disabilities; revamp the Student Loan Trust Fund to increase loan amounts based on a needs assessment and ensure prompt disbursements;	National	X	X			80,000,000	80,000,000						X		SLTF	MOE
Regulate the delivery of tertiary Education	National	X	X	X	X	18,000,000	18,000,000							X	GTEC	MOE
Conduct certification of foreign degrees.	National	X	X	X	X	3,750,000	3,750,000							X	GTEC	MOE
						978,065,875	639,207,625	-	-	271,358,250	67,500,000					
	GRAND TOTAL FOR 2026					17,859,425,523.72	3,790,681,792.55	-	105,043,000.00	10,541,008,894.17	3,422,691,837.00					

Table 22: Annual Action Plan 2027

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		New	On-going	Lead	Collaborating
										GETFund	DP				
Objectives 3: To secure sustainable and efficient management, financing and accountability of education service delivery by the end of 2029															
Programme: Education Policy Management and Finance															
Abolish the teacher licensure examination and integrate the licensing process into the final year examination of trainees;	National			X	X	1,000,000	500,000	100,000		400,000		X		MOE	NTC
Manage MOE TV.	National	X	X	X	X	12,500,000	12,500,000						X	CENDLOS	MOE/GES/GTVET
Develop a strong legal, governance and regulatory framework for greater coherence and accountability of the TVET system.	National	X	X	X	X	3,000,000	1,000,000		2,000,000				X	CTVET	GTVET/MOE
Develop a calendar for the Promotion of teachers and ensure the availability of funds for their remuneration;	National	X	X	X	X	960,000	960,000						X	GES/GTVET	NTC/MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
De-collateralise the GETFUND, and restore it to its original mandate of educational financing; continue with our policy to establish public universities in every region with a focus on the newly-created regions;	National	X				50,000				50,000		X		MOE	GETFUND/MOF
Develop the Book Industry	National	X	X	X	X	4,000,000	1,000,000			3,000,000			X	GBDC	MOE
Review the Computerised School Selection & Placement System (CSSPS) to address corruption in school placement, and make it merit-based.	National	X	X			1,250,000	1,250,000						X	MOE	GES/GTVET/FSHS
Review schools inspection framework	National	X	X	X	X	250,000	50,000		200,000				X	NASIA	GES/MOE
Conduct schools inspection nationwide.	National	X	X	X	X	20,000,000					20,000,000		X	NASIA	GES/MOE
Establish the National Research Fund to support indigenous research and promote commercialised research;	National	X	X	X	X	37,500,000	2,000,000			35,500,000			X	MOE	GTEC
Promote Sustainable and efficient management, financing, and accountability of education service delivery	National	X	X	X	X	2,150,000	1,000,000			1,150,000			X	MOE	GES/CENDLOS/GHLA/NACCA

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		Ne w	On- goin g	Lead	Collabo rating
										GETF und	DP				
Upgrade existing ICT laboratories and establish new ICT laboratories in Schools without same to promote digital literacy expand digital libraries to enhance access to global teaching and learning materials for both teachers and learners;	National	X	X	X	X	212,500,000				212,500,000			X	MOE	GES/CENDLOS /GHLA/ NACCA
Subventions to public tertiary institutions;	National	X	X	X	X	30,000,000			30,000,000				X	MOE	GTEC
Empower Governing Councils of public tertiary institutions to function without external interference;	National	X	X	X	X	17,500,000			17,500,000				X	MOE	GTEC
Regularise the affiliation relationship between universities and colleges of education to make the colleges more effective in delivering quality education through the Ghana Tertiary Education Commission (GTEC).	National	X	X	X	X	21,250,000			21,250,000				X	GTEC	TEIs/COEs/MOE
Initiate the “Teacher Dabr3” Project to provide accommodation facilities for teachers within new school buildings;	National	X	X	X	X	4,000,000				4,000,000			X	MOE	GES/GETFUND /GTVET
Institute mechanism to prohibit the award of scholarships to political appointees and their families;	National	X	X	X	X	6,250,000				6,250,000		X		SCHL. SEC	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources				Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		Ne w	On- goin g	Lead	Collabo rating
										GETF und	DP				
Streamline, realign and provide scholarships to needy but brilliant students across multiple sectors to prevent uncoordinated processes;	National	X	X	X	X	40,000,000				40,000,000			X	MOE	GETFUND / SCHL. SEC.
Eliminate political patronage, corruption, cronyism and nepotism in the award of government scholarships;	National	X	X	X	X	30,000,000				30,000,000		X		SCHL. SEC.	GETFUND / MOE
Ensure that government scholarships are reserved for the vulnerable and marginalised, on the principle of meritocracy, equity and inclusivity.	National	X	X	X	X	25,000,000				25,000,000		X		SCHL. SEC	GETFUND / MOE
Introduce a special allowance of 20 percent of basic salary for teachers who accept postings to rural and underserved communities;	National	X	X	X	X	1,393,723,966	1,393,723,966					X		GES/TV ET	MOE
Partner with teacher unions to initiate the Government Assisted Mortgage Scheme (GAMOS) to support teachers to own homes;	National	X	X	X	X	150,000,000				150,000,000		X		GES	MOE
Collaborate with teacher unions to institute guaranteed rent loans for newly-trained graduates of Colleges of Education	National	X	X	X	X	45,000,000				45,000,000		X		GES/GT VET	T.UNIONS/NTC /MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		Ne w	On- goin g	Lead	Collabo rating
										GETF und	DP				
Initiate a scheme to assist teachers own vehicles of their choice by offering flexible duty payments arrangements and government guarantees in partnership with teacher unions and the banking sector;	National	X	X	X	X	87,500,000				87,500,000			X	GES/GT VET	T.UNI ONS/NTC /MOE
Expand continuous professional development opportunities through scholarships, teacher-mentorship, career development programmes, and digital learning platforms for teachers;	National	X	X	X	X	2,500,000			2,500,000			X		NTC	GES/GT VET/' MOE
Enhance and resource the Islamic Education Unit under the Ghana Education Service to enable the effective recruitment of more Islamic/Arabic tutors;	National	X	X	X	X	1,000,000	1,000,000						X	GES	NTC
Strengthen inter/intra-sectoral policy planning budgeting, monitoring and evaluation coordination	National	X	X	X	X	1,000,000	1,000,000					X		MOE	GES/GE TFUND /GT VET
Develop framework to deepen private investment in education by 2027	National	X	X	X	X	250,000	250,000					X		MOE	GES/GE TFUND /GT VET
Provide public private partnership in education at the tertiary level by 2027	National	X	X	X	X	375,000	375,000					X		MOE	GTEC
Organise workshop to train newly - appointed heads of basic schools	National	X	X			150,000	150,000		-	-	-		X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating	
										GETFund	DP					
						00										
Organise workshop to train District Education Officers to produce Annual District Education Operational Plans (ADEOPs)	National		X	X		500,000	-			-	-	500,000		X	MOE	GES/GETFUND/GTVET
Organise workshop to train Regional and District Education budget officers to produce their 2027 annual budget	National				X	750,000	750,000			-	-	-		X	MOE	GES/GETFUND/GTVET
Support Selected Districts to conduct Education Review and Planning Meetings	National			X		557,700	-			-	-	557,700		X	GES	MOE
Organise experience sharing meetings with District Girls Education Office at Regional levels to promote productivity.	National				X	221,000	221,000			-	-	-		X	GES	MOE
Organise quarterly meetings of members of Girls Education Network (GEN)	National	X	X	X	X	20,000	20,000			-	-	-		X	GES	MOE
Train P.E Instructors	National		X	X		237,600	237,600			-	-	-		X	GES	MOE
Organise promotion examination for teaching staff	National		X			1,800,000	1,800,000			-	-	-		X	MOE	GES
Organise promotion interview for non- teaching staff	National			X		700,000	700,000			-	-	-		X	MOE	GES

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		New	On-going	Lead	Collaborating
										GETFund	DP				
Objective: 1. Enhance inclusive, equitable and quality education at all levels by end of 2029;															
Programme: Inclusive Education															
Progressively integrate persons with disabilities into the regular education system;	National	X	X			57,625	57,625						X	GES	MOE
Upgrade the Inclusive Education Resource Centres to support learners with various forms of impairments with the required aids to facilitate their learning;	National	X	X	X	X	5,053,125				5,053,125			X	GES	GETFUND
Provide teaching and learning aids for early visual and audio screening of pupils and support children with disabilities;	National	X	X	X	X	69,900,000				69,900,000			X	GES	MOE
Establish dedicated district-based support systems and resources for educators to teach children with special needs;	National	X	X	X	X	138,095,100				138,095,100			X	GES	MOE
Implement a Gender and Inclusion Education Integration Plan, to address the intersectional challenges of gender, disability, and child protection;	National	X	X	X	X	533,500	533,500						X	GES	MOE
Transform existing special education institutions to serve as resource centres to assist the mainstream system and upgrading of Regional Assessment Centres	National	X	X	X	X	900,000	-		-	-	900,000		X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		New	On-going	Lead	Collaborating
										GETFund	DP				
Conduct sensitization programme for stakeholders on IE concept and practice.	National	X	X	X	X	450,000	-		-	-	450,000		X	GES	MOE
Organise orientation workshop for stakeholders from regions on the New Sign Language Dictionary	National	X	X	X		200,000	-		-	-	200,000		X	GES	MOE
Organize out reach programmes in schools, churches and communities to sensitize parents/families on causes and management of children with disabilities	National	X	X	X	X	28,000	15,000		13,000	-	-		X	GES	MOE
Organize capacity building and coaching programmes for head teachers and PE teachers in special schools on how to use sports to promote safe schools policy	National		X	X	X	70,000	-		-	-	70,000		X	GES	MOE
Conduct in-house assessment for clients on visual, hearing and intellectual disabilities for educational placement and management.	National	X	X	X	X	80,000	70,000		10,000	-	-		X	GES	MOE
Conduct screening in both private and public schools for early identification, referrals, placement and follow-ups to schools to monitor the progress of the children placed in schools	National		X	X	X	750,000	50,000		-	-	700,000		X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		New	On-going	Lead	Collaborating
										GETFund	DP				
Braille standard based curriculum and common core programme materials for schools for the blind	National	X	X	X	X	80,000	80,000		-	-	-		X	GES	MOE
Capacity building programmes for teachers on IE concept and innovative teaching strategies for SEN in both special and inclusive settings.	National	X	X	X	X	350,000	50,000		-	-	300,000		X	GES	MOE
Refresher training for 500 Staff (teaching and Non-teaching) of Schools for the Deaf on the New Ghanaian Sign Language Dictionary	National	X	X	X	X	250,000	-		-	-	250,000		X	GES	MOE
Train teachers in special schools on adolescent reproductive health and menstrual education.	National	X	X	X	X	350,000	-		-	-	350,000		X	GES	MOE
Scale-up UDL strategies at school levels in 32 districts (2 districts from each region) to promote effective teaching	National	X	X	X	X	400,000	200,000		-	-	200,000		X	GES	MOE
Braille approved textbooks for Standard Based Curriculum and Common Core Programme and other relevant learning materials for learners with visual impairment.	National	X	X	X	X	350,000	100,000		-	-	250,000		X	GES	GETFUND/GT VET
Produce TLMs in accessible format (eg. Tactile drawings, audio, etc)	National	X	X	X	X	100,000	30,000		-	-	70,000		X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		New	On-going	Lead	Collaborating
										GETFund	DP				
Procure and distribute assistive devices to support SEN in regular schools and special schools.	National	X	X	X	X	1,500,000	-		-	1,000,000	500,000		X	GES	MOE
Celebration of special talents through Sports, Culture, Art, Music and Dance for Special School	National			X	X	200,000	50,000		-	-	150,000		X	GES	MOE
Conduct Braille Literacy and Spelling Bee Competition for learners in Special Schools	National			X	X	100,000	50,000		-	-	50,000		X	GES	MOE
Institution of Vocational transition for learners with special needs in special schools	National			X	X	20,000	20,000		-	-	-		X	GES	MOE/G ETFUN D/GTV ET
Organize capacity building programmes for educational and school managers, head teachers on IE policy and effective management and administration of both regular and Special schools for the wellbeing of learners with SEN.	National	X	X	X	X	400,000	50,000		-	-	350,000		X	GES	MOE/G ETFUN D/GTV ET
Collaborate with EMIS to design a system to collect data on SEN	National		X	X	X	50,000	-		-	-	50,000		X	GES	MOE/G ETFUN D/GTV ET
Organize meetings for the National Steering Committee on IE implementation	National	X	X	X	X	200,000	-		-	-	200,000		X	GES	MOE/G ETFUN D/GTV ET

Objective 1: Enhance inclusive, equitable and quality education at all levels by end of 2029;

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		New	On-going	Lead	Collaborating	
										GETFund	DP					
Programme: Basic Education																
Conduct NST for pupils in P2, P4 and P6	National	X	X	X	X	6,110,000.00						6,110,000		X	GES	MOE
Conduct annual Teacher deployment	National	X	X	X	X	27,045,000.00	27,045,000							X	GES/GT VET	MOE
Procure TLMs nationwide	National	X	X	X	X	90,000,000.00						90,000,000		X	GES/GT VET	MOE
Promote literacy interventions	National	X	X	X	X	37,500,000.00	7,500,000			2,000,000	28,000,000			X	GHLA	GBDC / MOE
Improve delivery of library infrastructure	National	X	X	X	X	9,300,000.00					9,300,000			X	GHLA	MOE
Develop and maintain libraries across the country	National	X	X	X	X	30,000,000.00					30,000,000			X	GHLA	MOE
Deploy Minecraft Education for Pre-tertiary Levels	National	X	X	X	X	1,550,000.00						1,550,000	X		CENDLOS	MOE/GES/GTV ET

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		New	On-going	Lead	Collaborating	
										GETFund	DP					
Rollout Learning Passport (LP) for Basic Level	National	X	X	X	X	9,300,000.00					9,300,000			X	GHLA	MOE
Initiate a National Edu-Care Programme (NEP) to establish early child learning facilities in workspaces to support working parents.	National	X	X	X		30,000,000.00					30,000,000			X	GHLA	MOE
Establish Ghana Pre-schools Online (GPO) to enhance literacy and numeracy education for nursery, and kindergarten children using multimedia tools;	National	X	X	X	X	5,000,000.00						5,000,000	X		GES	CENDLOS
Review early childhood curricula to develop a national value-based curriculum that enhances the psychomotor skills of children and equips children with basic life skills;	National	X	X			2,500,000.00						2,500,000		X	NACCA	GES/EC E DIVISION
Invest in comprehensive professional development programmes for early childhood educators	National	X	X	X	X	2,500,000.00						2,500,000		X	NTC	NACCA/GES
Institutionalise and promote the use of first languages (L1) as the medium of teaching and learning in early years' education and care	National	X	X	X	X	9,500,000.00	2,500,000					7,000,000		X	GES	ASSOCIATIONS

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		Ne w	On- goin g	Lead	Collabo rating	
										GETF und	DP					
Incorporate indigenous knowledge, traditions, and stories into teaching and learning materials to make learning more meaningful for children;	National	X	X	X	X	12,000,000.00	9,500,000	2,500,000					700,000.00		X	NACCA
Promote the creation of digital content of supplementary early childhood learning materials	National	X	X	X	X	8,000,000.00						8,000,000		X	CENDLOS	GES/NACCA
Facilitate the introduction of courses in tertiary institutions to train early childhood facilitators.	National		X	X		4,000,000.00			4,000,000					X	NTC	GTEC
Initiate a 'SmartStart Curriculum' for greater integration of Science, Technology, Engineering, and Mathematics (STEM), coding and Digital Literacy and TVET into the basic education curricula;	National	X	X			30,000,000.00				30,000,000				X	NACCA/CTVET	GES/GTVET
Launch a 'Furniture for All Initiative' to address the acute deficit at the basic level in partnership with the local carpentry and furniture industry;	National	X				180,000,000.00				180,000,000				X	MOE	GES/GTVET/GETFUND
Procure and distribute curriculum-based text books to improve the pupil-to-textbook ratio	National	X	X	X	X	136,500,000.00				136,500,000				X	MOE	NACCA

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q1	Q2	Q3	Q4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
Embark on an aggressive infrastructure drive to address the increasing phenomenon of schools under trees and rehabilitate dilapidated school buildings;	National		x	X	X	637,187.00				637,187			X	MOE	GES
Payment of Capitation Grants	National	X	X	X	X	157,007,124.00	157,007,124						X	MOE	GES
Payment of Feeding grants	National	X	X	X	X	50,000,000.00	50,000,000						X	GES	MOE
Operationalise the Education in Emergency Contingency Plan	National	X	X	X	X	2,300,000.00	300,000.00				2,000,000.00		X	GES	MOE
Promote digital literacy at the basic level	National					10,900,000.00					10,900,000		X	GES	MOE
promote solar energy as the primary energy source for school facilities; and	National	X	X	X	X	210,000,000.00				210,000,000			X	MOE	GES/GT VET
Review curricula and assessment systems to prioritize skills acquisition and value-based education for the holistic development of each child	National		X	X		6,250,000.00	6,250,000						X	NACCA/CTVET/GBDC	GES/TV ET

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		Ne w	On- goin g	Lead	Collabo rating	
										GETF und	DP					
Review the capitation grant to address existing challenges in low-cost-private schools in rural and inner-city communities;	National	X	X			5,000,000.00	5,000,000						X		MOE	GES
Reinstate and promote the continuous teaching of indigenous languages at the basic school level to support cognitive development, foster cultural sensitivity, social cohesion, and the transfer of cultural heritage;	National	X	X	X	X	10,000,000.00			10,000,000					X	NTC	GES/MOE
Enhance the implementation of First Language lessons policy...	National	X	X	X	X	8,750,000.00			8,750,000					X	NTC	GES/MOE
restructure and mandate the Bureau of Ghanaian Languages (BGL) to standardise the development of Ghanaian Languages in collaboration with Ghanaian Language faculties of tertiary institutions	National	X	X	X	X	13,250,000.00			13,250,000				X		GTEC	NTC
Provide scholarship and under take research in Ghanaian language development to encourage the speaking of the Ghanaian Language	National	X	X	X	X	5,250,000.00				5,250,000				X	MOE	SLTF
Review pre-tertiary Curriculum.	National	X	X	X	X	5,000,000.00						5,000,000		X	NACCA	GES / GTVET

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		New	On-going	Lead	Collaborating	
										GETFund	DP					
						0										
Develop Curriculum Assessment Standards	National	X	X	X	X	5,750,000.00					5,750,000		x	NACCA	GES/GT VET	
Undertake Curriculum Research, Evaluation and Assessment	National	X	X	X	X	6,250,000.00					6,250,000		X	NACCA	MOE	
Provide routine repairs to school infrastructure to restore safe, hygienic, and functional learning environments	National	X	X	X	X	10,000,000.00				10,000,000		X		GES	MOE	
GALOP implementation	National	X	X	X	X	100,000,000.00					100,000,000		X	MOE	GES	
Instructional Resources Development and Assessment.....	National	X	X	X	X	9,500,000.00					9,500,000		X	GES	NACCA	
Embark on right-age enrolment campaigns	National	X				580,000.00	580,000.00		-	-	-		X	GES	NACCA	
Organise sports festivals	National	X				1,373,800.00	576,800.00		-	-	797,000.00		X	GES	NACCA	

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		New	On-going	Lead	Collaborating	
										GETFund	DP					
Train new KG/Primary school teachers on the Standards-Based Curriculum(SBC)	National	X	X			4,800,000.00	4,800,000.00			-	-	-		X	GES	NACCA
Train new JHS teachers on the Common Core Programme (CCP)	National		X	X	X	600,000.00	600,000.00			-	-	-		X	GES	NACCA
Increase the number of teachers using gender responsive pedagogy in teaching and learning	National		X	X		310,000.00	-			-	-	310,000.00		X	GES	NACCA
Organise practical lessons in STEM, examination answering techniques and the chief examiners report for JHS final year students.	National		X	X	X	180,000.00	180,000.00			-	-	-		X	GES	NACCA
Organise Basic Science, Technology, Engineering and Mathematics (BSTEM) training for teachers	National	X	X	X	X	350,000.00	350,000.00			-	-	-		X	GES	NACCA
Conduct regular audit inspection of schools to ensure compliance to financial standards in Basic Education	National	X	X	X	X	600,000.00	600,000.00			-	-	-		X	GES	NACCA
Objective 1: Enhance inclusive, equitable and quality education at all levels by end of 2029																
Programme: Secondary Education																
Incorporate accelerated learning programmes and teaching resources to better engage and teach gifted children;	National	X	X	X	X	2,500,000.00						2,500,000		X	GES	NACCA / MOE/CEA

Activities/ Projects	Location	Time Frame				Budget	Funding Sources				Project Status		Implementing Inst/ Dept			
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		Ne w	On- goin g	Lead	Collabo rating	
										GETF und	DP					
Improved quality of teaching and learning of STEM at all levels	National	X	X	X	X	300,000,000.00				300,000,000			X	MOE	GES /GTNET /GTEC	
Contruction of 3No. STEM academy	Slected Regions					300,000,000.00				300,000,000			X	GES	NACCA	
Rollout Learning Pioneers (LP)	National	X	X	X	X	10,500,000.00					10,500,000		X	CENDLOS	MOE/GES/GTNET	
Rollout OpenSTEM Africa (OSA)	National	X	X	X	X	1,000,000.00					1,000,000		X	CENDLOS	MOE/GES/GTNET	
Rollout Maintenance and repairs of iBoxes.	National	X	X	X	X	450,000.00					450,000		X	CENDLOS	MOE/GES/GTNET	
provide the distribution of Free sanitary pads to girls	National	X	X	X	X	292,400,000.00	292,400,000							X	GES	MOE/GES/GTNET
Develop a digital learning platform for pre-tertiary institutions.	National	X	X	X	X	550,000,000.00					550,000,000		X	CENDLOS	MOE/GES/GTNET	

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		New	On-going	Lead	Collaborating
										GETFund	DP				
provide computer facilities installed with digitized learning materials and upgrade ICT laboratories;	National	X	X	X	X	27,500,000.00				10,000,000	17,500,000		X	CENDL OS	GES/GT VET
partner with industry and digital experts to provide voluntary service as visiting teachers to impart practical ICT knowledge and skills in schools;	National	X	X	X	X	50,000.00	25,000	25,000					X	CENDL OS	MOE
promote digital content creation of first language curricula, including animations, to provide auxiliary learning materials and enhance comprehension of lessons.	National	X	X	X	X	35,000,000.00	17,500,000				17,500,000.00		X	GES	CENDL OS
Abolish the double-track system to restore a stable academic calendar and Implement a policy to upgrade selected SHSs/TVIs across the sixteen regions into Grade A schools conduct an infrastructural audit to identify gaps and invest in targeted infrastructure to enhance access and quality of education.	National	X	X			1,100,000,000.00					1,100,000,000	X		MOE FSHS	GES/GT VET
Extend Free SHS to cover students in 70 private Senior High Schools.	National	X	X			350,000,000.00				350,000,000		X		MOE FSHS	GES/GT VET
Continue the implementation of the Free Senior High School	National	X	X	X	X	4,909,				4,909,		X		MOE FSHS	GES/GT VET

Activities/ Projects	Location	Time Frame				Budget	Funding Sources				Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		Ne w	On- goin g	Lead	Collabo rating
										GETF und	DP				
programme						302,532.17				302,532					
Completion and / expansion of E-Blocks (44No.)	National	X	X	X	X	700,000.00				700,000.00		X		MOE FSHS	GES/GT VET
Construction of Additional E-Blocks	National	X	X	X	X	175,000.00				175,000.00		X		MOE FSHS	GES/GT VET
Expand Science Resource Centres (SRC) across the regions to support STEM/TVET education;	National	X	X	X	X	20,000.00				20,000.00			X	GES/GT VET	MOE
Implement a policy to upgrade selected SHSs/TVIs across the sixteen regions into Grade A schools conduct an infrastructural audit to identify gaps and invest in targeted infrastructure to enhance access and quality of education.	National	X	X	X	X	54,560.00					54,560,000	X		GES/GT VET	MOE
Promote the recognition of Prior Learning Certification (PLC)/Step-Up Certification (SEC) programme to enable artisans in the informal sector to validate and improve their skills and knowledge for academic and career progression through:	National		X	X	X	15,000.00					15,000,000		X	CTVET	CEA/M OE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GETFund	DP				
Assessment and evaluation of skills programmes based on industry standards.	National	X	X			5,000,000.00			1,000,000		4,000,000	X		CTVET	GTVET/MOE
Initiate the full implementation of Competency-Based-Training	National	X	X	X	X	19,500,000.00			2,500,000		17,000,000		X	CTVET	GTVET/MOE
Align the Ghana Skills Development Fund in consultation with stakeholders to support product and innovation development within government priority sectors to drive national development;	National	X	X	X	X	1,450,000.00					1,450,000	X		CTVET	GTVET/CEA/MOE
Establish a College of Education in deprive areas to address the acute professional teacher deficit.	National	X	X	X	X	3,000,000.00				3,000,000		X		MOE	GTEC / NTC
Promote the fabrication and assembling of power tools in Ghana.	National			X	X	4,175,000.00				4,175,000			X	CTVET	GTVET/MOE
Sensitize key stakeholders on the CSSPS through community engagements.	National				X	300,000.00	300,000.00		-	-	-		X	MoE	GES
Train teachers in challenging STEM topics	National		X	X	X	300,000.00	300,000.00		-	-	-		X	GES	NTC
Train SHS teachers on the revised	National		X	X	X							X		GES	NTC

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		Ne w	On- goin g	Lead	Collabo rating	
										GETF und	DP					
curriculum						29,095,000.00	-		-	29,095,000.00	-					
Train school board members on school governance	National	X	X	X		320,000.00	320,000.00		-	-	-	X		MoE	GES	
Conduct regular audit inspection of schools to ensure compliance to financial standards in SHS	National		X	X	X	100,000.00	100,000.00		-	-	-		X	MoE	GES	
Objective 2: Improve quality of teaching and learning in Science Technology Engineering and Mathematics (STEM) and TVET at all levels by end 2029																
Programme: TVET																
Embark on an emergency infrastructure drive to complete abandoned E-blocks and expand infrastructure in existing SHSs and TVET institutions;	National	X	X	X	X	700,000,000.00				700,000,000		X		MOE	GES/GTVET	
Ensure equitable access to TVET and promote gender mainstreaming in TVET.	National	X	X	X	X	17,000,000.00				17,000,000			X	CTVET	GTVET	
Ensure quality assurance in TVET according to internationally accepted standards.	National	X	X	X	X	3,750,000.00	1,000,000		2,750,000				X	CTVET	GTVET	
Ensure sustainable sources of financing for TVET.	National	X	X	X	X	350,000,000.00				350,000,000			X	MOE	GTVET/CTVET	
Greening TVET for environmental	National	X	X	X	X							X		CTVET	GTVET	

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating	
										GETFund	DP					
sustainability.						21,250,000.00						21,250,000				
Conduct regulation and supervisory activities in the TVET subsector	National	X	X	X	X	5,000,000.00	1,000,000			4,000,000			X		CTVET	GTVET
Implement a 'National Apprenticeship Programme' to generate self-employment through the provision of free technical and vocational training for young people in various crafts. Trained apprentices will be issued with appropriate certification and supported with start-up capital and equipment to set up businesses. This program will be expanded to:	National	X	X	X	X	32,500,000.00						32,500,000	X		CTVET	GTVET/CEA/MOE
Include a Business Growth Apprenticeship Module, a structured mentorship/ apprenticeship links between established industries and business individuals, and TVET graduates with business ideas; and	National	X	X	X	X	12,500,000.00						12,500,000		X	CTVET	GTVET/MOE
Prioritise, rebrand, and increase investments in TVET as a key anchor of economic transformation;	National	X	X	X	X	22,500,000.00				22,500,000				X	CTVET/MOE	CEA/GTVET

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		Ne w	On- goin g	Lead	Collabo rating	
										GETF und	DP					
Commence the establishment of regional TVET Centres of Excellence integrated with fabrication and other state-of-the-art facilities to promote innovation and simulate real work environments;	National		X	X	X	45,000,000.00					45,000,000		X		CTVET	GETFUND/GTVET/MOE/CEA
Formalizing and awarding certificates for existing skill sets of artisans through special programmes run by relevant TVET institutions;	National	X	X	X	X	10,000,000.00					10,000,000		X		CTVET	GTVET/MOE
Facilitate the establishment of MakerSpaces to foster innovation and enterprise development and provide TVET graduates with the necessary equipment to be creative.	National	X	X			75,000,000.00					75,000,000		X		CTVET	GTVET/MOE
Integrate digital proficiency, such as project management software, digital marketing, generative Artificial Intelligence, and industry-specific software, into TVET delivery;	National		X	X	X	12,500,000.00			1,000,000	3,500,000	8,000,000		X		GTVET	MOE/CTVET
Provide incentive packages and other affirmative action interventions to ensure equity and inclusive participation in TVET especially for women and persons with disability;	National	X	X	X	X	6,140,000.00	1,000,000				5,140,000			X	GTVET	CTVET/MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		New	On-going	Lead	Collaborating	
										GETFund	DP					
Promote linkages between industries and SMEs in the manufacturing, GRATIS, and construction sectors and TVET institutions to support the implementation of workplace experiential learning initiatives;	National	X	X	X	X	1,250,000.00						1,250,000		X	CTVET	GTVET/ MOE
Resource relevant agencies to fully implement the National TVET Qualification to promote career progression in the sector;	National		X	X	X	4,000,000.00			2,000,000	2,000,000				X	CTVET	MOE
Promote scholarship, research, and innovation in TVET development in the Technical Universities;	National	X	X	X	X	50,000,000.00	1,000,000				49,000,000			X	GTEC	CTVET/ MOE
Enhance the image of TVET, for example, by using multimedia tools and platforms, including the film industry;	National	X	X	X	X	1,250,000.00			200,000	400,000	650,000			X	CTVET	MOE/G TVET
Promote synergies among TVET management agencies such as TVET Services, and the Commission for Technical and Vocational Education and Training (CTVET) to enhance efficiency and improved training outcomes for both formal and informal TVET;	National	X	X			1,250,000.00	500,000				750,000			X	MOE	CTVET/ GTVET
Harmonise the TVET Assessment system with clear mandates for the various agencies in assessment and	National	X	X	X	X	5,000,000.00			2,000,000	3,000,000				X	CTVET	GTVET/ MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources				Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS	New	Ongoing	Lead	Collaborating	
										GETFund	DP				
certification;						0									
Establish and operationalize sustainable TVET funding sources in collaboration with stakeholders.	National	X	X	X	X	350,000.00				350,000.00			X	MOE	GTVET/CTVET
Develop core entrepreneurship and business development programmes as part of the Workplace Experiential Learning Programme;	National			X	X	2,250,000.00			250,000		2,000,000	X		CTVET	GTVET/CEA/MOE
Promote cooperation and partnership among TVET graduates to leverage multi-skills and diverse talents for innovative product development and the sustainable funding of enterprises;	National	X	X	X	X	1,800,000.00			1,800,000				X	CTVET	GTVET/MOE
Design structured mentorship for TVET graduates with business ideas through the Business Growth Apprenticeship module of the National Apprenticeship Programme	National	X	X			1,075,000.00			1,075,000				X	CTVET	GTVET/MOE
Provide business incubation support for TVET graduates through the proposed TVET Centres of Excellence, the TVET Markers Spaces, GRATIS and others; and	National	X	X	X	X	3,125,000.00				3,125,000		X		GTVET	CTVET/CEA

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		New	On-going	Lead	Collaborating
										GETFund	DP				
Introduce TVET pedagogy in partnership with relevant Technical Universities to encourage technically skilled professionals to acquire pedagogical skills to teach in TVET institutions;	National	X	X			2,100,000.00			2,100,000				X	GTEC	CTVET/NTC/MOE
Build industry partnerships for continuous professional development for TVET instructors;	National	X	X	X	X	1,625,000.00				1,625,000			X	GTVET	CTVET/MOE
Expand scholarship opportunities for TVET/STEM instructors' professional development and research, and academic scholarships in TVET/STEM.	National	X	X	X	X	2,300,000.00				2,300,000			X	SCHLRS HP. SEC.	GETFUND/CEA/SLTF/NRFS
Establish STEM and TVET schools in historically underserved zongo and poor peri-urban communities to equip young persons with the technical and vocational skills necessary for jobs;	National	X	X	X	X	228,800,000.00				100,000,000	128,800,000		X	GTVET	CTVET/MOE
Objective 1: Enhance inclusive, equitable and quality education at all levels by end of 2029															
Programme: Complementary Education and Life Long Learning															
Promote complementary and non-formal education to enhance functional literacy and lifelong learning;	National	X	X	X	X	75,000,000.00	24,600,000				50,400,000		X	CEA	CTVET / NACCA

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		Ne w	On- goin g	Lead	Collabo rating	
										GETF und	DP					
Provide vocational training and start-up support for trainees in the informal TVET sector/artisans.	National	X	X	X	X	120,000,000.00	5,600,000					114,400,000	X		GTVET	CTVET/ MOE
Enrol youth in Zongo and deprived urban settlements into the National Apprenticeship Programme and offer free technical and vocational education and training.	National	X	X	X	X	150,000,000.00						150,000,000		X	CTVET	GTVET
Objective 1: Enhance inclusive, equitable and quality education at all levels by end of 2029																
Programme: Tertiary Education																
Collaborate with traditional public universities to establish satellite campuses in the newly created regions without public universities. provide input for costing	National	X	X	X	X	57,625.00	57,625							X	GTEC	MOE
Provide scholarships to brilliant but needy Muslim students, especially to study law, medicine, and engineering;	National	X	X	X	X	21,000,000.00					21,000,000			X	SCHL. SEC	SLTF
Support Islamic Colleges of Education with additional infrastructure and logistics to enhance their capacity to deliver quality education;	National	X	X	X	X	1,108,250.00					1,108,250		X	GETFUN D	MOE/G TEC	
Rollout Global Teacher Campus (GTC)	National	X	X	X	X	67,500,000.00						67,500,000	X		CENDL OS	MOE/G ES/GTV ET

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating	
										GETFund	DP					
provide scholarships to incentivise the training of more Ghanaian language teachers, especially in languages that have insufficient teachers	National		X	X		9,250,000.00				9,250,000			X		SCH.SEC	MOE/SLTF/GETFUND/GTEC
Implement a 'No-Academic-Fees' policy for all first-year students in all public tertiary institutions;	National	X	X			537,400,000.00	537,400,000						X		SLTF	GTEC
Provide continuing students with financial assistance through the reintroduction and redeployment of our Student Loan Trust Fund Plus 'SLTFP' and a reformed scholarship regime;	National			X	X	240,000,000.00				240,000,000				X	SLTF	GTEC/MOE
Provide free tertiary education for all persons with disabilities; revamp the Student Loan Trust Fund to increase loan amounts based on a needs assessment and ensure prompt disbursements;	National	X	X			80,000,000.00	80,000,000						X		SLTF	TEIs/MOE
Promote the establishment of Tertiary Endowment Funds in partnership with alumni, philanthropists and corporate Ghana.	National	X	X	X	X	3,750,000.00				1,750,000	2,000,000			X	GTEC	TEIs/COEs/MOE
Regulate the delivery of tertiary Education	National	X	X	X	X	18,000,000.	18,000,000							X	GTEC	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q4		GoG	DACF	IGF	OTHERS		New	Ongoing	Lead	Collaborating	
										GETFund	DP					
						00										
Streamline and operationalize New scholarship systems	National	X	X	X	X	106,480,000.00				106,480,000			X	GTEC	MOE	
Conduct certification of foreign degrees.	National	X	X	X	X	3,750,000.00	3,750,000						X	GTEC	MOE	

1,088,295,875.00
639,207,625.00
-
-
379,588,250.00
69,500,000.00

GRAND TOTAL FOR 2027						15,878,133.77	2,679,185,239.60	2,625,000.00	132,148,000.00	10,456,386.17	2,667,474,700.00					
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Table 23: Annual Action Plan 2028

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Objective 3: To secure sustainable and efficient management, financing and accountability of education service delivery by the end of 2029															
Programme: Education Policy Management and Finance															
Abolish the teacher licensure examination and integrate the licensing process into the final year examination of trainees;	National			X	X	500,000.00	400,000		100,000			X		MOE	NTC
Manage MOE TV.	National	X	X	X	X	12,500,000.00	12,500,000						X	CEND LOS	MOE/ GES/G TVET
Develop a strong legal, governance and regulatory framework for greater coherence and accountability of the TVET system.	National	X	X	X	X	3,000,000.00	1,000,000		2,000,000				X	CTVE T	GTVE T/MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GET Fund	DP				
Develop a calendar for the Promotion of teachers and ensure the availability of funds for their remuneration;	National	X	X	X	X	960,000.00	960,000						X	GES/GTVET	NTC/MOE
De-collateralise the GETFUND, and restore it to its original mandate of educational financing; continue with our policy to establish public universities in every region with a focus on the newly-created regions;	National	X				50,000.00				50,000		X		MOE	GETFUND/MOF
Develop the Book Industry	National	X	X	X	X	4,000,000.00	1,000,000			3,000,000			X	GBDC	MOE
Review the Computerised School Selection & Placement System (CSSPS) to address corruption in school placement, and make it merit-based.	National	X	X			1,250,000.00	1,250,000						X	MOE	GES/GTVET/FSHS
Review schools inspection framework	National	X	X	X	X	250,000.00	50,000		200,000				X	NASIA	GES/MOE
Conduct schools inspection nationwide.	National	X	X	X	X	20,000,000.00					20,000		X	NASIA	GES/MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GETF und	DP				
Regularise the affiliation relationship between universities and colleges of education to make the colleges more effective in delivering quality education through the Ghana Tertiary Education Commission (GTEC).	National	X	X	X	X	21,250,000.00			21,250,000				X	GTEC	TEIs/COEs/MOE
Initiate the “Teacher Dabr3” Project to provide accommodation facilities for teachers within new school buildings;	National	X	X	X	X	4,000,000.00				4,000,000			X	MOE	GES/GETFUND/GTVET
Institute mechanism to prohibit the award of scholarships to political appointees and their families;	National	X	X	X	X	6,250,000.00				6,250,000		X		SCHL. SEC.	MOE
Streamline, realign and provide scholarships to needy but brilliant students across multiple sectors to prevent uncoordinated processes;	National	X	X	X	X	40,000,000.00				40,000,000			X	MOE	GETFUND / SCHL. SEC.
Align scholarships with the national development priorities;	National	X	X	X	X	30,000,000.00				30,000,000		X		SCHL. SEC.	GETFUND / MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GETF und	DP				
Establish free-to-air 24/7 television station for nationwide broadcasts of educational and allied programmes	National	X	X	X	X	25,000,000.00				25,000,000			X	SCHL. SEC	GETF UND / MOE
Ensure that government scholarships are reserved for the vulnerable and marginalised, on the principle of meritocracy, equity and inclusivity.	National	X	X	X	X	25,000,000.00				25,000,000			X	SCHL. SEC	GETF UND / MOE
Introduce a special allowance of 20 percent of basic salary for teachers who accept postings to rural and underserved communities;	National	X	X	X	X	1,393,723,965.60	1,393,723,966					X		GES/T VET	MOE
Continue the Government Assisted Mortgage Scheme (GAMOS) to support teachers to own homes;	National	X	X	X	X	150,000,000.00				150,000,000		X		GES	MOE
Expand continuous professional development opportunities through scholarships, teacher-mentorship, career development programmes, and digital learning platforms for teachers;	National	X	X	X	X	2,500,000.00			2,500,000			X		NTC	GES/G TVET / MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Enhance and resource the Islamic Education Unit under the Ghana Education Service to enable the effective recruitment of more Islamic/Arabic tutors;	National	X	X	X	X	1,000,000.00	1,000,000						X	GES	NTC
Strengthen inter/intra-sectoral policy planning budgeting, monitoring and evaluation coordination	National	X	X	X	X	1,000,000.00	1,000,000					X		MOE	NTC
Develop framework to deepen private investment in education by 2027	National	X	X	X	X	250,000.00	250,000					X		MOE	NTC
Provide public private partnership in education at the tertiary level by 2027	National	X	X	X	X	375,000.00	375,000					X		MOE	GTEC
Support Selected Districts to conduct Education Review and Planning Meetings	National			X		575,900.00	-		-	-			X	MOE	GES
Organise experience sharing meetings with DGEO at Regional levels to promote productivity.	National				X	252,000.00	252,000.00		-	-			X	MOE	GES

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Organise quarterly meetings of members of Girls Education Network (GEN)	National	X	X	X	X	20,900.00	20,900.00		-	-	-		X	MOE	GES
Organise workshop to train District Education Officers to produce Annual District Education Operational Plans (ADEOPs)	National		X	X		5,100,000.00	-		-	-	5,100,000.00		X	MOE	GES
Organise workshop to train Regional and District Education budget officers to produce their 2029 annual budget	National				X	800,000.00	800,000.00		-	-	-		X	MOE	GES
Train P.E Instructors	National		X	X		285,120.00	285,120.00		-	-	-		X	MOE	GES
Organise workshop to Train all newly - appointed heads of SHS trained	National	X				300,000.00	300,000.00		-	-	-		X	MOE	GES
Organise promotion examination for teaching staff	National		X			1,800,000.00	1,800,000.00		-	-	-		X	MOE	GES
Organise promotion interview for non- teaching staff	National			X		700,000.00	700,000.00		-	-	-		X	MOE	GES

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GETF und	DP				
Objective 1: Enhance inclusive, equitable and quality education at all levels by end of 2029;															
Programme: Inclusive Education															
Progressively integrate persons with disabilities into the regular education system;	National	X	X			57,625.00	57,625						X	GES	GETFUND
Upgrade the Inclusive Education Resource Centres to support learners with various forms of impairments with the required aids to facilitate their learning;	National	X	X	X	X	5,053,125.00					5,053,125		X	GES	GETFUND
Provide teaching and learning aids for early visual and audio screening of pupils and support children with disabilities;	National	X	X	X	X	69,900,000.00					69,900,000		X	GES	MOE
Establish dedicated district-based support systems and resources for educators to teach children with special needs;	National	X		X	X	138,095,100.00					138,095,100		X	GES	MOE
Implement a Gender and Inclusion Education Integration Plan, to address the intersectional challenges of gender, disability, and child protection;	National	X	X	X	X	533,500.00	533,500						X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Transform existing special education institutions to serve as resource centres to assist the mainstream system and upgrading of Regional Assessment Centres	National	X	X	X	X	700,000.00	-		-	-	700,000.00		X	GES	MOE
Conduct sensitization programme for stakeholders on IE concept and practice.	National	X	X	X	X	400,000.00	-		-	-	400,000.00		X	GES	MOE
Organise orientation workshop for stakeholders from regions on the New Sign Language Dictionary	National	X	X	X		150,000.00	-		-	-	150,000.00		X	GES	MOE
Organize outreach programmes in schools, churches and communities to sensitize parents/families on causes and management of children with disabilities	National	X	X	X	X	15,000.00	10,000.00		5,000.00	-	-		X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Organize capacity building and coaching programmes for head teachers and PE teachers in special schools on how to use sports to promote safe schools policy	National		X	X	X	70,000.00	-		-	-			X	GES	MOE
Conduct in-house assessment for clients on visual, hearing and intellectual disabilities for educational placement and management.	National	X	X	X	X	65,000.00	60,000.00		5,000.00	-	-		X	GES	MOE
Conduct screening in both private and public schools for early identification, referrals, placement and follow-ups to schools to monitor the progress of the children placed in schools	National		X	X	X	750,000.00	50,000.00		-	-			X	GES	MOE
Braille standard based curriculum and common core programme materials for schools for the blind	National	X	X	X	X	80,000.00	80,000.00		-	-	-		X	GES	MOE
Capacity building programmes for teachers on IE concept and innovative teaching strategies for SEN in both special and inclusive settings.	National	X	X	X	X	350,000.00	50,000.00		-	-			X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Refresher training for 500 Staff (teaching and Non-teaching) of Schools for the Deaf on the New Ghanaian Sign Language Dictionary	National	X	X	X	X	250,000.00	-		-	-	250,000.00		X	GES	MOE
Train teachers in special schools on adolescent reproductive health and menstrual education.	National	X	X	X	X	350,000.00	-		-	-	350,000.00		X	GES	MOE
Scale-up UDL strategies at school levels in 32 districts (2 districts from each region) to promote effective teaching	National	X	X	X	X	400,000.00	200,000.00		-	-	200,000.00		X	GES	MOE
Braille approved textbooks for Standard Based Curriculum and Common Core Programme and other relevant learning materials for learners with visual impairment.	National	X	X	X	X	350,000.00	100,000.00		-	-	250,000.00		X	GES	MOE
Produce TLMs in accessible format (eg. Tactile drawings, audio, etc)	National	X	X	X	X	100,000.00	30,000.00		-	-	70,000.00		X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
										.00					
Procure and distribute assistive devices to support SEN in regular schools and special schools.	National	X	X	X	X	1,500,000.00	-		-	1,000,000.00	500,000.00		X	GES	MOE
Celebration of special talents through Sports, Culture, Art, Music and Dance for Special School	National			X	X	200,000.00	50,000.00		-	-	150,000.00		X	GES	MOE
Conduct Braille Literacy and Spelling Bee Competition for learners in Special Schools	National			X	X	100,000.00	50,000.00		-	-	50,000.00		X	GES	MOE
Institution of Vocational transition for learners with special needs in special schools	National			X	X	20,000.00	20,000.00		-	-	-		X	CTVE T	GES

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Organize capacity building programmes for educational and school managers, head teachers on IE policy and effective management and administration of both regular and Special schools for the wellbeing of learners with SEN.	National	X	X	X	X	400,000.00	50,000.00		-	-		350,000.00	X	GES	MOE
Collaborate with relevant agencies to train Data collectors at all levels (National, Regional and District) on how to collect data on SEN	National		X	X	X	50,000.00	-		-	-		50,000.00	X	GES	MOE
Organize meetings for the National Steering Committee on IE implementation	National	X	X	X	X	200,000.00	-		-	-		200,000.00	X	GES	MOE
Objective 1: Enhance inclusive, equitable and quality education at all levels by end of 2029															
Programme: Basic Education															
Conduct NST for pupils in P2, P4 and P6	National	X	X	X	X	6,110,000.00						6,110,000.00	X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
											0				
Conduct annual Teacher deployment	National	X	X	X	X	27,045,000.00	27,045,000						X	GES/GTVET	MOE
Procure TLMs nationwide	National	X	X	X	X	90,000,000.00						90,000,000	X	GES/GTVET	MOE
Promote literacy interventions	National	X	X	X	X	37,500,000.00	7,500,000		2,000,000	28,000,000			X	GHLA	GBDC / MOE
Improve delivery of library infrastructure	National	X	X	X	X	30,000,000.00				30,000,000			X	GHLA	MOE
Develop and maintain libraries across the country	National	X	X	X	X	1,550,000.00						1,550,000	X	CENDLOS	MOE/ GES/GTVET

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Deploy Minecraft Education for Pre-tertiary Levels	National	X	X	X	X	9,300,000.00				9,300,000			X	GHLA	MOE
Rollout Learning Passport (LP) for Basic Level	National	X	X	X	X	9,300,000.00				9,300,000			X	GHLA	MOE
Initiate a National Edu-Care Programme (NEP) to establish early child learning facilities in workspaces to support working parents.	National	X	X	X		30,000,000.00				30,000,000			X	GHLA	MOE
Establish Ghana Pre-schools Online (GPO) to enhance literacy and numeracy education for nursery, and kindergarten children using multimedia tools;	National	X	X	X	X	5,000,000.00					5,000,000	X		GES	CENDLOS
Review early childhood curricula to develop a national value-based curriculum that enhances the psychomotor skills of children and equips children with basic life skills;	National	X	X			2,500,000.00							X	NACCA	GES/ECE DIVISION

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Invest in comprehensive professional development programmes for early childhood educators	National	X	X	X	X	2,500,000.00						2,500,000	X	NTC	NACC A/GES
Institutionalise and promote the use of first languages (L1) as the medium of teaching and learning in early years' education and care	National	X	X	X	X	9,500,000.00	2,500,000					7,000,000	X	GES	ASSOCIATIONS
Incorporate indigenous knowledge, traditions, and stories into teaching and learning materials to make learning more meaningful for children;	National	X	X	X	X	12,000,000.00	9,500,000	2,500,000						X	NACC A
Promote the creation of digital content of supplementary early childhood learning materials	National	X	X	X	X	8,000,000.00						8,000,000	X	CENDLOS	GES/NACCA
Facilitate the introduction of courses in tertiary institutions to train early childhood facilitators.	National		X	X		4,000,000.00			4,000,000				X	NTC	GTEC

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GET Fund	DP				
Initiate a 'SmartStart Curriculum" for greater integration of Science, Technology, Engineering, and Mathematics (STEM), coding and Digital Literacy and TVET into the basic education curricula;	National	X	X			30,000,000.00							X	NACC A/CT VET	GES/G TVET
Launch a 'Furniture for All Initiative' to address the acute deficit at the basic level in partnership with the local carpentry and furniture industry;	National	X				180,000,000.00							X	MOE	GES/G TVET/ GETF UND
Procure and distribute curriculum-based text books to improve the pupil-to-textbook ratio	National	X	X	X	X	136,500,000.00							X	MOE	NACC A
Embark on an aggressive infrastructure drive to address the increasing phenomenon of schools under trees and rehabilitate dilapidated school buildings;	National		X	X	X	637,187.00							X	MOE	GES
Payment of Capitation Grants	National	X	X	X	X	157,007,124.00	157,007,124						X	MOE	GES
Payment of Feeding grants	National	X	X	X	X								X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating	
										GE TF und	D P					
						50,000,000.00	50,000,000									
Operationalise the Education in Emergency Contingency Plan	National	X	X	X	X	2,500,000.00	500,000.00					2,000,000.00		X	GES	MOE
Promote digital literacy at the basic level	National					10,900,000.00						10,900,000		X	GES	MOE
promote solar energy as the primary energy source for school facilities; and	National	X	X	X	X	210,000,000.00						210,000,000		X	MOE	GES/GTVET
Review curricula and assessment systems to prioritize skills acquisition and value-based education for the holistic development of each child	National		X	X		6,250,000.00	6,250,000							X	NACC A/CT VET/ GBDC	GES/T VET

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Review the capitation grant to address existing challenges in low-cost-private schools in rural and inner-city communities;	National	X	X			5,000,000.00	5,000,000					X		MOE	GES
Reinstate and promote the continuous teaching of indigenous languages at the basic school level to support cognitive development, foster cultural sensitivity, social cohesion, and the transfer of cultural heritage;	National	X	X	X	X	10,000,000.00			10,000,000				X	NTC	GES/MOE
Enhance the implementation of First Language lessons policy	National					8,750,000.00			8,750,000				X	NTC	GES/MOE
restructure and mandating the Bureau of Ghanaian Languages (BGL) to standardise the development of Ghanaian Languages in collaboration with Ghanaian Language faculties of tertiary institutions	National	X	X	X	X	13,250,000.00			13,250,000			X		GTEC	NTC

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Provide scholarship and under take research in Ghanaian language development to encourage the speaking of the Ghanaian Language	National	X	X	X	X	5,250,000.00				5,250,000			X	MOE	SLTF
Review pre-tertiary Curriculum.	National	X	X	X	X	5,000,000.00					5,000,000		X	NACCA	GES/GTVE T
Develop Curriculum Assessment Standards	National	X	X	X	X	5,750,000.00					5,750,000		x	NACCA	GES/GTVET
Undertake Curriculum Research, Evaluation and Assessment	National	X	X	X	X	6,250,000.00					6,250,000		X	NACCA	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating	
										GE TF und	D P					
Provide routine repairs to school infrastructure to restore safe, hygienic, and functional learning environments	National	X	X	X	X	10,000,000.00					10,000,000		X		GES	MOE
GALOP implementation	National	X	X	X	X	100,000,000.00						100,000,000		X	MOE	GES
Instructional Resources Development and Assessment.....	National	X	X	X	X	9,500,000.00						9,500,000		X	GES	NACCA
Embark on right-age enrolment campaigns	National	X	X	X	X	712,000.00	712,000.00		-	-	-			X	GES	MOE
Organise sports festivals	National	X	X	X	X	1,552,560.00	608,160.00		-	-	94,440.00			X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Organise practical lessons in STEM, examination answering techniques and the chief examiners report for JHS final year students.	National	X	X	X	X	234,800.00	234,800.00		-	-	-		X	GES	MOE
Organise Basic Science, Technology, Engineering and Mathematics (BSTEM) training for teachers	National	X	X	X	X	397,320.00	397,320.00		-	-	-		X	GES	MOE
Conduct regular audit inspection of schools to ensure compliance to financial standards in Basic Education	National	X	X	X	X	726,000.00	726,000.00		-	-	-		X	GES	MOE
Objective: 1. Enhance inclusive, equitable and quality education at all levels by end of 2029															
Programme: Secondary Education															
Incorporate accelerated learning programmes and teaching resources to better engage and teach gifted children;	National	X	X	X	X	2,500,000.00					2,500,000		X	GES	NACC A / MOE/ CEA
Improved quality of teaching and learning of STEM at all levels	National	X	X	X	X	300,000.00					300,000.00		X	MOE	GES /GTVE T/GTE C
Construction of 3No. STEM academy	Selected Regions					300,000.00					300,000.00		X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Rollout Learning Pioneers (LP)	National	X	X	X	X	10,500,000.00						X		CEND LOS	MOE/ GES/G TVET
Rollout OpenSTEM Africa (OSA)	National	X	X	X	X	1,000,000.00						X		CEND LOS	MOE/ GES/G TVET
Rollout Maintenance and repairs of iBoxes.	National	X	X	X	X	450,000.00						X		CEND LOS	MOE/ GES/G TVET
provide the distribution of Free sanitary pads to girls	National	X	X	X	X	292,400,000.00	292,400,000						X	GES	MOE
Develop a digital learning platform for pre-tertiary institutions.	National	X	X	X	X	550,000,000.00						X		CEND LOS	MOE/ GES/G TVET

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating	
										GE TF und	D P					
provide computer facilities installed with digitized learning materials and upgrade ICT laboratories;	National	X	X	X	X	27,500,000.00					10,000,000	17,500,000		X	CEND LOS	GES/G TVET
partner with industry and digital experts to provide voluntary service as visiting teachers to impart practical ICT knowledge and skills in schools;	National	X	X	X	X	50,000.00	25,000	25,000						X	GES	MOE
promote digital content creation of first language curricula, including animations, to provide auxiliary learning materials and enhance comprehension of lessons.	National	X	X	X	X	17,500,000.00	17,500,000						1.8 E+07	X	GES	CEND LOS
Abolish the double-track system to restore a stable academic calendar;	National	X	X			1,100,000.00							X		MOE FSHS	GES/G TVET
Extend Free SHS to cover students in 70 private Senior High Schools.	National	X	X			350,000.00					350,000		X		MOE FSHS	GES/G TVET

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept			
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating		
										GE TF und	D P						
						0.00					0,000						
Continue the implementation of the Free Senior High School programme	National	X	X	X	X	4,909,302,532.17						4,909,302,532		X		MOE FSHS	GES/GTVET
Completion and / expansion of E- Blocks (44No.)	National	X	X	X	X	700,000,000.00						700,000,000		X		GES	MOE
Construction of Additional E- Blocks	National	X	X	X	X	175,000,000.00						175,000,000		X		GES	MOE
Provide a dedicated and sustainable funding source for quality secondary education by ring-fencing a percentage of our oil proceeds;	National	X	X	X	X	200,000,000.00						200,000,000			X	GES/GTVET	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Decentralise the procurement of food and other basic supplies, ensure timely food supply, and improve the quantity and quality of food for students;	National	X	X	X	X	1,250,000.00				1,250,000		X		MOE	GES/GTVET
Expand Science Resource Centres (SRC) across the regions to support STEM/TVET education;	National	X	X	X	X	20,000,000.00				20,000,000			X	GES/GTVET	MOE
Implement a policy to upgrade selected SHSs/TVIs across the sixteen regions into Grade A schools conduct an infrastructural audit to identify gaps and invest in targeted infrastructure to enhance access and quality of education.	National	X	X	X	X	54,560,000.00					54,560,000	X		GES/GTVET	MOE
Promote the recognition of Prior Learning Certification (PLC)/Step-Up Certification (SEC) programme to enable artisans in the informal sector to validate and improve their skills and knowledge for academic and career progression through:	National		X	X	X	15,000,000.00					15,000,000		X	CTVE T	CEA/ MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating	
										GE TF und	D P					
Assessment and evaluation of skills programmes based on industry standards.	National	X	X			5,000,000.00			1,000,000			4,000,000	X		CTVE T	GTVE T/MOE
Initiate the full implementation of Competency-Based-Training	National	X	X	X	X	19,500,000.00			2,500,000			17,000,000		X	CTVE T	GTVE T/MOE
Align the Ghana Skills Development Fund in consultation with stakeholders to support product and innovation development within government priority sectors to drive national development;	National	X	X	X	X	1,450,000.00						1,450,000	X		CTVE T	GTVE T/CEA/MOE
Establish a College of Education in deprive areas to address the acute professional teacher deficit.	National	X	X	X	X	3,000,000.00						3,000,000	X		MOE	GTEC /NTC
Promote the fabrication and assembling of power tools in Ghana.	National			X	X	4,175,000.00						4,175,000		X	CTVE T	GTVE T/MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Sensitize key stakeholders on the CSSPS through community engagements.	National			X		350,000.00	350,000.00		-	-	-		X	GES	MOE
Train teachers in challenging STEM topics	National		X	X	X	420,000.00	420,000.00		-	-	-		X	GES	MOE
Conduct regular audit inspection of schools to ensure compliance to financial standards in SHS	National		X	X	X	250,000.00	250,000.00		-	-	-		X	GES	MOE
Objective 2: Improve quality of teaching and learning in Science Technology Engineering and Mathematics (STEM) and TVET at all levels by end 2029															
Programme: TVET															
Embark on an emergency infrastructure drive to complete abandoned E-blocks and expand infrastructure in existing SHSs and TVET institutions;	National	X	X	X	X	700,000.00					700,000.00		X	MOE	GES/GTVET
Ensure equitable access to TVET and promote gender mainstreaming in TVET.	National	X	X	X	X	17,000,000.00					17,000,000.00		X	CTVE T	GTVE T
Ensure quality assurance in TVET according to internationally accepted standards.	National	X	X	X	X	3,750,000.00	1,000,000		2,750,000				X	CTVE T	GTVE T

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Ensure sustainable sources of financing for TVET.	National	X	X	X	X	350,000,000.00				350,000,000			X	MOE	GTVE T/CTV ET
Greening TVET for environmental sustainability.	National	X	X	X	X	21,250,000.00					21,250,000	X		CTVE T	GTVE T
Conduct regulation and supervisory activities in the TVET subsector	National	X	X	X	X	5,000,000.00	1,000,000		4,000,000				X	CTVE T	GTVE T
Implement a 'National Apprenticeship Programme' to generate self-employment through the provision of free technical and vocational training for young people in various crafts. Trained apprentices will be issued with appropriate certification and supported with start-up capital and equipment to set up businesses. This program will be expanded to:	National	X	X	X	X	32,500,000.00					32,500,000	X		CTVE T	GTVE T/CEA /MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GETF und	DP				
Include a Business Growth Apprenticeship Module, a structured mentorship/ apprenticeship links between established industries and business individuals, and TVET graduates with business ideas; and	National	X	X	X	X	12,500,000.00					12,500,000		X	CTVE T	GTVE T/MOE
Prioritise, rebrand, and increase investments in TVET as a key anchor of economic transformation;	National	X	X	X	X	22,500,000.00				22,500,000			X	CTVE T/MOE	CEA/GTVET
Commence the establishment of regional TVET Centres of Excellence integrated with fabrication and other state-of-the-art facilities to promote innovation and simulate real work environments;	National		X	X	X	45,000,000.00				45,000,000		X		CTVE T	GETFUND/GTVE T/MOE/CEA
Formalizing and awarding certificates for existing skill sets of artisans through special programmes run by relevant TVET institutions;	National	X	X	X	X	10,000,000.00				10,000,000		X		CTVE T	GTVE T/MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating	
										GE TF und	D P					
Facilitate the establishment of MakerSpaces to foster innovation and enterprise development and provide TVET graduates with the necessary equipment to be creative.	National	X	X			75,000,000.00					75,000,000		X		CTVE T	GTVE T/MOE
Integrate digital proficiency, such as project management software, digital marketing, generative Artificial Intelligence, and industry-specific software, into TVET delivery;	National		X	X	X	12,500,000.00			1,000,000		3,500,000	8,000,000	X		GTVE T	MOE/CTVE T
Provide incentive packages and other affirmative action interventions to ensure equity and inclusive participation in TVET especially for women and persons with disability;	National	X	X	X	X	6,140,000.00	1,000,000				5,140,000			X	GTVE T	CTVE T/MOE
Promote linkages between industries and SMEs in the manufacturing, GRATIS, and construction sectors and TVET institutions to support the implementation of workplace experiential learning initiatives;	National	X	X	X	X	1,250,000.00						1,250,000		X	CTVE T	GTVE T/MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Resource relevant agencies to fully implement the National TVET Qualification to promote career progression in the sector;	National		X	X	X	4,000,000.00			2,000,000	2,000,000			X	CTVE T	MOE
Promote scholarship, research, and innovation in TVET development in the Technical Universities;	National	X	X	X	X	50,000,000.00	1,000,000			49,000,000			X	GTEC	CTVE T/MOE
Enhance the image of TVET, for example, by using multimedia tools and platforms, including the film industry;	National	X	X	X	X	1,250,000.00			200,000	400,000	650,000		X	CTVE T	MOE/GTVE T
Promote synergies among TVET management agencies such as TVET Services, and the Commission for Technical and Vocational Education and Training (C TVET) to enhance efficiency and improved training outcomes for both formal and informal TVET;	National	X	X			1,250,000.00	500,000			750,000			X	MOE	CTVE T/GTVE T
Harmonise the TVET Assessment system with clear mandates for the various agencies in assessment and certification;	National	X	X	X	X	5,000,000.00			2,000,000	3,000,000			X	CTVE T	GTVE T/MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Establish and operationalize sustainable TVET funding sources in collaboration with stakeholders.	National	X	X	X	X	350,000.00				350,000.00			X	MOE	GTVE T/CTV ET
Develop core entrepreneurship and business development programmes as part of the Workplace Experiential Learning Programme;	National			X	X	2,250,000.00			250,000		2,000,000	X		CTVE T	GTVE T/CEA /MOE
Promote cooperation and partnership among TVET graduates to leverage multi-skills and diverse talents for innovative product development and the sustainable funding of enterprises;	National	X	X	X	X	1,800,000.00			1,800,000				X	CTVE T	GTVE T/MOE
Design structured mentorship for TVET graduates with business ideas through the Business Growth Apprenticeship module of the National Apprenticeship Programme;	National	X	X			1,075,000.00			1,075,000				X	CTVE T	GTVE T/MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Provide business incubation support for TVET graduates through the proposed TVET Centres of Excellence, the TVET Markers Spaces, GRATIS and others; and	National	X	X	X	X	3,125,000.00				3,125,000		X		GTVE T	CTVE T/CEA
Introduce TVET pedagogy in partnership with relevant Technical Universities to encourage technically skilled professionals to acquire pedagogical skills to teach in TVET institutions;	National	X	X			2,100,000.00			2,100,000			X		GTEC	CTVE T/NTC /MOE
Build industry partnerships for continuous professional development for TVET instructors;	National	X	X	X	X	1,625,000.00				1,625,000			X	GTVE T	CTVE T/MOE
Expand scholarship opportunities for TVET/STEM instructors' professional development and research, and academic scholarships in TVET/STEM.	National	X	X	X	X	2,300,000.00				2,300,000			X	SCHL RSHP. SEC.	GETF UND/ CEA/S LTF/N RFS
Establish STEM and TVET schools in historically underserved zongo and poor peri-urban communities to equip young persons with the technical and vocational skills necessary for jobs;	National	X	X	X	X	228,800,000.00				100,000	128,800,000	X		GTVE T	CTVE T/MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Objective 1: Enhance inclusive, equitable and quality education at all levels by the end of 2029															
Programme: Complementary Education and Life Long Learning															
Promote complementary and non-formal education to enhance functional literacy and lifelong learning;	National	X	X	X	X	75,000,000.00	24,600,000					50,400,000	X	CEA	CTVE T / NACC A
Provide vocational training and start-up support for trainees in the informal TVET sector/artisans.	National	X	X	X	X	120,000,000.00	5,600,000					114,400,000	X	GTVE T	CTVE T/MO E
Enrol youth in Zongo and deprived urban settlements into the National Apprenticeship Programme and offer free technical and vocational education and training.	National	X	X	X	X	150,000,000.00						150,000,000	X	CTVE T	GTVE T
Objective 1: Enhance inclusive, equitable and quality education at all levels by the end of 2029															
Programme: Tertiary Education															

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GETF und	DP				
Collaborate with traditional public universities to establish satellite campuses in the newly created regions without public universities. provide input for costing	National	X	X	X	X	57,625.00	57,625						X	GTEC	MOE/GES
Provide scholarships to brilliant but needy Muslim students, especially to study law, medicine, and engineering;	National	X	X	X	X	21,000,000.00				21,000,000			X	SCHL. SEC	SLTF
Support Islamic Colleges of Education with additional infrastructure and logistics to enhance their capacity to deliver quality education;	National	X	X	X	X	1,108,250.00				1,108,250		X		GETFUND	MOE/GTEC
Rollout Global Teacher Campus (GTC)	National	X	X	X	X	67,500,000.00					67,500,000	X		CENDLOS	MOE/GES/GTVET
provide scholarships to incentivise the training of more Ghanaian language teachers, especially in languages that have insufficient teachers	National		x	X		9,250,000.00				9,250,000		X		SCH.S EC	MOE/SLTF/GETFUND/GTEC

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating
										GE TF und	D P				
Implement a 'No-Academic-Fees' policy for all first-year students in all public tertiary institutions;	National	X	X			537,400,000.00	537,400,000					X		SLTF	GTEC
Provide continuing students with financial assistance through the reintroduction and redeployment of our Student Loan Trust Fund Plus 'SLTFP' and a reformed scholarship regime;	National			X	X	240,000,000.00							X	SLTF	GTEC/MOE
Provide free tertiary education for all persons with disabilities; revamp the Student Loan Trust Fund to increase loan amounts based on a needs assessment and ensure prompt disbursements;	National	X	X			80,000,000.00	80,000,000					X		SLTF	TEIs/MOE
Regulate the delivery of tertiary Education	National	X	X	X	X	18,000,000.00	18,000,000						X	GTEC	MOE
Conduct certification of foreign degrees.	National	X	X	X	X	3,750,000.00	3,750,000						X	GTEC	MOE
						978,0	639,2	-	-	271	67				

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept				
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHER S		New	On-going	Lead	Collaborating			
										GE TF und	D P							
						65,875.00	07,625.00											
GRAND TOTAL FOR 2028						15,523,642,633.77	2,674,341,139.60	2,525,000.00	132,235,000.00		10,412,411.17	2,652,130,000.00						

Table 24: Annual Action Plan 2029

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n- g o i n g	Lea d	Collabo rating
										GE TFu nd	DP				
Objective 3: To secure sustainable and efficient management, financing and accountability of education service delivery by the end of 2029															
Programme: Education Policy Management and Finance															
Manage MOE TV.	National	X	X	X	X	12,500,000.00	12,500,000.00						X	CEN DLOS	MOE/GES/GT VET
Conduct schools inspection nationwide.	National	X	X	X	X	20,000,000.00					20,000,000.00		X	NAS IA	GES/MOE
Operationalize the National Research Fund to support indigenous research and promote commercialised research;	National	X	X	X	X	5,000,000.00				5,000,000.00			X	MOE	GTEC
Promote Sustainable and efficient management, financing, and accountability of education service delivery	National	X	X	X	X	1,500,000.00	1,500,000.00						X	MOE	GES

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n- g o i n g	Lea d	Collabo rating
										GE TFu nd	DP				
Upgrade existing ICT laboratories and establish new ICT laboratories in Schools without same to promote digital literacy expand digital libraries to enhance access to global teaching and learning materials for both teachers and learners;	National	X	X	X	X	20,000,000.00				20,000,000.00			X	MOE	GES/CENDLOS /GHILA/ NACCA
Subventions to public tertiary institutions;	National	X	X	X	X	30,000,000.00			30,000,000.00				X	MOE	GTEC
Empower Governing Councils of public tertiary institutions to function without external interference;	National	X	X	X	X	17,500,000.00			17,500,000.00				X	MOE	GTEC
Continue the “Teacher Dabr3” Project to provide accommodation facilities for teachers within new school buildings;	National	X	X	X	X	4,000,000.00				4,000,000.00			X	MOE	GES/GETFUND/GTVET
Continue with the provision of scholarships to needy but brilliant students across multiple sectors to prevent uncoordinated processes;	National	X	X	X	X	40,000,000.00				40,000,000.00			X	MOE	GETFUND / SCHL. SEC.

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept			
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	On-going	Lead	Collaborating		
										GE TFund	DP						
Ensure that government scholarships are reserved for the vulnerable and marginalised, on the principle of meritocracy, equity and inclusivity.	National	X	X	X	X	25,000,000.00					25,000,000.00			X		SCH L. SEC	GETFUND / MOE
Continue the special allowance of 20 percent of basic salary for teachers who accept postings to rural and underserved communities;	National	X	X	X	X	1,393,723,965.60	1,393,723,965.60						X			GES /TV ET	MOE
Continue the Government Assisted Mortgage Scheme (GAMOS) to support teachers to own homes;	National	X	X	X	X	150,000,000.00					150,000,000.00		X			GES	MOE
Expand continuous professional development opportunities through scholarships, teacher-mentorship, career development programmes, and digital learning platforms for teachers;	National	X	X	X	X	2,500,000.00					2,500,000.00			X		GES /GT VET	T.UNIONS/NTC/MOE
Enhance and resource the Islamic Education Unit under the Ghana Education Service to enable the effective recruitment of more Islamic/Arabic tutors;	National	X	X	X	X	1,000,000.00			1,000,000.00				X			NTC	GES/GTVET/ MOE
Strengthen data evidence generation	National	X	X	X	X	250,000.00	250,000.00							X		GES	NTC

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n-g o i n g	Lea d	Collabo rating
										GE TFu nd	DP				
Strengthen inter/intra-sectoral policy planning budgeting, monitoring and evaluation coordination	National	X	X	X	X	1,000,000.00	1,000,000.00					X		MOE	GES
Develop framework to deepen private investment in education by 2027	National	X	X	X	X	250,000.00	250,000.00					X		MOE	GES
Provide public private partnership in education at the tertiary level by 2027	National	X	X	X	X	375,000.00	375,000.00					X		MOE	GTEC
Support Selected Districts to conduct Education Review and Planning Meetings	National			X		698,600.00	-		-	-	698,600.00		X	GES	MOE
Organise experience sharing meetings with Girls Education Officers at Regional levels to promote productivity.	National				X	471,100.00	-		-	-	471,100.00		X	GES	MOE
Organise quarterly meetings of members of Girls Education Network (GEN)	National	X	X	X	X	32,000.00	-		-	-	32,000.00		X	GES	MOE
Organise workshop to train District Education Officers to produce Annual District Education Operational Plans (ADEOPs)	National		X	X		725,000.00	-		-	-	725,000.00		X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	GoG	Funding Sources				Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q 4			GoG	DAC F	IGF	OTHERS		New	O n- g o i n g	Lea d	Collabo rating
											GE TFu nd	DP				
Organise workshop to train Regional and District Education budget officers to produce their 2026 annual budget	National				X	910,000.00	910,000.00		-	-	-		X	GES	MOE	
Train P.E Instructors	National		X	X	X	313,632.00	313,632.00		-	-	-		X	GES	MOE	
Organise workshop to train newly - appointed heads of basic schools	National	X	X			390,000.00	390,000.00		-	-	-		X	GES	MOE	
Organise promotion examination for teaching staff	National		X			2,100,000.00	2,100,000.00		-	-	-		X	GES	MOE	
Organise promotion interview for non- teaching staff	National			X		950,000.00	950,000.00		-	-	-		X	GES	MOE	
Organise workshop to train key GES officers on payroll management	National			X	X	165,600.00	165,600.00		-	-	-		X	GES	MOE	
Objective 1: Enhance inclusive, equitable and quality education at all levels by the end of 2029																
Programme: Inclusive Education																
Upgrade the Inclusive Education Resource Centres to support learners with various forms of impairments with the required aids to facilitate their learning;	National	X	X	X	X	5,053,125.00					5,053,125.00			X	GES	GETFUND

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n-g o i n g	Lea d	Collabo rating	
										GE TFu nd	DP					
Provide teaching and learning aids for early visual and audio screening of pupils and support children with disabilities;	National	X	X	X	X	69,900,000.00					69,900,000.00			X	GES	MOE
Establish dedicated district-based support systems and resources for educators to teach children with special needs;	National	X	X	X	X	138,095,100.00					138,095,100.00			X	GES	MOE
Implement a Gender and Inclusion Education Integration Plan, to address the intersectional challenges of gender, disability, and child protection;	National	X	X	X	X	533,500.00	533,500.00							X	GES	MOE
Transform existing special education institutions to serve as resource centres to assist the mainstream system and upgrading of Regional Assessment Centres	National	X	X	X	X	700,000.00	-		-	-	700,000.00			X	GES	MOE
Conduct sensitization programme for stakeholders on IE concept and practice.	National	X	X	X	X	400,000.00	-		-	-	400,000.00			X	GES	MOE
Organise orietation workshop for stakeholders from regions on the New Sign Language Dictionary	National	X	X	X		150,000.00	-		-	-	150,000.00			X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	GoG	DAC F	IGF	Funding Sources		Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4					GE TFund	DP	New	O n-goin g	Lea d	Collabo rating
Organize out reach programmes in schools, churches and communities to sensitize parents/families on causes and management of children with disabilities	National	X	X	X	X	15,000.00	10,000.00	5,000.00	-	-		X	GES	MOE	
Organize capacity building and coaching programmes for head teachers and PE teachers in special schools on how to use sports to promote safe schools policy	National		X	X	X	70,000.00	-	-	-	70,000.00		X	GES	MOE	
Conduct in-house assessment for clients on visual, hearing and intellectual disabilities for educational placement and management.	National	X	X	X	X	65,000.00	60,000.00	5,000.00	-	-		X	GES	MOE	
Conduct screening in both private and public schools for early identification, referrals, placement and follow-ups to schools to monitor the progress of the children placed in schools	National		X	X	X	750,000.00	50,000.00	-	-	700,000.00		X	GES	MOE	
Braille standard based curriculum and common core programme materials for schools for the blind	National	X	X	X	X	80,000.00	80,000.00	-	-	-		X	GES	MOE	

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n-g o i n g	Lea d	Collabo rating
										GE TFu nd	DP				
Capacity building programmes for teachers on IE concept and innovative teaching strategies for SEN in both special and inclusive settings.	National	X	X	X	X	350,000.00	50,000.00		-	-	300,000.00		X	GES	MOE
Refresher training for 500 Staff (teaching and Non-teaching) of Schools for the Deaf on the New Ghanaian Sign Language Dictionary	National	X	X	X	X	250,000.00	-		-	-	250,000.00		X	GES	MOE
Train teachers in special schools on adolescent reproductive health and menstrual education.	National	X	X	X	X	350,000.00	-		-	-	350,000.00		X	GES	MOE
Scale-up UDL strategies at school levels in 32 districts (2 districts from each region) to promote effective teaching	National	X	X	X	X	400,000.00	200,000.00		-	-	200,000.00		X	GES	MOE
Braille approved textbooks for Standard Based Curriculum and Common Core Programme and other relevant learning materials for learners with visual impairment.	National	X	X	X	X	350,000.00	100,000.00		-	-	250,000.00		X	GES	MOE
Produce TLMs in accessible format (eg. Tactile drawings, audio, etc)	National	X	X	X	X	100,000.00	30,000.00		-	-	70,000.00		X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n- g o i n g	Lea d	Collabo rating
										GE TFu nd	DP				
Procure and distribute assistive devices to support SEN in regular schools and special schools.	National	X	X	X	X	1,500,000.00	-		-	1,000,000.00	500,000.00		X	GES	MOE
Celebration of special talents through Sports, Culture, Art, Music and Dance for Special School	National			X	X	200,000.00	50,000.00		-	-	150,000.00		X	GES	MOE
Conduct Braille Literacy and Spelling Bee Competition for learners in Special Schools	National			X	X	100,000.00	50,000.00		-	-	50,000.00		X	GES	MOE
Institution of Vocational transition for learners with special needs in special schools	National			X	X	20,000.00	20,000.00		-	-	-		X	GES	MOE
Organize capacity building programmes for educational and school managers, head teachers on IE policy and effective management and administration of both regular and Special schools for the wellbeing of learners with SEN.	National	X	X	X	X	400,000.00	50,000.00		-	-	350,000.00		X	GES	MOE
Collaborate with relevant agencies to train Data collectors at all levels (National, Regional and District) on how to collect data on SEN	National		X	X	X	50,000.00	-		-	-	50,000.00		X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	Ongoing	Lead	Collaborating
										GE TFund	DP				
Organize meetings for the National Steering Committee on IE implementation	National	X	X	X	X	200,000.00	-		-	-	200,000.00		X	GES	MOE
Objective 1: Enhance inclusive, equitable and quality education at all levels by the end of 2029															
Programme: Basic Education															
Conduct NST for pupils in P2, P4 and P6	National	X	X	X	X	6,110,000.00					6,110,000.00		X	GES	MOE
Conduct annual Teacher deployment	National	X	X	X	X	27,045,000.00	27,045,000.00						X	GES/GT/VET	MOE
Procure TLMs nationwide	National	X	X	X	X	90,000,000.00					90,000,000.00		X	GES/GT/VET	MOE
Promote literacy interventions	National	X	X	X	X	37,500,000.00	7,500,000.00		2,000,000.00	28,000,000.00			X	GHLA	GBDC / MOE
Improve delivery of library infrastructure	National	X	X	X	X	93,000,000.00				93,000,000.00			X	GHLA	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n-g o i n g	Lea d	Collabo rating
										GE TFu nd	DP				
Develop and maintain libraries across the country	National	X	X	X	X	1,550,000.00					1,550,000.00	X		CEN DLO S	MOE/G ES/GT VET
Deploy Minecraft Education for Pre-tertiary Levels	National	X	X	X	X	9,300,000.00					9,300,000.00		X	GHL A	MOE
Rollout Learning Passport (LP) for Basic Level	National	X	X	X	X	9,300,000.00					9,300,000.00		X	GHL A	MOE
Initiate a National Edu-Care Programme (NEP) to establish early child learning facilities in workspaces to support working parents.	National	X	X	X		30,000,000.00					30,000,000.00		X	GHL A	MOE
Establish Ghana Pre-schools Online (GPO) to enhance literacy and numeracy education for nursery, and kindergarten children using multimedia tools;	National	X	X	X	X	5,000,000.00					5,000,000.00	X		GES	CENDL OS
Review early childhood curricula to develop a national value-based curriculum that enhances the psychomotor skills of children and equips children with basic life skills;	National	X	X			2,500,000.00					2,500,000.00		X	NA CCA	GES/EC E DIVISI ON

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n- g o i n g	Lea d	Collabo rating
										GE TFund	DP				
Invest in comprehensive professional development programmes for early childhood educators	National	X	X	X	X	2,500,000.00					2,500,000.00		X	NTC	NACCA/GES
Institutionalise and promote the use of first languages (L1) as the medium of teaching and learning in early years' education and care	National	X	X	X	X	9,500,000.00	2,500,000.00				7,000,000.00		X	GES	ASSOCIATIONS
Incorporate indigenous knowledge, traditions, and stories into teaching and learning materials to make learning more meaningful for children;	National	X	X	X	X	9,500,000.00					9,500,000.00			X	NACCA
Promote the creation of digital content of supplementary early childhood learning materials	National	X	X	X	X	8,000,000.00					8,000,000.00		X	CENDLOS	GES/NACCA
Facilitate the introduction of courses in tertiary institutions to train early childhood facilitators.	National		X	X		4,000,000.00			4,000,000.00				X	NTC	GTEC
Initiate a 'SmartStart Curriculum' for greater integration of Science, Technology, Engineering, and Mathematics (STEM), coding and Digital Literacy and TVET into the basic education curricula;	National	X	X			30,000,000.00				30,000,000.00			X	NACCA/CTVET	GES/GTVET

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n-g o i n g	Lea d	Collabo rating	
										GE TFu nd	DP					
Launch a 'Furniture for All Initiative' to address the acute deficit at the basic level in partnership with the local carpentry and furniture industry;	National	X				180,000,000.00					180,000,000.00			X	MOE	GES/GTVET/GETFUND
Procure and distribute curriculum-based text books to improve the pupil-to-textbook ratio	National	X	X	X	X	136,500,000.00					136,500,000.00			X	MOE	NACCA
Embark on an aggressive infrastructure drive to address the increasing phenomenon of schools under trees and rehabilitate dilapidated school buildings;	National		X	X	X	637,187.00					637,187.00			X	MOE	GES
Increase and ensure regular payment of capitation grants	National	X	X	X	X	157,007,124.00	157,007,124.00							X	MOE	GES
Payment of feeding grants	National	X	X	X	X	50,000,000.00	50,000,000.00							X	GES	MOE
Promote digital literacy at the basic level	National	X	X	X	X	10,900,000.00						10,900,000.00		X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept			
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n-g o in g	Lea d	Collabo rating		
										GE TFu nd	DP						
Promote solar energy as the primary energy source for school facilities; and	National	X	X	X	X	210,000,000.00					210,000,000.00			X		MOE	GES/GTVET
Operationalise the Education in Emergency Contingency Plan	National	X	X	X	X	3,000,000.00	500,000.00					2,500,000.00		X		GES	MOE
Review curricula and assessment systems to prioritize skills acquisition and value-based education for the holistic development of each child	National		X	X		6,250,000.00	6,250,000.00							X		NACCA/CTVET	GES/TVET
Review the capitation grant to address existing challenges in low-cost-private schools in rural and inner-city communities;	National	X	X			5,000,000.00	5,000,000.00						X			MOE	GES
Reinstate and promote the continuous teaching of indigenous languages at the basic school level to support cognitive development, foster cultural sensitivity, social cohesion, and the transfer of cultural heritage;	National	X	X	X	X	10,000,000.00				10,000,000.00				X		NTC	GES/MOE
Enhance the implementation of First Language lessons policy	National	X	X	X	X	8,750,000.00				8,750,000.00				X		GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n-g o i n g	Lea d	Collabo rating
										GE TFu nd	DP				
restructure and mandating the Bureau of Ghanaian Languages (BGL) to standardise the development of Ghanaian Languages in collaboration with Ghanaian Language faculties of tertiary institutions	National	X	X	X	X	13,250,000.00			13,250,000.00			X		GTE C	NTC
Provide scholarship and undertake research in Ghanaian language development to encourage the speaking of the Ghanaian Language	National	X	X	X	X	5,250,000.00				5,250,000.00			X	MO E	SLTF
Review pre-tertiary Curriculum.	National	X	X	X	X	5,000,000.00					5,000,000.00		X	NA CCA	GES / GTVET
Develop Curriculum Assessment Standards	National	X	X	X	X	5,750,000.00					5,750,000.00		x	NA CCA	GES/G TVET
Undertake Curriculum Research, Evaluation and Assessment	National	X	X	X	X	6,250,000.00					6,250,000.00		X	NA CCA	MOE
Provide routine repairs to school infrastructure to restore safe, hygienic, and functional learning environments	National	X	X	X	X	10,000,000.00				10,000,000.00			X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n- g o i n g	Lea d	Collabo rating	
										GE TFu nd	DP					
GALOP implementation	National	X	X	X	X	100,000,000.00						100,000,000.00		X	GES	MOE
Instructional Resources Development and Assessment.....	National	X	X	X	X	9,500,000.00						9,500,000.00		X	GES	NACC A
Embark on right-age enrolment campaigns	National		X	X	X	816,480.00	816,480.00		-	-	-			X	GES	MOE
Organise sports festivals	National		X	X	X	1,722,792.00	734,112.00		-	-		988,680.00		X	GES	MOE
Organise practical lessons in STEM, examination answering techniques and the chief examiners report for JHS final year students.	National		X	X	X	174,000.00	174,000.00		-	-				X	GES	MOE
Organise Basic Science, Technology, Engineering and Mathematics (BSTEM) training for teachers	National		X	X		366,000.00	366,000.00		-	-				X	GES	MOE
Conduct regular audit inspection of schools to ensure compliance to financial standards in Basic Education	National		X	X	X	726,000.00	726,000.00		-	-				X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n- g o i n g	Lead	Collabo rating
										GE TFu nd	DP				
Objective 1: Enhance inclusive, equitable and quality education at all levels by the end of 2029															
Programme: Secondday Education															
Incorporate accelerated learning programmes and teaching resources to better engage and teach gifted children;	National	X	X	X	X	2,500,000.00				2,500,000.00		X		GES	NACC A / MOE/CEA
Improved quality of teaching and learning of STEM at all levels	National	X	X	X	X	300,000.00				300,000.00			X	MOE	GES /GTVE T/GTE C
Construction of 3No. STEM academy	Selected Regions	X	X	X	X	150,000.00				150,000.00			X	GES	MOE
Rollout Learning Pioneers (LP)	National	X	X	X	X	10,500,000.00					10,500,000.00	X		CEN DLOS	MOE/GES/GT VET
Rollout OpenSTEM Africa (OSA)	National	X	X	X	X	1,000,000.00					1,000,000.00	X		CEN DLOS	MOE/GES/GT VET

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n-g o i n g	Lea d	Collabo rating
										GE TFu nd	DP				
Rollout Maintenance and repairs of iBoxes.	National	X	X	X	X	450,000.00					450,000.00	X		CEN DLO S	MOE/G ES/GT VET
provide the distribution of Free sanitary pads to girls	National	X	X	X	X	550,000.00	550,000.00						X	GES	MOE
Develop a digital learning platform for pre-tertiary institutions.	National	X	X	X	X	550,000.00					550,000.00	X		CEN DLO S	MOE/G ES/GT VET
provide computer facilities installed with digitized learning materials and upgrade ICT laboratories;	National	X	X	X	X	27,500,000.00				10,000.00	17,500,000.00		X	CEN DLO S	GES/G TVET
partner with industry and digital experts to provide voluntary service as visiting teachers to impart practical ICT knowledge and skills in schools;	National	X	X	X	X	25,000.00	25,000.00						X	GES	MOE
promote digital content creation of first language curricula, including animations, to provide auxiliary learning materials and enhance comprehension of lessons.	National	X	X	X	X	35,000,000.00	17,500,000.00				17,500,000.00		X	GES	CEN DLO S

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n-g o i n g	Lea d	Collabo rating	
										GE TFu nd	DP					
Extend Free SHS to cover students in 70 private Senior High Schools.	National	X	X			140,000,000.00					140,000,000.00		X		MOE FSHS	GES/GTVET
Continue the implementation of the Free Senior High School programme	National	X	X	X	X	7,210,783,559.25					7,210,783,559.25		X		MOE FSHS	GES/GTVET
Implement a policy to upgrade selected SHSs/TVIs across the sixteen regions into Grade A schools conduct an infrastructural audit to identify gaps and invest in targeted infrastructure to enhance access and quality of education.	National	X	X	X	X	54,560,000.00						54,560,000.00	X		GES/GTVET	MOE
Promote the recognition of Prior Learning Certification (PLC)/Step-Up Certification (SEC) programme to enable artisans in the informal sector to validate and improve their skills and knowledge for academic and career progression through:	National		X	X	X	15,000,000.00						15,000,000.00			CTVET	CEA/MOE
Assessment and evaluation of skills programmes based on industry standards.	National	X	X			5,000,000.00			1,000,000.00			4,000,000.00	X		CTVET	GTVET/MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n-g o i n g	Lea d	Collabo rating
										GE TFu nd	DP				
						0			0		0.00				
Continue implementation of Competency-Based-Training	National	X	X	X	X	19,500,000.00	1,000,000.00		8,500,000.00		10,000,000.00		X	CTV ET	GTVET /MOE
Align the Ghana Skills Development Fund in consultation with stakeholders to support product and innovation development within government priority sectors to drive national development;	National	X	X	X	X	1,450,000.00					1,450,000.00		X	CTV ET	GTVET /CEA/M OE
Establish a College of Education in deprive areas to address the acute professional teacher deficit.	National	X	X	X	X	3,000,000.00					3,000,000.00		X	MO E	GTEC / NTC
Promote the fabrication and assembling of power tools in Ghana.	National			X	X	4,175,000.00					4,175,000.00		X	CTV ET	GTVET /MOE
Sensitize key stakehoders on the CSSPS through community engagements.	National				X	300,000.00	300,000.00		-	-	-		X	GES	MOE
Train teachers in challenging STEM topics	National		X	X	X	470,000.00	470,000.00		-	-	-		X	GES	MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n-g o i n g	Lea d	Collabo rating	
										GE TFu nd	DP					
Train new SHS teachers on the revised curriculum	National		X			360,000.00	360,000.00		-	-	-		X	GES	MOE	
Conduct regular audit inspection of schools to ensure compliance to financial standards in SHS	National	X	X	X		400,000.00	-		-	-	400,000.00		X	GES	MOE	
Objective 2: Improve quality of teaching and learning in Science Technology Engineering and Mathematics (STEM) and TVET at all levels by end 2029																
Programme: TVET																
Embark on an emergency infrastructure drive to complete abandoned E-blocks and expand infrastructure in existing SHSs and TVET institutions;	National	X	X	X	X	700,000.00					700,000.00		X	MOE	GES/GTVET	
Ensure equitable access to TVET and promote gender mainstreaming in TVET.	National	X	X	X	X	17,000.00					17,000.00			X	CTVET	GTVET
Ensure quality assurance in TVET according to internationally accepted standards.	National	X	X	X	X	3,750,000.00	1,000,000.00		2,750,000.00					X	CTVET	GTVET
Greening TVET for environmental sustainability.	National	X	X	X	X	21,250,000.00					21,250,000.00		X	CTVET	GTVET	

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	On-going	Lead	Collaborating
										GETFund	DP				
Conduct regulation and supervisory activities in the TVET subsector	National	X	X	X	X	5,000,000.00	1,000,000.00		4,000,000.00				X	CTV ET	GTVET
Implement a 'National Apprenticeship Programme' to generate self-employment through the provision of free technical and vocational training for young people in various crafts. Trained apprentices will be issued with appropriate certification and supported with start-up capital and equipment to set up businesses. This program will be expanded to:	National	X	X	X	X	32,500,000.00						X		CTV ET	GTVET /CEA/MOE
Include a Business Growth Apprenticeship Module, a structured mentorship/ apprenticeship links between established industries and business individuals, and TVET graduates with business ideas; and	National	X	X	X	X	12,500,000.00							X	CTV ET	GTVET /MOE
Prioritise, rebrand, and increase investments in TVET as a key anchor of economic transformation;	National	X	X	X	X	22,500,000.00				22,500,000.00			X	CTV ET/MOE	CEA/GTVET
Commence the establishment of regional TVET Centres of Excellence integrated with fabrication and other state-of-the-art facilities to promote innovation and simulate real work environments;	National		X	X	X	45,000,000.00				45,000,000.00		X		CTV ET	GETFUND/GTVET/MOE/CEA

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n-g o i n g	Lea d	Collabo rating
										GE TFu nd	DP				
Formalizing and awarding certificates for existing skill sets of artisans through special programmes run by relevant TVET institutions;	National	X	X	X	X	10,000,000.00				10,000,000.00		X		CTV ET	GT VET /MOE
Facilitate the establishment of MakerSpaces to foster innovation and enterprise development and provide TVET graduates with the necessary equipment to be creative.	National	X	X			75,000,000.00				75,000,000.00		X		CTV ET	GT VET /MOE
Integrate digital proficiency, such as project management software, digital marketing, generative Artificial Intelligence, and industry-specific software, into TVET delivery;	National		X	X	X	12,500,000.00			1,000,000.00	3,500,000.00	8,000,000.00	X		GT V ET	MOE/C TVET
Provide incentive packages and other affirmative action interventions to ensure equity and inclusive participation in TVET especially for women and persons with disability;	National	X	X	X	X	6,140,000.00	1,000,000.00			5,140,000.00			X	GT V ET	CTVET /MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n-g o i n g	Lea d	Collabo rating
										GE TFu nd	DP				
Promote linkages between industries and SMEs in the manufacturing, GRATIS, and construction sectors and TVET institutions to support the implementation of workplace experiential learning initiatives;	National	X	X	X	X	1,250,000.00							X	CTVET	GTVET/MOE
Resource relevant agencies to fully implement the National TVET Qualification to promote career progression in the sector;	National		X	X	X	4,000,000.00			2,000,000.00	2,000,000.00			X	CTVET	MOE
Promote scholarship, research, and innovation in TVET development in the Technical Universities;	National	X	X	X	X	50,000,000.00	1,000,000.00			49,000,000.00			X	GTEC	CTVET/MOE
Enhance the image of TVET, for example, by using multimedia tools and platforms, including the film industry;	National	X	X	X	X	1,250,000.00			200,000.00	400,000.00	650,000.00		X	CTVET	MOE/GTVET
Promote synergies among TVET management agencies such as TVET Services, and the Commission for Technical and Vocational Education and Training (C TVET) to enhance efficiency and improved training outcomes for both formal and informal TVET;	National	X	X			1,250,000.00	500,000.00			750,000.00			X	MOE	CTVET/GTVE T

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n-g o i n g	Lea d	Collabo rating
										GE TFu nd	DP				
Harmonise the TVET Assessment system with clear mandates for the various agencies in assessment and certification;	National	X	X	X	X	5,000,000.00			2,000,000.00	3,000,000.00			X	CTV ET	GTVET /MOE
Establish and operationalize sustainable TVET funding sources in collaboration with stakeholders.	National	X	X	X	X	350,000.00				350,000.00			X	MO E	GTVET /CTVE T
Develop core entrepreneurship and business development programmes as part of the Workplace Experiential Learning Programme;	National			X	X	2,250,000.00			250,000.00		2,000,000.00	X		CTV ET	GTVET /CEA/M OE
Promote cooperation and partnership among TVET graduates to leverage multi-skills and diverse talents for innovative product development and the sustainable funding of enterprises;	National	X	X	X	X	1,800,000.00			1,800,000.00				X	CTV ET	GTVET /MOE
Design structured mentorship for TVET graduates with business ideas through the Business Growth Apprenticeship module of the National Apprenticeship Programme;	National	X	X			1,075,000.00			1,075,000.00				X	CTV ET	GTVET /MOE

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	On-going	Lead	Collaborating	
										GETFund	DP					
Provide business incubation support for TVET graduates through the proposed TVET Centres of Excellence, the TVET Markers Spaces, GRATIS and others; and	National	X	X	X	X	3,125,000.00				3,125,000.00			X		GTV ET	CTVET /CEA
Introduce TVET pedagogy in partnership with relevant Technical Universities to encourage technically skilled professionals to acquire pedagogical skills to teach in TVET institutions;	National	X	X			2,100,000.00			2,100,000.00				X		GTE C	CTVET /NTC/MOE
Build industry partnerships for continuous professional development for TVET instructors;	National	X	X	X	X	1,625,000.00				1,625,000.00			X		GTV ET	CTVET /MOE
Expand scholarship opportunities for TVET/STEM instructors' professional development and research, and academic scholarships in TVET/STEM.	National	X	X	X	X	2,300,000.00				2,300,000.00			X		SCH LRS HP. SEC	GETFUND/CEA/SLTF /NRFS
Establish STEM and TVET schools in historically underserved zongo and poor peri-urban communities to equip young persons with the technical and vocational skills necessary for jobs;	National	X	X	X	X	228,800.00				100,000.00	128,800.00		X		GTV ET	CTVET /MOE
Objective 1: Enhance inclusive, equitable and quality education at all levels by the end of 2029																

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept		
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n-g o i n g	Lea d	Collabo rating	
										GE TFu nd	DP					
Programme: Complementary Education and Life Long Learning																
Promote complementary and non-formal education to enhance functional literacy and lifelong learning;	National	X	X	X	X	75,000,000.00	24,600,000.00					50,400,000.00		X	CEA	CTVET / NACC A
Provide vocational training and start-up support for trainees in the informal TVET sector/artisans.	National	X	X	X	X	120,000,000.00	5,600,000.00					114,400,000.00	X		GTV ET	CTVET /MOE
Enrol youth in Zongo and deprived urban settlements into the National Apprenticeship Programme and offer free technical and vocational education and training.	National	X	X	X	X	150,000,000.00						150,000,000.00		X	CTV ET	GTVET
Objective 1: Enhance inclusive, equitable and quality education at all levels by end of 2029																
Programme: Tertiary Education																
Collaborate with traditional public universities to establish satellite campuses in the newly created regions without public universities. provide input for costing	National	X	X	X	X	57,625.00	57,625.00							X	GT EC	SLTF
Provide scholarships to brilliant but needy Muslim students, especially to study law, medicine, and engineering;	National	X	X	X	X	21,000,000.00						21,000,000.00		X	SCH L. SEC	SLTF

Activities/ Projects	Location	Time Frame				Budget	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4		GoG	DAC F	IGF	OTHERS		New	O n-g o i n g	Lea d	Collabo rating
										GE TFund	DP				
Support Islamic Colleges of Education with additional infrastructure and logistics to enhance their capacity to deliver quality education;	National	X	X	X	X	1,108,250.00				1,108,250.00		X		GET FUND	MOE/GTEC
Rollout Global Teacher Campus (GTC)	National	X	X	X	X	67,500,000.00					67,500,000.00	X		CEN DLOS	MOE/GES/GTVET
provide scholarships to incentivise the training of more Ghanaian language teachers, especially in languages that have insufficient teachers	National		x	X		9,250,000.00				9,250,000.00		X		SCH .SE C	MOE/S LTF/GE TFUND /GTEC
Implement a 'No-Academic-Fees' policy for all first-year students in all public tertiary institutions;	National	X	X			537,400,000.00	537,400,000.00					X		SLT F	GTEC
Provide continuing students with financial assistance through the reintroduction and redeployment of our Student Loan Trust Fund Plus 'SLTFP' and a reformed scholarship regime;	National			X	X	240,000,000.00				240,000,000.00			X	SLT F	GTEC/ MOE

Activities/ Projects	Location	Time Frame				Budget	GoG	Funding Sources					Project Status		Implementing Inst/ Dept	
		Q 1	Q 2	Q 3	Q 4			GoG	DAC F	IGF	OTHERS		New	O n-g o i n g	Lea d	Collabo rating
											GE TFu nd	DP				
Provide free tertiary education for all persons with disabilities; revamp the Student Loan Trust Fund to increase loan amounts based on a needs assessment and ensure prompt disbursements;	National	X	X			80,000,000.00	80,000,000.00						X		SLT F	TEIs/M OE
Regulate the delivery of tertiary Education	National	X	X	X	X	18,000,000.00	18,000,000.00							X	GTE C	MOE
Conduct certification of foreign degrees.	National	X	X	X	X	3,750,000.00	3,750,000.00							X	GTE C	MOE
						978,065,875.00	639,207,625.00	-	-	271,358,250.00	67,500,000.00					
						15,284,095,639.85	2,917,393,386.00	-	113,185,000.00	10,684,692,212.5	1,568,825,380.00					

CHAPTER SEVEN

MONITORING AND EVALUATION ARRANGEMENTS FRAMEWORK

7.1 Introduction

This chapter presents the Monitoring & Evaluation (M&E) framework for the 2026–2029 ESMTDP to ensure effective reporting and monitoring of progress of the implementation of the plan to increase transparency, accountability and evidence-based decision-making. This section also outlines the various stakeholders, the reporting structures and responsibilities, and the monitoring matrix. This is followed by an outline of the data collection and communications strategies.

The key tools to ensure effective implementation and M&E of the 2026 -2029 ESMTDP will be as follows:

- Annual workplans: All departments and specialised units under the MoE will develop annual workplans driven by the strategies and goals of the 2026–2029 ESMTDP.
- Annual District Education Operational Plans (ADEOPs): DEOs of GES will develop ADEOPs, which will contribute directly to the ESMTDP.
- EMIS data: The availability of reliable and comprehensive data from the EMIS is critical to ensure effective M&E of the ESMTDP. The EMIS conducts annual school censuses to gather national and sub-national data to track the progress of key indicators.

Other sources of data: Data from other sources, such as WAEC, NEAU, GTEC, CTVET, TVET Service, NaSIA etc., as well as surveys conducted by the Ghana Statistical Service (GSS), such as the Demographic and Health Surveys (DHSs) and Population and Housing Censuses (PHCs), will also be used.

In addition, the MoE will be primarily responsible for conducting research and evaluation to generate evidence and objective data to inform management and policy decisions. These research activities and evaluations may be carried out internally by MoE, or outsourced to universities and

research institutions within the country to address key policy issues. The research and evaluation agenda will aim to promote organisational learning within MoE and to harness the expertise of local research institutions to test hypotheses and generate evidence for improving the quality of learning outcomes, equity, and sector management. The MoE has already established research agendas at the basic and secondary levels, which will be strengthened to build a robust knowledge base that supports, strategic decision-making, planning, and continuous improvement across the education sector.

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

7.2 Stakeholder Analysis

The stakeholder analysis outlines the key stakeholders within the Education Sector, detailing their respective roles, interests and responsibilities.

Table 25: Roles of Key Education Stakeholders

STAKEHOLDERS	NEEDS/INTERESTS/ RESPONSIBILITIES	INVOLVEMENT
Office of the President	Demand and Use M&E results.	Participation in M&E workshops, seminars,
	Use M&E results to evaluate the performance of the Sector and demand accountability & transparency.	Meetings and conferences, Inspection of projects
	Ensure efficient use of resources.	Dissemination and communication of M&E Results
Parliament	Use M&E results (e.g., APR) to play an oversight role over the	Participation in M&E workshops, seminars,

STAKEHOLDERS	NEEDS/INTERESTS/ RESPONSIBILITIES	INVOLVEMENT
	Executive	meetings and conferences
	Ensure accountability and transparency.	Inspection of projects
	Ensure appropriate allocation and efficient use of resources	Revision of the Sector Budget for approval
National Development Planning Commission	Monitor, evaluate and coordinate development policies, plans, programmes and projects.	Inspection of projects, Data collection, validation and analysis
	Provide evidence-based policy advice to the President, Parliament and other stakeholders.	Revision and collation of M&E results
		Dissemination and communication of M&E results
	Support M&E capacity building & training at all levels.	Organization of M&E orientations and training workshops
	Demand and harmonize progress reports.	
	Provide feedback on M&E results.	
	Ensure that a functional M&E system exists at all levels.	
	Prepare M&E Guidelines for sectors and districts.	
	Use M&E results for policy formulation and decision-making.	

STAKEHOLDERS	NEEDS/INTERESTS/ RESPONSIBILITIES	INVOLVEMENT
Office of the Head of Civil Service (OHCS)	Demand and harmonize performance reports and submit to the Office of the President	Data collection, validation, and analysis
	Provide feedback on M&E results	Revision and collation of M&E results
	Use M&E results for policy formulation and decision-making	Dissemination and communication of M&E results
	Conduct evaluations	Commission and participation in evaluations
Municipal, Metropolis, and District Assemblies	Assist in resolving right-of-way issues and social disputes	Inspection of Projects
		Data collection and validation
		Dissemination and communication of M&E results
		Participation in M&E workshops, seminars, meetings and conferences
PPBMED of the Sector	Prepare M&E plans for ESMTDP	Dissemination and communication of M&E results
Agencies	Implement sector policies and programmes	Inspection of projects
	Provide feedback on M&E results	Data collection, validation, analysis

STAKEHOLDERS	NEEDS/INTERESTS/ RESPONSIBILITIES	INVOLVEMENT
	Report on the implementation of sector policies and programmes	Submission of quarterly implementation and M&E reports
	Participate in the sector performance review section and policy formulations.	Participation in M&E workshops, seminars, meetings and conferences
Public Interest and Accountability Committee (PIAC)	Promote transparency and accountability in the management of petroleum revenues in Ghana.	Participation in M&E workshops, seminars, and meetings
	Use M&E reports or results to ensure transparency and accountability	Data validation and inspection of projects
	Sharing development information	Preparation and revision of M&E documents
Ministry of Finance	Ensure appropriate allocation and release of funds for initiatives.	Facilitation of quarterly allocation of funds.
	Ensure the availability of accurate, reliable, and timely financial data	Collation of quarterly budget implementation reports Inspection of projects
	Use M&E results for evidence-based financial policy formulation and decision-making	Dissemination and communication of M&E results
	Ensure effective financial management.	Facilitation of capacity building workshops on PFM and M&E.
	Provide feedback on M&E results.	Revision of M&E documents

STAKEHOLDERS	NEEDS/INTERESTS/ RESPONSIBILITIES	INVOLVEMENT
	Support capacity building & training in M&E	M&E orientations, feedback, and capacity building
Development Partners	Provide funds, logistics and technical assistance for the implementation of projects. Use M&E results for evidence-based policy dialogue and decision-making.	Participation in M&E workshops, seminars and meetings
	Ensure accountability and transparency	Data validation
		Preparation and revision of M&E documents
	Co-chair Sector Working Group Meetings	Dissemination and communication of M&E results
	Ensure quality and efficient delivery of goods and services delivery Support evaluation capacity building as well as the generation and use of evidence.	M&E capacity building workshops
	Demand accountability for M&E results.	Joint sector monitoring
CSO's	Input for policy formulation	Dissemination of M&E results
	Provide M&E data	M&E workshops and capacity building seminars

STAKEHOLDERS	NEEDS/INTERESTS/ RESPONSIBILITIES	INVOLVEMENT
	Demand quality, reliable, and affordable services	Data collection and validation Participation in M&E workshops, seminars, and meetings
The Media (Print and Electronic)	Disseminate M&E results and information to the general public	Dissemination and communication of M&E results
	Use M&E results to ensure transparency & accountability demand quality, reliable and affordable services	Inspection of projects Participation in M&E workshops, seminars and meetings

7.2.1 Responsibilities and reporting structures

7.2.1.1 Responsibilities

The ultimate responsibility for achieving results within the education sector rests with the leadership of the MoE, specifically the Minister for Education, the Deputy Minister(s) and the Chief Director. However, responsibility for delivering results has been delegated to designated actors at the sub-sector levels, as highlighted in table 20 below.

Table 26: Responsibility for delivering results for each education sub-sector

Programmes	Sub-Programme	Agencies
Basic Education	KG	GES, NaSIA, NaCCA, NTC
	Primary	GES, NaSIA, NaCCA, NTC, National Educational Assessment Unit (NEAU) under GES is responsible for conducting National Standardized Test (NST).
	JHS	GES, NaSIA, NaCCA, WAEC, NTC
Secondary Education	SHS	GES, NTC, NaCCA, WAEC, NaSIA
	TVET	TVET Service, CTVET, NaCCA, NaSIA, WAEC
Tertiary	Universities	GTEC, NTC
	Technical Universities	GTEC, CTVET
	CoE	GTEC, NTC
	Science, Research, and Innovation	GAAS, GTEC
Complementary and Lifelong Learning	Complementary Education	CEA, GES, CTVET
	Library Services and Development	GhLA, GES, TVET Service
	Books Development	GBDC, NaCCA
	Distance Learning and Open Schooling	CENDLOS, NaCCA, GES, GTEC, TVET Service, CTVET
Education Policy,	Education Policy, Budget,	GTEC, NaSIA, NTC, NaCCA, CTVET

Management, and Financing	Monitoring, and Evaluation	
	Regulatory Systems, Accountability and Governance	GTEC, CTVET, WAEC, NaSIA, NaCCA, NTC
	Research, Data, and Evidence	GTEC, GES, NaSIA, GTVET, NTC, GAAS, EAP
	Education Financing	GETFund, SLTF, GNR
	ICT and other Education Enablers	CENDLOS,
Inclusive Education	Special Education	GES, TVET, NaSIA, GTEC, NTC
	Gender Inclusion	GES, TVET, NaSIA
	Safe Schools	NaSIA, NATCOM, NTC, GES, GTEC, GTVET

7.2.2 Reporting structure

A decentralised implementation and reporting structure is employed, whereby schools report to districts, districts report to regions, and regions report to the headquarters. In line with the 2026–2029 ESMTDP, districts prepare Annual District Education Operational Plans (ADEOPs) that outline planned activities and targets on an annual basis. Schools subsequently develop School Performance Improvement Plans (SPIPs) for basic schools or School Performance Progress Plans (SPPPs) for SHS, detailing school-level strategies and actions for continuous improvement.

In terms of monitoring and reporting, districts collate reports from schools, which are subsequently consolidated at the regional level into quarterly performance reports. The reports are submitted to the GES at the national level, where they are aggregated into national

quarterly performance reports on pre-tertiary education. This process is followed by a performance review conference organised annually by the MoE to share performance information with key education stakeholders at the district, regional, and national levels.

7.2.3 Institutions involved

Several institutions will be involved in the implementation and monitoring of the 2026–2029 ESMTDP.

At the pre-tertiary level, the GES, NaSIA, NaCCA, NTC, TVET Service, CTVET and WAEC, with their sub-national offices, are mandated to coordinate and ensure the implementation of all policies related to basic and second-cycle education. These institutions will play an important role in both the implementation and M&E, serving as sectoral focal points for the timely provision of data and information on selected indicators, as well as for the preparation and submission of timely reports.

At the tertiary level, the GTEC is the key coordinating agency, complementary education and lifelong learning are directed by the CEA and other agencies as indicated in the other tables above. Other groups that will play key roles include non-governmental bodies, CBOs, CSOs, development partners, and parents.

7.3 Monitoring Matrix

This section provides key performance indicators for each education sub-sector, together with corresponding responsibilities for reporting. All the appropriate indicators will be disaggregated by gender and equity-related indicators.

Table 27: Key Performance Indicators

KEY PERFORMANCE INDICATORS FOR BASIC EDUCATION										
Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Freq.	Responsibility
				2026	2027	2028	2029			
Goal: Formulate and implement policies that ensure the provision of quality and accessible education to all Ghanaians.										
Objective: Enhance inclusive, equitable and quality education at all levels by the end of 2029.										
Programme: Basic Education										
KG GER	Total enrolment at KG, regardless of age, is expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.	Outcome	118.32	104	103	101	100	National	Annual	SRIM
KG NER	Total number of students of the official age group for KG who are enrolled in any level of education, expressed as a percentage of the corresponding population.	Outcome	71.27	80	86	90	100	National	Annual	SRIM
Primary GER	Total enrolment at primary, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.	Outcome	112.39	99.4	99.6	99.8	100	National	Annual	SRIM
Primary NER	Total number of students of the official age group for primary who are enrolled in any level of education, expressed as a percentage of the corresponding population.	Outcome	101.82	81.3	84.6	87	95	National	Annual	SRIM
JHS GER	Measures total enrolment in Primary against the population age bracket.	Outcome	96.89	97	99	100	100	National	Annual	SRIM

KEY PERFORMANCE INDICATORS FOR BASIC EDUCATION

Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Freq.	Responsibility
				2026	2027	2028	2029			
JHS NER	Total number of students of the official age group for primary who are enrolled in any level of education, expressed as a percentage of the corresponding population.	outcome	73.27	88	90	95	99	National	Annual	SRIM
Transition rate from Primary 6 to JHS 1	New entrants to the first grade of JHS education in a given year are expressed as a percentage of the number of pupils enrolled in grade 6 of primary education in the previous year.	Outcome	93	95	96	98	100	National	Annual	SRIM
Number of girls benefiting from the Government's Free Sanitary Pad initiative	Count of female girls in public primary and JHS benefiting from the government's free Sanitary Pad Initiative.	Output	6,000,000	8,000,000	10,000,000	12,000,000	12,000,000	National	Annual	MoE
SDG 4.2.1. Proportion of children under five years of age who are developmentally on track in health, learning, and psychosocial well-being, by	This is the share of children aged 24–59 months who have attained the age-appropriate milestones in health, learning, and psychosocial well-being. It tracks early childhood development to ensure boys and girls enter primary school ready to learn and thrive.	Outcome	Total = 0.68 Male =0.65 Female= 0.72 (MICS 6)					National By Gender	MICS Survey	SRIM

KEY PERFORMANCE INDICATORS FOR BASIC EDUCATION

Indicator	Indicator Definition	Indicator Type	Baseline	Target				Disaggregation	Monitoring Freq.	Responsibility
			2025	2026	2027	2028	2029			
sex										
SDG 4.2.2. Participation rate in organised learning (one year before the official primary entry age), by sex		Outcome	Total = 88.1 Male =86 Female= 90.1	Total = 90 Male =90 Female= 91	Total = 93 Male =90 Female= 93	Total = 96 Male =96 Female= 97	Total = 100 Male = 100 Female= 100	National By Gender	MICS Survey	SRIM
GPI at KG	Expressed as the ratio of girls to boys enrolled at the various levels in public and private schools.	Outcome	1	1	1	1	1	National	Annual	SRIM
GPI at primary		Outcome	1.01	1	1	1	1	National	Annual	SRIM
GPI at JHS		Outcome	1.03	1	1	1	1	National	Annual	SRIM
Primary school completion rate (P6 enrolment over P6 appropriate population)	Percentage of a cohort of children or young people aged 3-5 years above the intended age for the last grade of each level of education who have completed that grade.	Outcome	110.85	100	100	100	100	National	Annual	SRIM
JHS completion rate (JHS3 enrolment over JHS 3 age-appropriate)		Outcome	97.41	84	86	88	100	National	Annual	SRIM

KEY PERFORMANCE INDICATORS FOR BASIC EDUCATION

Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Freq.	Responsibility
				2026	2027	2028	2029			
population)										
% of P2 pupils achieving mastery in the early reading test (NST)	Percentage of pupils attaining proficiency in Literacy and numeracy in NST.	Outcome	20	25	30	35	40	National	Biennial	NaCCA
% of P2 pupils achieving mastery in P2 numeracy test (NST)		Outcome	46	47	48	49	50	National	Biennial	NaCCA
% of P4 pupils with proficiency in maths in NEA	Percentage of pupils attaining proficiency in Literacy and numeracy in NST.	Outcome	22	30	35	40	50	National	Biennial	NaCCA
BECE Performance: % pupils scoring grade 1 – 6 in all four core subjects	Proportion of Candidates achieving a qualifying grade (16) in core subjects.	Outcome	48	56	60	70	80	National	Annual	WAEC
% trained teachers in Public KG	Total number of trained teachers as against the total number of teachers and trained teachers expressed in percentages at KG.	Outcome	98.22	100	100	100	100	National	Annual	SRIM

KEY PERFORMANCE INDICATORS FOR BASIC EDUCATION

Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Freq.	Responsibility
				2026	2027	2028	2029			
% trained teachers in public primary schools	Total number of trained teachers as against the total number of teachers and trained teachers expressed in percentages at the primary level.	Outcome	98.85	100	100	100	100	National	Annual	SRIM
% trained teachers in public JHS	Total number of trained teachers as against the total number of teachers and trained teachers expressed in percentages at JHS.	Outcome	99.03	100	100	100	100	National	Annual	SRIM
Pupil-trained teacher ratio at KG	It is expressed as a ratio of total enrolment against the total number of trained teachers at KG.	Outcome	34	35	35	35	35	National	Annual	SRIM
Pupil-trained teacher ratio at primary	It is expressed as a ratio of total enrolment against the total number of trained teachers at the primary level.	Outcome	32	35	35	35	35	National	Annual	SRIM
Pupil-trained teacher ratio at JHS	It is expressed as a ratio of total enrolment against the total number of trained teachers at JHS.	Outcome	16	25	25	25	25	National	Annual	SRIM
% primary schools with computers and internet for teaching	Count of primary schools with functioning computers and internet for teaching and learning against the total number of primary schools expressed in percentages.	Output	4 (2015)	10	15	30	40	National	Annual	SRIM
% JHS with computers and internet for teaching and	Count of JHSs with functioning computers and internet for teaching and learning against the total number	Output	10 (2015)	10	30	50	60	National	Annual	SRIM

KEY PERFORMANCE INDICATORS FOR BASIC EDUCATION										
Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Freq.	Responsibility
				2026	2027	2028	2029			
learning										
% of basic schools with functioning SMCs	Percentage of basic schools with functioning SMCs.	Output	39.2	100	100	100	100	National	Annual	GES
% of schools with functioning PTAs	Percentage of basic schools with functioning PTA's.	Output	40%	50	60	75	85	National	Annual	GES
% of DEOs that have M&E plans	Percentage of DEO's with M&E plans	Output	5.3%	60%	70%	80%	90%	National	Annual	GES

KEY PERFORMANCE INDICATORS FOR SECONDARY EDUCATION										
Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Frequency	Responsibility
				2026	2027	2028	2029			
Goal: Formulate and implement policies that ensure the provision of quality and accessible education to all Ghanaians										

KEY PERFORMANCE INDICATORS FOR SECONDARY EDUCATION										
Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Frequency	Responsibility
				2026	2027	2028	2029			
Objective 1: Enhance inclusive, equitable and quality education at all levels by end of 2029										
Programme: Secondary Education										
SHS GER	Total enrolment at SHS, regardless of age, expressed as a percentage of the eligible official schoolage population corresponding to the same level of education in a given school year	Outcome	65.50%	67%	70%	75%	83%	National	Annual	SRIM
SHS NER	Total number of students of the official age group for SHS who are enrolled in any level of education, expressed as a percentage of the corresponding population.	Outcome	34%	50%	55%	65%	70%	National	Annual	SRIM
Transition rate from JHS3 to SHS1	Percentage of a cohort of JHS 3 students in an academic year that progress to SHS 1 in the next academic year.	Outcome	85.40%	89%	92%	94%	95%	National	Annual	SRIM
SHS retention rate	Percentage of a cohort of SHS 1 and SHS 2 students in an academic year that are retained in SHS and progress to SHS 2 and SHS 3 in the next academic year.	Outcome	92%	94%	96%	97%	98%	National	Annual	SRIM
Number of female girls benefitting from the Government's Free Sanitary pad initiative	Count of female girls in public primary and JHS benefitting from the government's free Sanitary Pad Initiative.	Output	400,000	600,000	800,000	1,000,000	1,000,000	National	Annual	MoE
% of CSSPS Category 3 schools admitting	Percentage of SHS 1 students from Public JHS enrolled in 55 elite SHS.	Outcome	100%	100%	100%	100%	100%	National	Annual	Free SHS

KEY PERFORMANCE INDICATORS FOR SECONDARY EDUCATION										
Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Frequency	Responsibility
				2026	2027	2028	2029			
at least 30% of students from public JHS										
% of students enrolled in Category 3 schools from public JHS	Percentage of SHS 1 students from Public JHS enrolled in 55 elite SHS.	Outcome	60%	100%	100%	100%	100%	National	Annual	Free SHS
% students' boys and girls from the poorest two quintiles/deprived areas accessing SHS	Percentage of students' boys and girls from the poorest two quintiles/deprived areas accessing SHS	Outcome	40%	60%	65%	70%	80%	Deprived districts	GSS produces report on DHS and makes data available	GSS
Completion rates of children from Quintile 1 at the secondary level	Percentage of a cohort of people aged 15-18 years above the appropriate age for the last grade of each level of education who have completed SHS within quintile 1.	Outcome	13.9% (DHS 2014)	20%	35%	45%	60%	National	PHC	PBME
SHS GPI	Expressed as the ratio of girls to boys enrolled at the various levels in public and private schools.	Outcome	0.99	0.99	1	1	1	National	Annual	SRIM
Student teacher ratio	A ratio of total enrolment at SHS against total number of teachers.	Outcome	21	25	25	25	25	National	Annual	SRIM
% teachers trained	Total number of trained teachers as against total number of teachers and trained teachers expressed in percentages at SHS.	Outcome	91.10%	100%	100%	100%	100%	National	Annual	SRIM

KEY PERFORMANCE INDICATORS FOR SECONDARY EDUCATION										
Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Frequency	Responsibility
				2026	2027	2028	2029			
Textbook per student - English	A ratio of total number of English textbooks against total SHS enrolment.	Outcome	0.81	0.82	0.82	0.83	1	National	Annual	SRIM
Student-classroom ratio	A ratio of total SHS classrooms as against SHS enrolment.	Outcome	47.8	42	40	35	28	National	Annual	SRIM
% SHS with computers and internet	Count of SHS's with functioning computers and internet for teaching and learning against total number JHS expressed in percentages.	Output	50	55	65	75	80	National	Annual	SRIM
% of SHS students enrolled in elective science programme	Total SHS students enrolled in elective science programmes against SHS total enrolment expressed in percentages.	Output	24	25	30	38	40	National	Annual	SRIM /FSHS/CSSPS

KEY PERFORMANCE INDICATORS FOR SECONDARY EDUCATION																				
Indicator	Indicator Definition	Indicator Type	Baseline			Target												Disaggregation	Monitoring Freq.	Responsibility
			2025			2026			2027			2028			2029					
			T	M	F	T	M	F	T	M	F	T	M	F	T	M	F			
Proportion of WASSCE candidates who qualify for tertiary institutions	Proportion of Candidates achieving tertiary qualifying grade (A1-C6) in 3 core and elective subjects	Output	23	26	20	25	28	22	28	30	25	31	33	28	50	50	50	National (Gender)	Annual	WAE
Proportion of English	Proportion of Candidates achieving	Output	T	M	F	T	M	F	T	M	F	T	M	F	T	F	F	National (Gender)	Annual	WAE

KEY PERFORMANCE INDICATORS FOR SECONDARY EDUCATION																				
Indicator	Indicator Definition	Indicator Type	Baseline			Target												Disaggregation	Monitoring Freq.	Responsibility
			2025			2026			2027			2028			2029					
WASSCE candidates achieving pass in core subjects (A1 to C6)	tertiary qualifying grade (A1-C6) in core subjects		54	53	53	55	55	55	57	57	57	59	59	59	75	75	75			
			T	M	F	T	M	F	T	M	F	T	M	F	T	F	F			
			54	38	29	35	40	31	37	42	34	40	44	37	57	57	57			
			T	M	F	T	M	F	T	M	F	T	M	F	T	F	F			
			65	52	45	51	54	47	53	56	49	55	58	52	70	71	69			
			T	M	F	T	M	F	T	M	F	T	M	F	T	F	F			
			66	57	52	57	59	54	59	61	56	61	63	59	78	78	78			
Programmes: Secondary Education																				
Sub-programmes: Management																				
% of heads of public SHS who have signed performance contracts with GES DG	Proportion of heads of public SHS/TVIs who have signed performance contracts	Output	100%			100%			100%			100%			100%			National	Annual	GES
SDG 4.a.1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted	The indicator is defined as the percentage of schools by level of education (primary, lower secondary and upper secondary) that have access to each of the following services and facilities: (a)	Output	Electricity – 66%			20%			25%			30%			40%			National	Annual	SRIM
			b) Internet – 5%																	
			c) Computers – 10%																	
			d)																	

KEY PERFORMANCE INDICATORS FOR SECONDARY EDUCATION											
Indicator	Indicator Definition	Indicator Type	Baseline	Target					Disaggregation	Monitoring Freq.	Responsibility
			2025	2026	2027	2028	2029				
infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single- sex basic, sanitation facilities; and (g) basic hand washing facilities (as per the WASH indicator definitions)	electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities, as per WASH indicator definitions.		Infrastructure for students with Disability. (e) Basic drinking water – 75% (f) single- sex basic, sanitation facilities; - 69% (g) basic hand washing facilities – 74%								
KEY PERFORMANCE INDICATORS FOR TVET											
Indicator	Indicator Definition	Indicator Type	Baseline	Target				Disaggregation	Monitoring Freq.	Responsibility	
			2025	2026	2027	2028	2029				
Goal: Formulate and implement policies that ensure the provision of quality and accessible education to all Ghanaians											

KEY PERFORMANCE INDICATORS FOR SECONDARY EDUCATION											
Indicator	Indicator Definition	Indicator Type	Baseline	Target					Disaggregation	Monitoring Freq.	Responsibility
			2025	2026	2027	2028	2029				
Objective: Improve quality of teaching and learning in science, technology, engineering and mathematics (STEM) and TVET at all levels by end 2029;											
Programme: Secondary											
Number of TVIs	Count of Technical Vocational Institutes with TVET service.	output	233	233	233	233	100	National	Annual	SRIM	
Enrolment in TVIs	Headcount of students enrolled in TVI's	Outcome	141,000	150,000	160,000	180,000	120,000	National	Annual	TVET Service	
% of BECE (JHS) candidates selecting TVIs for further education and training	Percentage of BECE candidates who selected TVI as school choice.	Output	3.7	20%	35%	40%	50%	National	Annual	SRIM	
% TVIs with smart classrooms, workshops, functional laboratories, and libraries	Percentage of TVI's with smart Classrooms with workshops	Output	5	20	30	40	100	National	Annual	TVET Service	

KEY PERFORMANCE INDICATORS FOR SECONDARY EDUCATION												
Indicator	Indicator Definition		Indicator Type	Baseline	Target					Disaggregation	Monitoring Freq.	Responsibility
				2025	2026	2027	2028	2029				
	and functional libraries											
% of TVIs using CBT	Percentage of TVI's implementing the CBT curriculum	Output	46	50	60	80	100	National	Annual	TVET Service		
Overall % of STEM based programmes in TVIs	Percentage of STEM based programmes in TVIs	Output	70	80	85	90	90	National	Annual	TVET Service		
% TVIs with disability friendly facilities	Percentage of TVI's with disability friendly facilities	Output	25	30	40	50	100	National	Annual	SRIM		
% female enrolment in TVIs	Percentage of female enrolment against total enrolment in	Outcome	26	28	30	35	50	National	Annual	TVET Service		

KEY PERFORMANCE INDICATORS FOR SECONDARY EDUCATION												
Indicator	Indicator Definition		Indicator Type	Baseline	Target					Disaggregation	Monitoring Freq.	Responsibility
				2025	2026	2027	2028	2029				
	TVI.											
Overall student teacher ratio in TVIs	A ratio of total enrolment in TVI's against total number of teachers	Outcome	22	20	18	16	15	National	Annual	TVET Service		
% of teachers taking up annual internships in industry	Percentage of TVI's teachers taking up annual internships in industry	Outcome	5%	10	20	45	50	National	Annual	CTVET / GTVET		
% of TVI leavers who are in productive employment two years after graduation	Percentage of TVI's who are in productive employment two years after graduation	Output	20%	50	60	70	90	National	Tracer study	CTVET/GTVET		

KEY PERFORMANCE INDICATORS FOR INCLUSIVE AND SPECIAL EDUCATION										
Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Freq.	Responsibility
				2026	2027	2028	2029			
Goal: Formulate and implement policies that ensure the provision of quality and accessible education to all Ghanaians										
Objective: Enhance inclusive, equitable and quality education at all levels by end of 2029										
Programme: Inclusive Education										
Enrolment in special education schools	Count of students enrolled in special schools.	Outcome		120,000	150,000	180,000	20,000	National	Annual	SRIM
Number of Integrated SHS	Count of integrated SHS's.	Output	8	15	18	23	25	National	Annual	SRIM
% enrolment of SEN learners in public integrated basic schools	Percentage of SEN enrolled against total enrolment in public integrated basic schools.	Outcome	0.40%	0.1.2%	1.50%	1.80%	2%	National	Annual	SRIM
% enrolment of SEN learners in public integrated SHS	Percentage of SEN enrolled against total enrolment in integrated SHS.	Outcome	0.20%	0.1.2%	1.50%	1.80%	2%	National	Annual	SRIM
Number of learners with SEN detected annually	Count of learners with SEN detected annually.	Outcome	888	3,500	4,000	4,500	5,000	National	Annual	SRIM /GES
% of teachers in public basic schools trained in	Percentage of teachers in public schools who have been trained in	Outcome	20%	50%	60%	70%	80%	National	Annual	SRIM/GES

KEY PERFORMANCE INDICATORS FOR INCLUSIVE AND SPECIAL EDUCATION										
Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Freq.	Responsibility
				2026	2027	2028	2029			
effectively teaching learners with SEN	effectively teaching learners with SEN.									
% of teachers in public SHS trained in effectively teaching learners with SEN	Percentage of teachers in SHS who have been trained in effectively teaching learners with SEN.	Outcomes	10%	50%	60%	70%	80%	National	Annual	SRIM/GES
% of integrated basic public schools provided with specialised TLMs for SEN learners	Percentage of integrated public schools provided with specialized TLM's for SEN learners.	Output	20%	50%	60%	70%	80%	National	Annual	SRIM /GES
% of integrated public SHS provided with specialised TLMs for SEN learners	Percentage of integrated public SHS provided with specialized TLM's for SEN learners.	Output	15%	50%	60%	70%	80%	National	Annual	SRIM
% of learners with SEN progressing from basic to secondary education	Percentage of a cohort of learners with SEN at JHS 3 in an academic year that progress to SHS 1 in the next academic year.	Outcome	30%	50%	60%	70%	80%	National	Annual	SRIM

KEY PERFORMANCE INDICATORS FOR INCLUSIVE AND SPECIAL EDUCATION										
Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Freq.	Responsibility
				2026	2027	2028	2029			
Status of mainstreaming IE measured in milestones	Update on progress in mainstreaming IE based on the defined milestones.	Output	N/A	Pre- and in-service teacher training include special ed.	Inclusive curriculum with established rules of flexibility to meet individual learning needs	Established rules for accessibility in the construction of buildings and equipment	Assessment which are able to respond to children with SEN	National	Annual	GES ISE
Proportion of special schools/regional assessment centres functioning as resource centres	Proportion of special schools/regional assessment centres functioning as resource centres.	Output	11	11	12	14	16	National	Annual	GES
Proportion of basic schools with mild and moderate disability friendly infrastructure	Proportion of basic schools with mild and moderate disability-friendly infrastructure (ramps and/or hand-rails)	Output	8%	35%	40%	45%	50%	National	Annual	SRIM
Proportion of schools where children with SEN are equipped with	Proportion of schools where children with SEN are equipped with appropriate	Output	2%	5%	10%	10%	10%	National	Annual	SRIM

KEY PERFORMANCE INDICATORS FOR INCLUSIVE AND SPECIAL EDUCATION										
Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Freq.	Responsibility
				2026	2027	2028	2029			
appropriate assistive devices	assistive devices									
Proportion of schools where children with SEN are equipped with appropriate assistive devices	Proportion of schools where children with SEN are equipped with appropriate assistive devices	Output	5%	20%	40%	60%	80%	National	EMIS collects information	SRIM

KEY PERFORMANCE INDICATORS FOR COMPLEMENTARY EDUCATION										
Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Freq.	Responsibility
				2026	2027	2028	2029			

KEY PERFORMANCE INDICATORS FOR COMPLEMENTARY EDUCATION

Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Freq.	Responsibility
				2026	2027	2028	2029			
Goal: Formulate and implement policies that ensure the provision of quality and accessible education to all Ghanaians										
Objective: Enhance inclusive, equitable and quality education at all levels by the end of 2029										
Programme: Complementary and Lifelong Learning										
Number of adult literacy education classes	Count of adult literacy education classes in existence	Output	400	7,000	8,000	9,000	10,000	National	Annual	SRIM
Enrolment in face - to-face adult literacy programmes	Count of learners enrolled in adult literacy programmes	Outcome	51,033	200,000	230,000	270,000	300,000	National	Annual	SRIM
Enrolment in newly created NFE programmes	Count of learners enrolled in the newly created NFE programmes	Outcome	1000	100,000	150,000	200,000	300,000	National	Annual	SRIM
% rural enrolment in face-to-face adult literacy programmes	Percentage of enrolment in adult literacy programmes rolled out in rural areas against enrolment for adult literacy programmes	Outcome	25%	30%	35%	38%	40%	National	Annual	SRIM
Literacy rate among 15–24-year-olds in five northern regions of Ghana	Percentage of literates age 15-24 in the five northern regions of Ghana.	Outcome	N/A	N/A	N/A	N/A	N/A	National	Annual	PBME collates information and reports
			UE - 64%	70%	75%	80%	85%	DHS/PHC		
			UW - 68%	72%	76%	80%	85%			

KEY PERFORMANCE INDICATORS FOR COMPLEMENTARY EDUCATION

Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Freq.	Responsibility
				2026	2027	2028	2029			
Enrolment in distance learning courses (including literacy app)	Count of learners enrolled in distance learning courses including literacy app.	Outcome	N/A	1,800	2,500	3,000	4,000	National	Annual	SRIM
% of NFE facilitators trained	Total number of facilitators trained as against total number of facilitators expressed in percentages.	Outcome	20%	50%	60%	80%	100%	National	Annual	SRIM
% learners reporting having sustainable skills	Percentage of learners reporting to have sustainable skills.	Outcome	20%	60%	70%	85%	80%	National	Annual	CEA
Number of new Complementary Education programmes developed with textbook/content material (aggregate from baseline)	Count of new CE programmes developed with textbooks/content material.	Output	4	5	6	8	10	National	Annual	CEA
Number of surveys conducted on NFE needs (aggregate from baseline)	Count of surveys conducted on the Complementary Education needs	Output	1	2	4	6	8	National	Annual	CEA

KEY PERFORMANCE INDICATORS FOR COMPLEMENTARY EDUCATION

Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Freq.	Responsibility
				2026	2027	2028	2029			
Number of new learning centres built	Count of new learning centers built across the country	Output	0	100	150	200	216	National	Annual	CEA
Proportion of nonformal graduates who access skill development opportunities	Proportion of non-formal graduates who access skills development opportunities	Outcome	3%	15%	20%	25%	30%	National	Annual	CEA
SDG 4.3.1. Participation rate of youth and adults in formal education and NFE and training in the previous 12 months, by sex[1]	The percentage of persons in specified age groups (e.g., 15–24 years; 25–64 years) who have engaged in either formal schooling or organized non-formal learning activities during the last year	Outcome	N/A	TBD	TBD	TBD	TBD	National	Annual	GSS / CEA
SDG 4.4.1 Proportion of youth and adults with ICT skills, by type of skill	Proportion of youth and adults with ICT skills, by type of skill	Outcome	50% 2021 PHC	55	60	65	66	Regional	Annual	GSS

KEY PERFORMANCE INDICATORS FOR COMPLEMENTARY EDUCATION

Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Freq.	Responsibility
				2026	2027	2028	2029			
SDG 4.6.1. Proportion of population in a given age group achieving at least a fixed level of proficiency in functional literacy and functional (a) literacy and (b) numeracy skills, by sex	Proportion of population in a given age group achieving at least a fixed level of proficiency in functional literacy and numeracy skills, by sex	Outcome	N/A	TBD	TBD	TBD	TBD	Regional	Annual	WAEC

KEY PERFORMANCE INDICATORS FOR TERTIARY EDUCATION

Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Freq.	Responsibility
				2026	2027	2028	2029			

KEY PERFORMANCE INDICATORS FOR TERTIARY EDUCATION										
Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Freq.	Responsibility
				2026	2027	2028	2029			
Goal: Formulate and implement policies that ensure the provision of quality and accessible education to all Ghanaians										
Objective: Enhance inclusive, equitable and quality education at all levels by end of 2029.										
Programme: Tertiary Education										
Tertiary GER	Total enrolment at tertiary, regardless of age, expressed as a percentage of the eligible official tertiary age population corresponding to the same level of education.	Outcome	20	24	28	35	40	National	Annual	GTEC
Science– humanities ratio	A ratio of students reading the sciences against the humanities	Outcome	39:61	40:60	42:58:00	45:55:00	60:40:00	National	Annual	GTEC
Female enrolment as a percentage of total enrolment	Percentage of female enrolment against total enrolment at the Tertiary level.	Outcome	47.26	48.48	49.16	50	50	National	Annual	GTEC
% of qualified disadvantaged applicants admitted	Percentage of qualified disadvantaged applicants admitted (disabled and poor socioeconomic background)	Outcome	N/A	54	75	100	100	National	Annual	GTEC
% students in the two poorest quintiles/deprived areas accessing tertiary education	Percentage of students from the two poorest quintiles/deprived areas accessing tertiary education.	Outcome	N/A	N/A	N/A	N/A	35	National	Annual	PBME reports on GSS report or further processes data
International students as	Percentage of international students	Outcome	0.9	4	5	7	10	National	Annual	GTEC

KEY PERFORMANCE INDICATORS FOR TERTIARY EDUCATION										
Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Freq.	Responsibility
				2026	2027	2028	2029			
percentage of total enrolments	of total tertiary enrolment.									
Number of Students benefitting from the No Fees Stress Initiative	Count of first year students in Public TEIs that has received their fees disbursed by the student loan trust fund. (Cumulative)	Output	220,000	350,000	500,000	650,000	780,000	National	Annual	SLTF
Number of students with disability benefitting from governments free Tertiary education initiative	Count of students with disability that have receive their fees paid by the government	Output	750	1,125	1,688	2,531	3,000	National	Annual	SLTF
% of institutions with quality assurance units, policies, and processes in place and operational	Tertiary institutions with quality assurance units, policies and process in place and operational as a percentage of all tertiary institutions	Output	N/A	50	75	100	100	National	Annual	GTEC
% of full-time university teachers with PhD	Full time university teachers with PhD as a percentage of total lecturers	Outcome	54	56	58	60	80	National	Annual	GTEC
Graduation rates	Percentage of a cohort that successfully graduates from tertiary level programmes.	Outcome	N/A	70	70	75	90	National	Annual	GTEC
Distribution of graduates by ISCED5 fields of education from 2018	Distribution of graduates by ISCED5 fields of education from 2018	Output	N/A	Commence collecting data by this	Data collection and analysis	Data collection and analysis	Data collection and analysis	National	Annual	GTEC

KEY PERFORMANCE INDICATORS FOR TERTIARY EDUCATION										
Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Freq.	Responsibility
				2026	2027	2028	2029			
				method and ongoing						
Number of publications per academic staff per annum	Count of publication against academic staff	Output	0.5	0.8	1.2	1.6	2	National	Annual	GTEC
International faculty as a percentage of total faculty	Full time university teachers as a percentage of total lecturers	Outcome	0.5	1	2	3	5	National	Annual	GTEC
% of polytechnic or Technical University teachers with industry experience	Technical university teachers with industry experience as percentage of total Technical University lecturers	Outcome	20	30	40	60	80	National	Annual	GTEC
% of newly qualified teachers meeting NTS for licensing	Percentage of qualified teachers meeting NTS licensing	Output	N/A	20	30	40	70	National	Annual	GTEC
% of ITEIs implementing curricula aligned to the NTS and NTECF	Percentage of ITEIs implementing curricula aligned to the NTS and NTECF	Outcome	100	100	100	100	100	National	Annual	GTEC
% of University COEs meeting GTEC accreditation criteria	Percentage of University and COEs meeting accreditation criteria	Outcome	100	100	100	100	100	National	Annual	GTEC
% of University COEs meeting GTEC accreditation criteria	Percentage of University and COEs meeting accreditation criteria	Outcome	100	100	100	100	100	National	Annual	GTEC

KEY PERFORMANCE INDICATORS FOR TERTIARY EDUCATION										
Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Freq.	Responsibility
				2026	2027	2028	2029			

KEY PERFORMANCE INDICATORS FOR EDUCATION MANAGEMENT AND FINANCING										
Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target				Disaggregation	Monitoring Freq	Responsibility
				2026	2027	2028	2029			
Goal: Formulate and implement policies that ensure the provision of quality and accessible education to all Ghanaians										
Objective: Secure a sustainable and efficient management, financing and accountability of education service delivery by the end of 2029										

KEY PERFORMANCE INDICATORS FOR EDUCATION MANAGEMENT AND FINANCING										
Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target			2029	Disaggregation	Monitoring Freq	Responsibility
				2026	2027	2028				
Programme: Education Policy, Management and Financing										
% teacher absenteeism	Percentage of teachers absenting themselves from class.	Outcome	19 (2014)	14	10	5	3	National	Annual	NaSIA
% teacher time on task	Percentage of teachers adhering to the time on task	Outcome	N/A	60	70	78	85	National	Annual	NaSIA
% of districts with the appropriate PTR at primary, based on assessed need	Percentage of districts with the appropriate PTR based on assessed needs	Outcome	50%	55%	60%	80%	100%	District level	Annual	GES HR/SRIM
% of teachers undergone NTC- approved INSET/CPD	Number of teachers who have undergone NTC approved INSET/ CPD total number of teachers expressed in percentages	Output	45%	60	75	85	90	National	Annual	NTC
% of head teachers undergone NTC approved school leadership training	Number of headteachers who have undergone NTC approved INSET/CPD against total number of head teachers expressed in percentages.	Output	28	35	36	38%	40%	National	Annual	NTC
Number of research studies coordinated and reported by MOE	Count of research studies coordinated and reported by MoE	Output	10	10	10	10	10	National	Annual	PMBE
% of district budget mobilized locally at the district level	Percentage of Districts Education Budget mobilized at the district level	Output	N/A	15	20	25	30	District level	Annual	FA

KEY PERFORMANCE INDICATORS FOR EDUCATION MANAGEMENT AND FINANCING										
Indicator	Indicator Definition	Indicator Type	Baseline 2025	Target			2029	Disaggregation	Monitoring Freq	Responsibility
				2026	2027	2028				
% of private schools registered	Percentage of private schools that have registered with NaSIA.	Output	40	87	90	95	100	National	Annual	GES / NaSIA
% of districts with ADEOPs	Percentage of Districts with ADEOPs	Output	N/A	93	95	98	100	District level	Annual	GES
% basic school pupils in the last two poorest quintiles/deprived areas receiving social intervention support	Percentage of basic school pupils in the last two poorest quintiles/deprived areas receiving social intervention support	Outcome	30	40	50	60	70	Deprived areas/district	Annual	PBME reports on GSS report or further processes data
Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment	It measures the extent to which two; (i) Global Citizenship Education (GCED (ii) Education for Sustainable Development (ESD): educational themes are embedded across four critical components (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment) of national education systems.	Outcome	TBD	TBD	TBD	TBD	TBD	National	Annual	TBC once methodology agreed internationally

7.3.1 Data Collection Strategy

Monitoring of the 2026-2029 ESMTDP will rely on data collection primarily from EMIS, and other sources, including; WAEC, NaCCA, GTEC, CTVET, national surveys (such as the DHS and PHC), administrative data, and other independent studies. The MoE collects data from November to March of every year and uses the period from April to May to process data and compile reports. Key indicators are made available to the public electronically in June, and the Education Sector Performance Report (ESPR) is produced in August of every year. This data cycle feeds directly into the budget cycle.

Sector ceilings are released in mid-June of every year by the Ministry of Finance (MoF), at which point the MoE must begin costing out programmes and activities according to the priority areas. Ghana uses program-based budgeting which links planned expenditures to results and improved service delivering. The MoE submits its budget request in July of every year, and after budget hearings the budget is finalised before the end of December.

Examination data are also available on an annual basis and feed into EMIS reporting. The National Assessment Framework (2020) proposed the National Standardized Test (NST) which is conducted biennially. The assessment data will be hosted by NaCCA and shared on the NST dashboard.

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

The data collection structure for pre-tertiary schools is strengthened through the Schools and Instructions Division in GES. Data collection begins at the school level, which serves as the primary source of information for the EMIS Annual Census. Head teachers submit EMIS data for their schools, which is then forwarded to School Improvement Support Officer (SISOs) for verification and quality assurance.

Heads of basic schools are also responsible for submitting information that is used to generate a School Report Card (SRC) in the first and third term of every academic year; the SRC is then sent to every school and is used for the preparation of the SPIP. At the secondary level, a

school mapping portal is used to collect data annually from all SHSs across the country and is used to generate key statistics on each SHS.

The District Education Offices (DEOs) collate information from schools for submission to EMIS unit at the headquarters. The DEOs also develop, monitor, and track the progress of the ADEOP. The Regional Education Offices (REOs) prepare quarterly and annual report to the Director General of GES. GES headquarters has oversight responsibility to monitor and ensure REOs compliance to monitoring standards. GES also produces unified quarterly and annual report from quarterly and annual performance reports.

At the MoE, the Planning, Budget, Monitoring and Evaluation (PBME) Directorate tracks and measures progress toward attainment of targets. This monitoring relies heavily on EMIS data. Every year, an ESPR is produced to document this progress, and the National Education Week (NEW), an annual conference organised by the MOE, provides an opportunity for MoE/PBME to disseminate progress made over the past year with education stakeholders. An Aide Memoire is signed between the MOE and development partners at the end of NEW with a set of recommendations aligned with the ESMTDP to be achieved and reported on in the ensuing year.

7.4 Evaluation Arrangements

It is a strategic goal of the Ministry to enshrine project and programme evaluations in a comprehensive manner in the implementation of the 2026 -2029 ESMTDP. For that much, evaluation will play an integral part in the implementation arrangements for all the plans, programmes and projects outlined in ESMTDP (2026 - 2029). Ultimately this will seek to promote the objectives of:

- Learning from experience
- Transparency
- Deepening understanding
- Improved communication

The following evaluations will be carried out during the Medium-Term Period

- National Standardized test
- BECE and WASSCE
- Mid-term Evaluation of the ESMTDP 2026 - 2029

- Endline evaluation of the ESMTDP 2026 - 2029
- Participate in international assessment.
- Independent Project and programme evaluations

7.5 Participatory Monitoring & Evaluation Plan

This Participatory Monitoring & Evaluation (M&E) Plan outlines how the Ministry of Education (MoE) and its partners will track progress, ensure accountability, and foster continuous learning in the implementation of the 2026–2029 ESMTDP. It embeds stakeholders at every stage from indicator selection and data collection to validation and feedback thus strengthening ownership and supporting evidence-based decision making across the education sector.

Table 28: Participatory Monitoring & Evaluation Plan Matrix

Stakeholder Group	Role in M&E	Engagement Mechanism	Frequency
Ministry of Education, PBME Directorate, Agencies (HQ)	Overall coordination; data consolidation	Quarterly coordination meetings (ESWG)	Quarterly
Regional Education Directorates	Data quality checks; regional reporting	Regional M&E workshops	Bi-annual
District Education Offices	Primary data collection; community feedback	District review fora	Quarterly
School Management Committees & PTAs	Classroom observations; needs assessment	School open days; focus groups	Semi-annual
Teachers' Unions & Associations	Indicator refinement; capacity building	Technical working groups	As needed
Students' Councils	Learner satisfaction surveys; peer reviews	Student forums; suggestion boxes	Annual
Civil Society Organizations (CSOs)	Independent monitoring; social audits	Community scorecard workshops	Annual
Local Media	Publicizing M&E findings; accountability	Press briefings; radio shows	Bi-annual
Academia & Research Institutes	Technical assistance; evaluations	Methodology peer reviews	At design stage; mid-term
Donors & Development Partners	Funding oversight; joint evaluations	Donor coordination meetings	Annual

7.5.1 Participatory M&E Methods

- Sector Performance Review Conferences like the National Education Week where all stakeholders are present.
- Community Scorecards: Local committees assess school performance and service quality.
- Establishment of School Management Committees to ensure community participation in school activities.
- Focus Group Discussions: Separate sessions with teachers, parents and learners during monitoring and evaluation session as well as family and community engagement sessions.
- Digital Feedback Platforms: SMS/USSD surveys and suggestion portals for real-time inputs and redress mechanism.
- Academia involvement in sector research and assessments of evaluation methodology and data analysis.

7.6 Knowledge Management and Learning

Table 29: Knowledge Mapping Matrix

Knowledge Area	Knowledge Holder	Knowledge Source	Knowledge Gap
Student Enrollment & Attendance	MoE M&E Unit; GES, TVET Service	EMIS; School enrollment registers	Delayed quarterly updates
Learning Outcomes & Assessment	National Council for Curriculum and Assessment	National standardized tests.	Lack of disaggregation by gender and disability
Teacher Capacity & Deployment	National Teaching Council; Regional Education Directorates	Teacher registry; Professional development records	Limited follow-up on training effectiveness
Infrastructure & WASH Facilities	District Education Offices; MoE Infrastructure Unit and MMDAs	Facility inspection reports; School self-assessments	Infrequent verification of school conditions in rural areas.
Education	MoE Finance Unit;	Financial	Insufficient detail at

Knowledge Area	Knowledge Holder	Knowledge Source	Knowledge Gap
Financing & Budget Absorption	Ministry of Finance	Management Information System	district and school levels
Inclusive Education & Equity	Special Education Unit.	CSO reports; Inclusive education surveys.	Poor coverage of rural and marginalized learner data
Community Engagement & Satisfaction	CSOs; School Management Committees	Community scorecards; Digital feedback platforms	Low participation from remote communities
Institutional Capacity & Governance	MoE - Development Planning Commission	Organizational capacity assessments; Audit reports	Outdated sub-national capacity data
ICT Integration & Digital Learning	CENDLOS; GES ICT Unit and TVET Service	Digital platform usage logs; ICT infrastructure surveys	Incomplete data on connectivity and device availability

To bridge these gaps, the Ministry can:

- Introduce mobile-based real-time reporting for remote schools
- Commission targeted surveys to disaggregate learning outcome data
- Establish post-training mentorship tracking for teachers
- Roll out periodic third-party facility audits in underserved districts
- Enhance financial dashboards with drill-down capability for districts and schools
- Partner with CSOs to reach marginalized learners in data collection
- Promote community champions to boost feedback platform uptake
- Update sub-national capacity audits every two years
- Expand ICT surveys to capture household device ownership and internet reliability.

CHAPTER EIGHT

DEVELOPMENT COMMUNICATION STRATEGY

8.1 Introduction

The communication strategy for the 2026-2029 Sector Medium-Term Development Plan (SMTDP) aims to create awareness on the planned programmes and activities, ensuring they are visible and actively by all stakeholders. The overarching goal of the strategy is to promote alignment, so that stakeholders harmonize their work plans in line with 2026 – 2029 ESMTDP. The MoE in collaboration with its agencies, will oversee and support the effective implementation of the communication strategy.

8.2 Objectives of the Strategy

The communication strategy is to:

- Facilitate dialogue and consensus-building amongst key education stakeholders.
- Maximise the successful implementation of the 2026–2029 ESMTDP.
- Facilitate the dissemination of 2026-2029 ESMTDP implementation progress report.
- Promote dialogue and generate feedback on the implementation of the ESMTDP.
- Create awareness on the roles for stakeholders as outlined in the ESMTDP.
- Effectively utilise existing media platforms to disseminate achievements and progress to the citizenry.
- Utilise existing communication and engagement channels to convey the 2026–2029 ESMTDP to external stakeholders.

8.3 Key Stakeholders

Regular meetings of the Sector Working Group, Development Partner Group, as well as GNECC - the Civil Society Organisations and Private Sector will serve as a reporting platform through which progress made on targets within the ESMTDP will be shared with education stakeholders, as well as plan for the future. The communication strategy will target all the key stakeholders.

8.4 Channel/Method of Communication

Dissemination of the plan to all stakeholders will be carried out using a multi-sectoral approach. This will ensure that stakeholders' actions are in line with national goals, as well as give local communities to contribute to 2026–2029 ESMTDP policies and initiatives and ensure that the plan is accepted and implemented at the local level.

The MoE will also work in partnership with CSOs and NGOs, through the coordination of GNECC, to widely disseminate the 2026–2029 ESMTDP using the most appropriate channel to local communities. The following online and offline channels of communication will be considered:

8.4.1 National Education Week

Through the yearly sector assessment conducted as the National Education Week, the 2026–2029 ESMTDP will be widely disseminated among education stakeholders. Through Ghana National Education Campaign Coalition (GNECC), the Sector Working Group, the DP group, regular meetings will be scheduled for stakeholders as a form of sharing information and making the Ministry accountable for meeting targets toward the set goals.

8.4.2 Traditional Mass Media (Print, Radio and TV)

This will focus on both internal and external publicity. In addition to live broadcasts from National Education Week, the MoE will use symposia, conferences, and spotlights to inform the public about its many responsibilities and raise awareness of its 2026–2029 ESMTDP. Additionally, it will involve the use of notice boards, flyers, newsletters, brochures, documentaries, and corporate branding elements including logos, unique colors, official type, attire, calendars, and goal and vision statements.

8.4.3 Digital and Social Media Platforms

The MoE shall adopt social media as a means of disseminating and publicizing the Plan. A few social media channels will be used, including a WhatsApp group platform for its numerous important stakeholders, including Department Heads, Agency Heads, and Directors of Human Resources. On these Platforms, it is anticipated that the published 2026–2029 ESMTDP will be disseminated. Additionally, dissemination workshops will be held using the Zoom App. Other social media platforms like Instagram, X and Facebook might be used for

viral MoE campaigns. The dissemination of the 2026-2029 ESMTDP to the general populace will also take place through the Education Ministry's website.

8.4.4 Policy fair

The Ministry will participate in policy fairs organized by Ministry of Information to showcase and create awareness of the 2026–2029 ESMTDP and the progress and achievements of implementation of the 2026–2029 ESMTDP.

8.4.5 Stakeholder Engagement Platforms

The Ministry will undertake zonal engagements with key stakeholders to disseminate the 2026-2029 ESMTDP. This will also aid in gathering suggestions for particular initiatives and raise awareness of the progress being made by the Ministry and its Agencies to support the plan.

8.4.6 2026–2029 ESPR

The MoE will continue to produce the annual Education Sector Performance Review report, which serves as the key document for annual reporting on indicators and targets outlined in the ESMTDP, as well as key programmes and interventions undertaken to achieve these results.

