

DRAFT

**Ghana Accountability for Learning Outcomes Project (GALOP) and
Additional Financing (AF)_(P165557)**

(Cr. No.64820-GH, TF-0B0846, TF-0B03009 and TF-0B3026)

Virtual Implementation Support Mission

(December 13-17, 2021)

**Ghana Human Development Public Expenditure Review (PER) (P175117)
Ghana Skills for the Future Advisory Services and Analytics (ASA) (P176978)**

Technical Discussion Mission

(December 10, 2021)

I. INTRODUCTION

1. Per the mission announcement letter dated December 6, 2021, a World Bank team¹ carried out a technical discussion mission for the Ghana Human Development PER on December 10, 2021 and for the Ghana Skills for the Future ASA on December 20, 2021. The technical discussions were followed by a virtual implementation support mission for the GALOP from December 13 to 17, 2021. The mission objectives were to: (i) assess the results achieved and lessons learned under the Global Partnership for Education (GPE) COVID-19 Accelerated Funding and discuss the draft Government Project Completion Report (PCR) and the preparation of the Implementation Completion and Results Report (ICR); (ii) provide implementation support to the GALOP and GALOP AF (i.e., Global Partnership for Results-Based Approaches (GPRBA) Education Outcomes Fund (EOF)) which included review of progress made on the achievement of Years 1, 2, and 3 Performance Based Conditions (PBCs); (iii) follow up on activities financed by Trust Funds which are being implemented by Government, namely: The Disability Trust Fund; the Phone-based Formative Assessment; and the Policy Linking exercise related to learning assessment and accountability frameworks under the GALOP; and (iv) work with the Government team to continue engagement on the Skills for the Future ASA and the Human Development PER.

2. The mission met with Hon. Dr Yaw Osei Adutwum, Minister for Education and worked closely with Ministry of Education (MoE), Ghana Education Service (GES) and other relevant agency teams to review the implementation status of the GALOP and AF, to discuss preparation of the proposed Skills for the Future ASA and the HD Public Expenditure Review. The mission would like to thank all Government officials for the excellent cooperation received. The list of key people met during this mission is attached as Annex 1.

3. This Aide Memoire summarizes the mission's main findings, recommendations and agreements reached with the Government on the following activities: (i) GALOP and GALOP AF (i.e., Global Partnership for Results-Based Approaches (GPRBA) Education Outcomes Fund (EOF)); (ii) Trust Funded activities being implemented by MoE: the Disability Trust Fund; the Phone-based Formative

¹The World Bank team included Eunice Yaa Brimfah Ackwerh (Sr Education Specialist, Task Team Leader), Yoko Nagashima (Sr Education Specialist, co-Task Team Leader), Ali Ansari (Education Economist), Chris Burningham (Education Economist Consultant), Diego Armando Luna Bazaldua (Education Specialist), Karishma Silva (Education Economist), Doug Sumerfield (Sr. Operations Officer), Kennedy Fosu (Communications Officer), Sarah Antwi Boasiako and Abdulai Darimani (Social Development Specialists), George Amoasah (Environmental Specialist), Robert Degraft Hanson (Sr. Financial Management Specialist), Esinam Nduom (Financial Management Specialist), Patrick Kwadwo Ansa (Procurement Specialist), Mohammad Abbass (Procurement Specialist), Oyewole Afuye (Sr. Procurement Specialist), Lydia Sam (Procurement Specialist), Thywill Cudjoe Kudese (Information Technology Consultant); Kwadwo Opoku (Economist Consultant) Ma Lorelei L. Lacadao and Stephen Tettevi (Program Assistants).

Assessment; and the Policy Linking exercise related to learning assessment and accountability frameworks under the GALOP (summarized in Annex 4); and (iii) Skills for the Future ASA and the Human Development PER. This Aide Memoire was discussed at a wrap-up meeting, chaired by the Hon. Dr. Yaw Osei Adutwum, Minister for Education.

II. PROJECT DATA AND RATINGS

Table 1: Key Project Data

Project Data					
Project Effectiveness Date	April 16, 2020; AF became effective July 21, 2020				
	Original GALOP		GALOP Additional Financing		
	IDA credit US\$150 m	GPE grant US\$23.9 m	GPE COVID-19 grant US\$14.8 m	GPRBA TF grant US\$25.5 m	GoG contribution US\$4.5 m
Total Project Amount	US\$218.70million				
Disbursement made to date	IDA credit US\$39.16 m	GPE grant US\$0.0 m	GPE COVID-19 grant US\$13.6 m	GPRBA TF grant US\$0 m	GoG contribution US\$0 m
Total Disbursement (as of January 20, 2022)	US\$52.76 million				
Project Expected Closing Date	November 30, 2021 (GPE COVID-19 grant) December 31, 2025 (GALOP and GALOP AF)				

Table 2: Project Ratings

Project Ratings:	Previous	Current
Project Development Objective (PDO):	Satisfactory	Satisfactory
Implementation Progress	Moderately Satisfactory	Moderately Satisfactory
Component 1: Strengthen teaching and learning through support and resources for teachers	Satisfactory	Satisfactory
Component 2: Strengthen school support, management and resourcing	Moderately Satisfactory	Moderately Satisfactory
Component 3: Strengthen accountability systems for learning	Satisfactory	Satisfactory
Component 4: Technical assistance, institutional strengthening, monitoring and research	Satisfactory	Moderately Satisfactory
Component 5: Supporting the COVID-19 Coordinated Education Response Plan for Ghana for continued learning, recovery and resilience in basic education	Satisfactory	Satisfactory
Project Management	Satisfactory	Moderately Satisfactory
M&E	Moderately Satisfactory	Moderately Satisfactory
Procurement	Moderately Satisfactory	Moderately Satisfactory
Financial Management	Moderately Satisfactory	Moderately Satisfactory
Safeguards	Moderately Satisfactory	Moderately Satisfactory

III. ISSUES FOR MANAGEMENT ATTENTION

GALOP and GALOP AF Implementation

4. **Overall project implementation progress:** There has been some notable progress on the selected project activities since the last mission in June 2021 (i.e., launching the Request for Bids for six of seven lots for the Ghana Education Outcomes Program (GEOP) in November 2021; completion

of GPE COVID-19 Accelerated Financing, etc.) with the disbursement of US\$39.16 million IDA credit (26 percent disbursement ratio) under the parent GALOP and US\$13.6 million under the GPE COVID-19 Accelerated Financing Grant (92 percent disbursement ratio) as of February 1, 2022. However, the Project's overall project implementation progress remains **Moderately Satisfactory** based on the following: (a) project implementation of selected activities has been slow (i.e., Ghana Education Outcomes Fund Project, coaching and mentoring of teachers, development of accountability dashboard, procurement of technical assistance, institutional strengthening, monitoring and research); (b) no disbursement from two funding sources namely, GPE Grant for the GALOP Parent project (TF0846) and GPRBA for GEOFF (TFB3026); and (c) performance rating of project management, monitoring and evaluation, procurement, financial management, and safeguards performance remain moderately satisfactory. ***The mission iterated the importance of developing and following up on the budgeted implementation plan for each activity area under the GALOP. It was agreed that the MoE would develop and share the specific time-bound implementation plans for each activity area by January 31, 2021.***

5. GALOP GPE COVID-19 Project Closing and pending endorsement of PBC7.2b:

Implementation of activities under the GALOP GPE COVID-19 Accelerated Financing were successfully completed and the Grant was closed as scheduled on November 30, 2021 (details on the project achievements are reported under Component 5 and under the Results Framework, Annex 10). Four out of five PBCs (PBCs 7.1, 7.2, 7.3, and 7.4) were achieved, confirmed, and disbursed in an amount of US\$13.6 million. The remaining PBC (PBC 7.2b) was achieved and verified by the Planning, Budgeting, Monitoring and Evaluation (PBME) division, MoE. Subsequently, the MoE has made presentations on the achievements of PBC 7.2b to the Local Education Group (LEG) for their endorsement at a meeting of MoE/GES and Development Partners (DPs) on December 1, 2021, and at the Sector Working Group (SWG) Meeting on December 17, 2021. The MoE is awaiting the written endorsement communication and comments from DP Lead (UNICEF).

6. Restructuring: The MoE is in the process of requesting a project restructuring to amend the Grant Agreement for the Education Outcomes Fund (EOF) Program TF-B3026 dated July 17, 2020. Subsequently, the MoE has drafted a letter to be submitted to the Ministry of Finance (MoF) requesting the following amendments:

- I. Amendment to the definition of "Out-of-School-Children" "OOSC" from "15 years to 18 years" to "15 years to 21 years" under Appendix of the Grant Agreement for the GALOP AF Education Outcomes Fund (EOF) Program;
- II. Amendment to Schedule 2.F. from "MOU" to "EOF Partnership Agreement" to reflect the establishment of a legal agreement between social investors and service providers if they form a consortium for the delivery of services under Part 2(d) of the Project; and

7. The following amendments to the Performance-Based Conditions (PBCs) will be made in the Project Implementation and Monitoring and Evaluation Manuals:

- a. PBC 5.1.1-5.1.5. Percentage of targeted KG schools with PTTR below 50:1: (i) change the baseline from 74 percent to 60 percent; (ii) change target from 90 percent to 80 percent; (iii) change payment formula to US\$200,000 for every percentage point increase from previous year instead of US\$250,000 for every percent point increase;
- b. PBC 5.2.1.-5.2.5. Percentage of targeted primary schools with PTTR below 50:1: (i) change the baseline from 75 percent to 80 percent; (ii) change payment formula to US\$300,000 for every percentage point increase from previous year instead of US\$200,000; and
- c. PBC 1.1. Baseline on teaching practices in targeted schools established: change of year of achievement from 2020 to 2021.

8. ***It was agreed that the MoE would submit a letter to the MOF requesting a restructuring of the GALOP by January 20, 2021, and the MOF will send a restructuring request to the World Bank by January 31, 2022.***

Analytical and Advisory Services (ASA) in Education

9. **Remaining data for finalization of the Education PER:** The mission discussed the progress made on the Education PER. The World Bank team is working closely with MoE, GES, Commission for Technical and Vocational Education and Training (CTVET); the Ghana Tertiary Education Commission (GTEC) and other relevant agencies. Three sector-wide consultations were held - in June 2021, the government team presented preliminary analysis; in October 2021, the World Bank and government teams reviewed the zero draft of the PER and developed policy recommendations; and in December 2021, the teams presented pending data gaps and worked on prioritizing policy recommendations. Without updates on Education Management Information System (EMIS) or budgetary data, the PER would only cover analysis up to 2018 for budget and finance data, and 2019 for school inputs data. ***It was agreed that the MoE and GES would share any pending data by January 31, 2022.*** A short survey was circulated for inputs on prioritizing policy recommendations; the survey was closed after one week on December 17, 2021. ***The following timelines was agreed: finalize the PER draft by end January 2022; internal review and any final comments from MoE/GES in January 2022; publication and dissemination in February 2022.***

10. **Status of future support requests by the MoE.** In a courtesy call on the Minister for Education by the World Bank Country Director in June 2021, the Minister for Education reiterated his interest in requesting support of the following areas under IDA-19: (i) Skills for the Future and Science, Technology, Engineering and Mathematics (STEM) Education; and (ii) the proposed regional operation on Reforming Africa’s Higher Education Institutes for Computer Science, Engineering and Digitalization Project (RAISE). The mission was informed that the MoE has submitted the request for a future operation to the MOF. However, the MOF has not communicated the request to the World Bank. Subsequent to the closure of the Secondary Education Improvement Project on November 30, 2021, the MoE has followed up with an updated request for a future operation to the MOF. The request focuses on: Science, Technology, Education and Mathematics (STEM) Education and Skills Development at the Secondary Cycle through Technical, Vocation, Education and Training (TVET). ***It was agreed that the MoE would follow up with the MOF on an onward request to the World Bank by February 15, 2022.***

IV. IMPLEMENTATION PROGRESS AND KEY FINDINGS

11. The progress made towards achieving the first set of PBCs (Years 2019, 2020, and 2021) is presented in Tables 3, 4, and 5 below. Please see Annex 8 for a summary table of all GALOP PBCs. Thus far, a total of US\$36.0 million has been disbursed to the MoE for all seven (7) Year 2019 PBCs achieved under Components 1, 2, and 3 (for the parent GALOP).

Table 3: Year 2019 Performance Based Conditions (PBCs)

No.	PBC	Amount (US\$M)	Progress made	Timeline/ Comments
Component 1: Strengthen teaching and learning through support and resources for teachers				
1.0(a)	Lesson observation tools harmonized by NIB and approved by MoE	8.00	Completed and verified	Done, Disbursed
1.0(b)	National INSET Framework developed by National Teaching Council (NTC), GES and approved by MoE.	5.00	Completed and verified	Done, Disbursed

No.	PBC	Amount (US\$M)	Progress made	Timeline/ Comments
Component 2: Strengthen school support, management and resourcing				
2.0(a)	Agreed targeting criteria applied to list of public schools to identify targeted schools	6.50	Completed and verified	Done, Disbursed
2.0(b)	Guidelines for learning grants developed by GES and approved by MoE	6.50	Completed and verified	Done, Disbursed
Component 3: Strengthen accountability systems for learning				
3.0	Accountability for Learning framework developed by participating agencies and approved by MoE	4.00	Completed and verified	Done, Disbursed
4.0	National Assessment Strategy developed by National Council for Curriculum and Assessment (NaCCA) and approved by MoE	3.00	Completed and verified	Done, Disbursed
5.0	Review of teacher deployment and transfer strategy completed by GES and approved by MoE	3.00	Completed and verified	Done, Disbursed

12. For Year 2020 PBCs, out of 13 PBCs, four have been achieved, verified and disbursed (PBCs 7.1, 7.2a, 7.3 and 7.4). PBC 7.2b has been achieved, verified and is currently waiting the endorsement of the LEG Lead (UNICEF). Four of the remaining PBCs have been achieved and are awaiting verification by the Independent Verification Agency (IVA) (PBCs 1.1, 2.1, 3.1.1, and 4.1). Two additional PBCs are expected to be updated (PBCs 5.1.1 and 5.1.2) (refer to paragraph above on restructuring).

Table 4: Year 2020 Performance-Based Conditions

No.	PBC	Amount US\$M	Progress made	Remarks
Component 1: Strengthen teaching and learning through support and resources for teachers				
1.1	Baseline on teaching practices in targeted schools established	10.00	<ul style="list-style-type: none"> Progress on this PBC has been delayed because of the school closures. The proposed restructuring will support the roll-over of this PBC to 2021. Management has approved the budget for National Schools Inspectorate Authority (NaSIA, field inspectors) to inspect over 1,000 schools randomly selected with fair representation in all 16 regions. Inspectors will use the harmonized lesson observation tools and school level sampling protocols to observe English and Math classes. 	Completed. Verification to be done by January, 2022
1.2	Number of targeted schools trained in targeted instruction		<ul style="list-style-type: none"> (update to be provided by MoE/GES) 	
Component 2: Strengthen school support, management, and resourcing				
2.1	Number of Targeted Schools receiving First Allocation of Learning Grants.	10.00	<ul style="list-style-type: none"> Training for Headteachers on Grant Utilization completed Base Grant disbursed to schools in September 2021 Per Capita component of Grant to be disbursed in February 2022 based on enrolment figures 	Completed. Verification to be done by January 2022

No.	PBC	Amount US\$M	Progress made	Remarks
Component 3: Strengthen accountability systems for learning				
3.1	Accountability dashboard developed by MoE and is functional	6.0	<ul style="list-style-type: none"> OESD, data integrator, contracted by BIGWIN has assisted MoE to merge/link the databases of EMIS and the Mobile School Reporting Card (mSRC) which has completed Phase 1. The mSRC data collected in only twenty-four (24) districts - there was the need to expand it to all two hundred and sixty (260) districts to maintain uniformity with EMIS data. In Y2, the OESD will integrate all isolated existing meta data into the comprehensive accountability data management dashboard. 1,890 out of 9,000 laptops have been procured for school level data collection. Procurement of the remaining laptops are underway and will be delivered in batches. There is an Agreement between MOF and Vodacomm to support the basic education sector for a three-year period. An allocation (GHS 42 million) has been made in the 2021 national budget to this effect which will allow for the collection of comprehensive school level data in all basic schools (GALOP and non-GALOP schools). It was agreed that OESD would continue to develop the infrastructure which will allow for integration of data collected by any 3rd party. NEXT STEPS: Management's decision on school level mSRC data collection in the remaining ~240 districts and decision making at the local level based on the data collected through the dashboard. 	Meeting scheduled to discuss verification protocols and agree on delivery timelines in February 2022
3.3.1	Timely disbursement of capitation grants	1.2	<ul style="list-style-type: none"> An amount of GHS 15 million for the 2020/21 Academic Year was released by MOF in the week of May 17, 2021. 	Completed. Verification to be done in January, 2021
4.1	Operational Plan for roll-out of P4 Math & English Assessment developed by NaCCA	4.00	<ul style="list-style-type: none"> An operational plan for NSAT was prepared by NaCCA in December 2020 and submitted a budget to Management indicating the cost of conducting a P4 Census NSAT, across the country. NEXT STEPS: Management decision on the implementation of P4 Census NSAT. 	Completed. Verification to be done in January, 2022
5.1.1	Percentage of Targeted KG Schools with pupil trained teacher ratio below 50:1	0.8	<ul style="list-style-type: none"> Target of 50:1 ratio was met. NEXT STEP: Management decision on revision of target. 	Restructure
5.2.1	Percentage of Targeted Primary Schools with pupil trained teacher ratio below 50:1	0.6	<ul style="list-style-type: none"> Target of 50:1 ratio was met. NEXT STEP: Management decision on revision of target. 	Restructure

No.	PBC	Amount US\$M	Progress made	Remarks
Component 5: Supporting COVID-19 Coordinated Education Response Plan for Ghana				
7.1	Number of lesson modules developed for radio, TV or online dissemination for basic education	5.1	<ul style="list-style-type: none"> Completed and verified. Confirmation letter from WB to MoE processed. 	Completed. Disbursed
7.2a	Teacher training courses on digital literacy developed and uploaded online	0.4	<ul style="list-style-type: none"> Contract awarded and teacher training courses on digital literacy developed and uploaded online 	Completed and verified
7.2b	Number of teachers trained in using distance learning methods	1.2	<ul style="list-style-type: none"> Contract has been awarded to a firm to carry- out the training on the loaded content on a digital platform created for teachers. 40,000 teachers have been trained. 	Completed. It is being endorsed.
7.3	Back to school media campaign broadcasted in all 16 regions	4.1	<ul style="list-style-type: none"> Completed, verified and confirmation letter from WB to MoE processed. 	Completed and verified. Disbursed.
7.4	Establishment of a functional LMS	4.0	<ul style="list-style-type: none"> LMS is functional (Edmodo). IVA has been recruited, verified the functionality of the Edmodo LMS platform and entire LMS System. 	Completed and verified

13. For Year 2021, all nine PBCs have not been achieved (refer to Table 5 on the progress).

Table 5: Year 2021 Performance-Based Conditions

No.	PBC	Amount (US\$M)	Progress made	Remarks
Component 1: Strengthen teaching and learning through support and resources for teachers				
1.3.1	No. of Schools with continuous coaching and mentoring support	3.00	<ul style="list-style-type: none"> Coaching and Mentoring Framework developed Zoom Account for Master Trainers secured Training of Master Trainers scheduled for January 2022 Training of Master Trainers by National Officers scheduled for January 2022 District based Training scheduled for February, 2022 	Reporting is scheduled for June, 2022
Component 2: Strengthen school support, management, and resourcing				
2.2.1	No. of targeted Schools utilizing at least 80% of Learning Grants.	10.00	<ul style="list-style-type: none"> Funds released to all 10,579 beneficiary schools Monitoring on fund utilization planned for January 2022 Reporting on the PBC will be end of first term of 2021/22 school year	Reporting scheduled for July, 2022
6.1	Improved placement, retention and		<ul style="list-style-type: none"> Procurement of Social Investors and Service Providers is in progress 	Contract signing is expected in April 2022 and implementation

No.	PBC	Amount (US\$M)	Progress made	Remarks
	learning gains for OOSC			to start in term 2 or 3 at the latest
6.2	Improved average learning gains in P2 and P4 numeracy and literacy in EOF-beneficiary schools		<ul style="list-style-type: none"> Tender process underway for contracting Social Investors and Service Providers is in progress 	Contract signing is expected in April 2022 and implementation to start in term 2 or 3 at the latest
Component 3: Strengthen accountability systems for learning				
3.2.1	No. of Schools using Accountability dashboard data during cluster level meetings.	1.5	<ul style="list-style-type: none"> A Technical Working Group for the finalization of the dashboard made up of GES, NaCCA, NTC, NaSIA and SRIM has been constituted to finalize the dashboard for handing over by March 2022 Staff training planned for the operationalization and maintenance of the dashboard API has been developed to link databases of NTC, NaSIA, EMIS and MSRC directly onto the Dashboard for real time visualization 9,000 Laptops procured for distribution to schools. MSRC App installation completed. 9,000 Dongles procured Training of District staff is ongoing Training of Heads and Teachers scheduled for January 2022 Upload of data by February 2022 	
3.3.2	Timely disbursement of capitation grants	1.2	<ul style="list-style-type: none"> Capitation Grant for 1st and 2nd terms of 2020/21 school year released to schools Processing to release Capitation Grant for 3rd term of 2020/21 School Year 	Complete the verification by IVA in February 2022
PBC 4: Improved Proficiency in P4 Math and English in Targeted Schools				
4.2	Baseline on P4 Math and English Proficiency in targeted Schools established	4.00	<ul style="list-style-type: none"> Tests items for English Language and Mathematics developed Pilot test of 5 drafted test forms Psychometric analysis of the piloted test items completed Moderation and finalization of 5 test forms Development of Input Data Collection Software completed Uploading of District level Input Data completed Uploading learner center files by GES completed Printing of operationalized test forms is 95% complete The National standardized test took place on December 17, 2021 	Roll-out set for December 17, 2021. Reporting is scheduled for March 31, 2022
PBC 5: Improve Equity in the distribution of KG and Primary trained teachers				
5.1.2	Percentage of Targeted KG Schools with pupil trained	0.8	<ul style="list-style-type: none"> Availability of trained teachers at KG level improved PTR improved from 57:1 in 2020 to 46:1 in 2021 in targeted schools 	Target subject to revision through the restructuring

No.	PBC	Amount (US\$M)	Progress made	Remarks
	teacher ratio below 50:1		<ul style="list-style-type: none"> Deployment will be done at the beginning of every academic year 	
5.2.2	Percentage of Targeted Primary Schools with pupil trained teacher ratio below 50:1	0.6	<ul style="list-style-type: none"> Availability of trained teachers at Primary level improved PTTR improved from 39:1 in 2020 to 35:1 in 2021 in targeted schools Deployment will be done at the beginning of every academic year 	Target subject to revision through the restructuring

Component 1. Strengthen teaching and learning through support and resources for teachers

14. **In-service teacher training.** Since the last mission in June 2021 a teacher in-service training (INSET) harmonised training strategy/model has been developed and is now available. A pool of master trainers has also been trained and positioned to provide training on the standards-based curriculum, the common core program, differentiated learning and the TV and Radio lessons. The School Inspection and Support Officers (SISOs) are being oriented and trained to conduct lesson observations and going forward, the SISOs are mandated to provide constructive support including mentoring and coaching assistance to head teachers and teachers. In addition, the GES is in the process of developing digital tools and web-based resources for more effective and reliable delivery of INSET. These resources will be leveraged on existing GES platforms and they include: E-learning modules; Digital web-based content during INSET (audio-visual, training course plans, etc); and a GES mobile app with teaching tips and resources as well as peer-to-peer functionality. TORs for TA for these activities has been submitted to tender. Further, Orientation for all 3,120 Regional and 260 district INSET committees will commence in February 2022. various INSET is also being coordinated and all available resources will be consolidated/centralised. This will include all digital content, including the online digital literacy courses designed under the GALOP GPE COVID-19. Reporting for DLR 1.3. on the number of schools with continuous coaching and mentoring support is expected to be completed in June 2022. The World Bank team noted that under the Disability Trust Fund implementation, training manuals developed are expected to be included in the digitisation planned for existing INSET materials.

15. **Differentiated learning (DL) and Teaching and Learning Materials (TLMs).** Teaching materials for Differentiated learning/Targeted instruction materials have been developed and reviewed by GES and MoE for P1-P3. These materials will accompany those already developed for P4-P6 under the Strengthening Teacher Accountability to Reach all Students (STARS) program supported by UNICEF. The implementation team has aligned DL materials with the current standards-based curriculum, including the Universal Design for Learning (UDL) strategy for learners with special needs and developing content for advanced learning of teachers who have met expected grade relevant competencies. In 2020 at least 70,000 teachers were trained with the support of 2,080 District Teacher Support Teams (DTSTs) from 260 districts. Since June 2021, teacher guides and activity books have been redesigned, and materials and assessment tools have been reviewed. In addition, support services have been provided through text messages (SMS) as well as a help desk set up to provide low-cost additional assistance to teachers in targeted instruction. Chat boards have also been developed using the Telegram application to devise detailed Frequently Asked Questions (FAQs). All materials are currently being digitised and will be made available on SharePoint. To increase access to differentiated learning materials, existing education platforms will also be used. The implementation team's planned refresher training initially scheduled for September 2021 has been postponed to early 2022.

Component 2. Strengthen school support, management, and resourcing.

16. While there has been notable progress made on the activities under this component, due to delays in implementation of Ghana Education Outcomes Fund Program (GEOP) and coaching and mentoring of teachers, the rating for this component remains **Moderately Satisfactory**.

17. **Learning Grants.** The learning grants provided to beneficiary schools aim to ensure adequate funding to support improvements in school learning outcomes. Grant disbursements are made in two tranches within an academic year – in the first and second terms. The first term grant, the Base grant, is a set amount based on the type of school. For example, special schools receive GHC 4,000 in base grants compared with stand-alone Kindergarten (KG) schools which receive GHC 493. The second term disbursement is based on school enrolment (per capita of GHC 5). After training conducted in July 2021 for 19,900 headteachers on implementation of activities, base learning grants have been disbursed directly to the school bank accounts. A total of GHC 25,755,000 was transferred to schools in November 2021. The enrolment figures for the beneficiary schools have recently been collated from the EMIS data and is being verified to allow for the second term per capita disbursements. This is expected to be completed in January 2022.

18. **Strengthening School Management Committees (SMCs) for enhanced citizen engagement.** This activity focuses on the reconstitution and training of SMCs to support the use of learning grants for learning activities and further leverage community contributions. The initial cascading training was conducted with support by the Japan International Cooperation Agency (JICA) in September 2020 that utilized 11,738 SMC reconstituted materials, 30,544 Quo-SPIP materials, and 12,026 training materials. Since the last mission, a similar refresher training was conducted from August 2021 to December 2021 that adopted a similar cascading approach to the initial training. In addition to the participants highlighted in Figure 1, at least 1,891 SISOs were trained on all SMC topics by the 1,040 District Master Trainers. Monitoring of SMC training sessions was conducted by GES and the GALOP secretariat in selected regions, and districts across the country. GES will also monitor and verify the Quo-SPIPs prepared by schools that are supported by newly reconstituted SMCS in February 2020 and further monitor SMC and community members participation in Quo-SPIP formulation and implementation in June 2022.

Figure 1: SMC Cascade Refresher Training



19. **Ghana Education Outcomes Project (GEOP).** The EOF has been named the Ghana Education Outcomes Project (GEOP) to distinguish it from the global Education Outcomes Fund. This follows the

communication strategy which has been developed and validated and is awaiting the Hon. Minister's approval. Request for Bid (RfB) for 6 of the 7 lots was launched on November 22, 2021 with a deadline of bid submissions on January 19, 2022. The RfB for lot 7 (Urban) is due to be launched by end-January 2022. About 18 firms across the 7 lots have been shortlisted at EOI and have been invited to apply for RfB. A management unit has been set up using three seconded full-time positions from the Complementary Education Agency (CEA) and GES to oversee the Ghana Education Outcomes Project (GEOF). The Management Unit will be headed by the Project Coordinator. Recruitment of the EOF Project Coordinator is ongoing and expected to be completed by mid-February 2022. Since the June 2021 GALOP implementation support mission, the EOF Working Group has finalised the design of the urban component, reviewed and finalised the TORs and bidding documents for lots 1-6, and finalised the bid scoring process. These were approved by the Attorney-General (AG)'s department on August 20, 2021. A pre-bidding conference was held on December 8, 2021 to discuss questions submitted by the bidders. The anticipated timing for the implementation of activities under Lots 1 to 6 for 2022 is summarised in Annex 2.

20. **Coaching and Mentoring.** The National Teaching Council (NTC) has developed a Mentoring and Coaching Framework as a guide to developing training documents, organizing workshops, and providing succession plans for teachers in the field of leadership and management. Since the start of the project, there has been a series of stakeholder's engagements with support from GALOP, and subsequently 10,000 training materials related to the framework have been printed. The NTC highlighted funding issues for the resources, lack of compliance and monitoring to guide implementation, and pressure on the use of the framework by stakeholders as the main challenges observed. The World Bank suggested that all training platforms, including the coaching and mentoring and the INSET, meet together before end January 2022 to present training plans and to ensure training activities are harmonised and resources are efficiently utilized.

Component 3. Strengthen accountability systems for learning.

21. **Accountability for learning framework, accountability dashboard, and digitized EMIS.** The GES and MoE have developed an Accountability for Learning Dashboard with support from Big Win Philanthropy. The Dashboard brings together data from EMIS and mSRC. It presents a summary page of 16 select indicators, and allows users access to sub-indicators, trends, and other key data in a user-friendly way. Given that mSRC and EMIS are being merged, a new mSRC portal has been developed to accommodate access on Android devices and using a browser. Training is underway in all 260 districts to train school heads on capturing data for the mSRC data collection. The 9,000 laptops and dongles procured and distributed to school heads will be used to collect the data on both mSRC and EMIS when the EMIS data digitization is finalized and rolled out in mid-2022. The distributed laptops are not accompanied by carrying bags. The proposal is to procure carrying bags to provide some safeguard to the laptops and also to label them for inventory control. The digitization of the mSRC and EMIS data collection process, critical as it is in meeting the PBC, is to provide a comprehensive data to management for decision making. It is expedient that the digital data collection process for these two databases is developed, harmonized and integrated into the Accountability Dashboard without delay to make the dashboard functional. In the meantime, it is recommended that management familiarize themselves with the Accountability Dashboard throughout the development stages leading to the roll-out of the Comprehensive Data Management Dashboard which will cover basic schools in all 260 districts.

22. **Development and implementation of a national assessment strategy.** The National Council for Curriculum and Assessment (NaCCA) developed the National Pre-Tertiary Assessment Framework (NPLAF) and Operational Plan to guide activities part of the planning, development, and implementation of learning assessment activities. NPLAF is the planning document for the National

roll-out of the Standardised Test (NST) for P4 Math & English developed by NaCCA and implemented in December 2021. NaCCA, WAEC, and GES have collaborated in NST design and implementation activities, including the development of English and mathematics test blueprints, the development and content revision of multiple-choice items, the piloting and psychometric analysis of items for quality assurance, development of parallel test forms for NST, and the communication to stakeholders about the NST activities and intended uses of NST results. The World Bank has provided inputs and feedback to NaCCA on technical considerations for the development or procurement of an item bank system to curate and manage items for their past and future large-scale assessments; World Bank would provide additional technical guidance on this component of the national assessment strategy. World Bank has suggested to NaCCA to ensure that P4 items from NEA 2016 are included in NST to understand learning progress over time. As next steps, it is recommended that NaCCA, WAEC and other stakeholders involved in the assessment administration and data collection will clean and manage the collected data, analyse assessment results overall, report disaggregated results by key groups, and develop a results dissemination plan for different stakeholder groups. Likewise, it will be important to think about how to maximize the use of the collected data by finding synergies with other GALOP activities, including the incorporation of NST results in the Learning Dashboard and the EMIS.

23. **The policy linking workshop on the 2016 National Education Assessments (NEA).** With global Trust Fund and donor support, the World Bank worked with NaCCA in the planning and implementation of virtual policy linking pilot workshops in Ghana. This methodology on learning assessments can allow countries to report national assessment results on international learning benchmarks, including the Sustainable Development Goals 4 (SDG4) indicators and USAID F indicators on learning outcomes. Moreover, the implementation of these workshops comes with additional capacity building opportunities on standard setting technical methodologies for national assessment agencies. Virtual policy linking workshops were implemented in April 2021 with the participation of teachers and curriculum specialists from different regions of Ghana. Results reports were finalized in August of 2021 and have been validated by NaCCA. Results were presented to MoE policymakers during the mission. ***It was agreed that a joint NaCCA-World Bank team would present the results to the Minister for Education for final validation and update the results report before February 15, 2022 before external dissemination.***

Component 4. Technical assistance, institutional strengthening, monitoring and research.

24. The Component 4 finances Technical Assistance (TA) and strategic research and supports M&E and project management and implementation. This Component is rated **Moderately Satisfactory** due to delays in reporting on results data, planning research related specifically to GALOP, and procurement for TA. Once monitoring and evaluation issues have been addressed (highlighted in the paragraph below), a research agenda is outlined, and MoE is able to make sufficient progress on the procurement of necessary TA, this component can be upgraded to Satisfactory

25. **Monitoring and Evaluation:** Activities on Monitoring and Evaluation undertaken since the last mission include: a) monitoring and evaluation of play-based learning interventions for GALOP; b) GALOP SMC training of Trainers' workshop in Koforidua and Kumasi; and c) Training SMC members in the districts at Volta Region. Monitoring and Evaluation remains **Moderately Satisfactory** because of the delay in reporting on Project results data including on the COVID-19 Accelerated Response Funding Grant. To ensure the timely reporting of project results, the MOE plans to set up a working group at the district level and the proposal is awaiting the Minister's approval.

26. **Impact Evaluation:** At present, all existing research activities have been conducted as part of the broader MoE research agenda, and whilst the scope of this has included GALOP activities, it has not been limited to the GALOP. The Education Sector Research Agenda (ESRG) was drafted and presented to the Hon. Minister for Education in early 2020 to endorse the selected priority areas for

upcoming research. Concept notes have also been drafted on a number of activities highlighted in Table 6. Going forward, the research team aims to develop a specific research agenda for GALOP before the end of January 2022 and to set up an MoE research team comprising of representatives from the Statistics, Research and Information Management (SRIM), PBME, and ESRG officials.

Table 6: List of Concept Notes Currently Worked On

No.	Concept Note
1	Setting up a Strategy and Delivery Unit
2	Paper on “Pre-tertiary School Attendance dynamics Post COVID-19 School closures in Ghana”
3	Paper on “Supporting improved learning outcomes at the pre-tertiary level of Education in Ghana based on enhanced understanding of schooling input variables” within the ESRG
4	Paper on “Enhancing Teacher Quality and Management in Ghana” within the ESRG
5	Paper on “Towards an Expanded Support System for Provision of Inclusive STEM Education for All in Ghana” within the ESRG
6	Establishment of Research Repository within the ESRG

27. Project Management

Table 7: Technical Assistance under GALOP

	Technical Assistance/Consultancy for GALOP Activities	Note	Status as of 31 st December 2021
1.	Digitized Training Log and Database development	Ongoing	Process cancelled
2.	Development School Leadership and Management training Modules digitalized delivery system	Ongoing	Ongoing
3.	Quality Assurance for development and operationalize inspection framework and policy TA	Ongoing	TOR submitted in STEP. Currently Under Review
4.	TA for review of teacher code of conduct to include for responsiveness of SRGBV	Ongoing	Activity revised and merged with Consultancy for PAASE. TA recruited
5.	TA for developing Targeted Instruction workbooks aligned with the curriculum	Ongoing	Ongoing
6.	Development, Quality Assurance and Independent Verification of National Standards Assessment Tests (NSAT) for Primary 2 and 4, and Out of School Children (OOSC)	Ongoing	Process cancelled
7.	Consultancy for review of ICT Policy	Ongoing	Ongoing
8.	Development of video lessons (KG-P6, SpED)	Ongoing	Process cancelled
9.	TA to support rollout of Safe Schools initiative	Ongoing	Ongoing
Education Outcomes Fund (EOF)			
10.	EOF Investors/Service Provider Engagement	Procurement documents are	Procurement documents cleared by AG, Pre-bid

		being cleared with AG	conference held on the December 8, 2021, deadline for submission of bids scheduled for 19 th January, 2021
11.	Consultancy Service for EOF Sub-Activity Management	Ongoing	Contract awarded and activity ongoing as of October 2021
12.	Consultancy Services on Independent Verification Agent (IVA) for EOF programme	Ongoing	RFP Stage Proposals received from shortlisted firms for evaluation. Evaluation pending
GPE COVID-19 Accelerated Response Grant			
13.	Technology Quality Assurance for the Ghana National Knowledge and Skills Bank Project (GNKSB)	Not due yet	Not due yet
14.	Technology Consultant - Implementation of a Suit of Digital Initiatives	Ongoing	Recruited
15.	Development of a learning management system (UniHead)	Ongoing	Ongoing
16.	Align policy reforms to facilitate resilience in teaching and learning (iFEST)	Ongoing	Ongoing
17.	Development and deployment of tutorials through Television and Radio	Ongoing	Process cancelled
Project Management, M&E and Research			
18.	Project Coordinator for GALOP	Recruited	Contract extended for another year
19.	Independent Verification Agent (IVA)	Recruited	Recruited
20.	Safeguard Audit	Note yet due	Not yet due
21.	Communication Strategy Specialist	Ongoing	Ongoing
22.	Consultancy Services on Impact Evaluation	Ongoing	Not yet due
23.	Preparation of an Action Plan on Prevention against Abuse and Sexual Exploitation (PAASE)	Ongoing	Recruited
24.	Preparation of a Pest Management Plan (PMP)	Needs will be reassessed	Recruited
25.	Research Advisor	Ongoing	Recruited
26.	Development of ESMP (TA or in-house staff)	Needs for the TA will be assessed based on the in-house capacity	Yet to be initiated

Component 5: Supporting the national COVID-19 response for continued learning, recovery, and resilience in basic education

28. **GALOP COVID-19 Response.** To date, the GALOP GPE COVID-19 additional financing has benefitted over four million children across Ghana through distance and homebased learning, sensitisation campaigns on minimising the negative impact of school closures, and the provision of functional hand washing facilities in line with COVID-19 protocols. In addition, training was provided

to over 70,000 teachers in distance learning methods and accelerated programs to mitigate the loss of learning during school closures. The success of the back-to-school campaigns is reflected in the number of students and teachers returning to school once schools reopened (100 per cent students and 87 percent teachers).

29. **Achievement of PBCs.** Activities under the GALOP GPE COVID-19 Accelerated Financing were successfully implemented and the Grant was closed as scheduled on November 30, 2021 (details on the project achievements are reported under the Results Framework, Annex 9). Four out of five PBCs (PBCs 7.1, 7.2, 7.3, and 7.4) have been achieved, confirmed, and disbursed with a total of US\$13.6 million. The remaining PBC (PBC 7.2b) has been achieved and verified by the PBME. As part of confirmation process, MoE has made presentations on the achievements of PBC 7.2b to the Local Education Group for their confirmation at the MoE/GES/DP meeting on December 1, 2021, and at the Sector Working Group Meeting on December 17, 2021, and await their confirmation. An Independence Completion Report is due to be finalised by May 30, 2020

30. **Financial management (FM).** The mission reviewed the financial management system in place to ensure that there are no FM related bottlenecks which will impact negatively on project implementation. Additionally, the focus was to ascertain that there is an adequate FM system in place to support implementation and to safeguard the funds utilization. The focus on the FM work included:

- i. Compliance with financial management covenants on reporting
- ii. Discussions on budget performance and utilization
- iii. Analysis of the performance of the various funding sources
- iv. Improvements in financial reporting particularly on the PBC (DLRs)
- v. Follow up on the previous audit reports recommendations and discussions on upcoming 2021 audit
- vi. 2022 AWP & Budget to include all activities and components

31. **Compliance with the financial covenants:** in terms of submission of acceptable financial reports, the project, has complied fully with the covenants as stated in the Financing and Grant Agreements. Regarding the submission of periodic financial reports, the Project has complied fully in the submissions of acceptable IFRs for the quarters ending September 2021. The Bank reviewed these reports and made comments on areas of improvements and clarifications. This had to do with inadequate presentation and analysis on budget and variance analysis to aid project management in understanding budget utilization, variance.

32. There is also the need to adopt a more comprehensive project financial reporting covering all funding sources and all components including those with PBCs i.e., Results Based Financing (RBF). The PBC earned are part of the total project funds and must be reported on indicating which activities or expenses were incurred and paid for with the earned DLR/PBC. The Bank team made some recommendations and suggestions on reporting, and it was agreed that subsequent reports starting from December 2021 will adopt a comprehensive approach. However, regarding the submission of acceptable audit reports, the project is yet to submit its first audit report. This is because the first drawdown was completed in March 2021 and will form part of the audit for the year ended December 2021 which is not yet due until June 30, 2022. During the mission, the MoE assured the Bank that the audit arrangements for engaging the auditors i.e., Ghana Audit Service (GAS) has been initiated to avoid any delays in submission.

33. The FM Risk rating is assessed to be **Moderate** and has not changed as documented in the Project Appraisal Document (PAD). There are adequate internal control arrangements (different levels of approval and authorizations) in place to ensure the safeguarding of project funds and assets. The

FM performance rating remains **Moderately Satisfactory** implying that moderate shortcomings in FM exist, but this does not prevent the timely and reliable provision of information required to manage and monitor the implementation of the project. In sum, based on the review, the existing arrangements for the continuing adequacy and reliance of the financial management systems for the project are adequate and meet the minimum requirement for financial management under Bank Policy for Investment Project Financing and there has been no adverse change in the financial management systems.

34. **Procurement.** The project continued to implement planned procurement activities although the rate of implementation was deemed considerably slow. Under IDA&GPE funding, 65 percent (24 out of 37) procurement packages are yet to be initiated though some of the activities will be required towards the project completion stage. Under EOF Funding, RFB had been issued to shortlisted firms for the procurement of Social Investors and Service Providers contract packages. Also, RFP had been issued to the IVA shortlisted firms and as at the deadline of January 19, 2022, bids have been received for each of the six lots issued. It is expected that contracts will be signed in April 2022 for implementation to begin. The GPE Covid-19 funding procurement is ongoing and all ten planned contracts are being implement with five of the procurements completed. The details of the implementation status for the procurement items and the way forward are captured in Annex 5. Based on the findings of the mission, the procurement performance remains **Moderately Satisfactory** while procurement risk rating is **Substantial**.

35. **Environment and Social Safeguards.** The mission reviewed progress of environmental and social (E&S) safeguards performance since the last mission in June 2021. The detailed findings of these discussions can be found in Annex 6 and are based on the discussions held with the MoE during the mission. The Bank is concerned that almost all the E&S agreed actions from the last mission have not been implemented apart from the draft Action Plan on Prevention Against Abuse and Sexual Exploitation (PAASE), which was submitted to the Bank for review during the mission. Given the slow progress, the environmental safeguard performance rating is maintained at **Moderately Satisfactory**, and the social safeguard performance rating is also maintained at **Moderately Satisfactory**.

V. NEXT STEPS AND AGREED ACTIONS

Table 8: Summary of Agreed Actions

	Actions	Due Date	Responsible
Key Issues			
1.	Project Management: Develop and share the specific implementation plans for each activity	Jan 31, 2022	MoE
2.	Restructuring: Submit a letter to the MOF requesting a restructuring of the GALOP, and the MOF will send a restructuring request to the World Bank	January 20, 2021 January 31, 2022	MoE MOF
3.	Public Expenditure Review: Share pending data and input to a short survey on prioritizing policy recommendations.	January 31, 2022	MoE and GES
4.	Future support requested by MoE: Follow up with MoF on the future support for education	February 15, 2022	MoE
Financial Management			
1.	Submit Withdrawal Application to document achieved DLR	Before December 31 st , 2021	Project Accountant

	Actions	Due Date	Responsible
2.	Engage external auditors to commence final project audit.	Feb 15 to ensure completion by April 30, 2022	Project Accountant
3.	Improve and revise Financial Reporting	February 15, 2022	Project Accountant
4.	Prepare and submit a comprehensive 2022 Annual Work Plan and Budget	February 15, 2022	Project Coordinator & Accountant
Procurement			
<i>A list of procurement key actions can be found in Annex 5</i>			
In-service Teacher Training			
1.	Digitise all harmonised INSET materials and make available on existing GES platforms	June 2022	GES
2.	Report on DLR 1.3 on the number of schools with continuous coaching and mentoring support	June 2022	PBME
3.	Orientation for all 3,120 Regional and 260 district INSET committees	February 2022	GES
Differentiated Learning and TLMS			
1.	Conduct refresher training originally anticipated in September 2021	June 2022	GES
2.	Digitise existing materials for use on available Government education platforms	June 2022	GES
Learning Grants			
1.	Enrolment figures for the beneficiary schools from EMIS data verified to allow for the second term per capita disbursements	January 2022	GES
National Assessment Strategy			
2.	A joint NaCCA-World Bank team will present the results of Policy Linking Exercise to the Minister for education, validate and update the results report in January 2022 before external dissemination.	January 2022	NaCCA & WB
Accountability Dashboard			
1.	Meeting to discuss verification protocols and agree on delivery timelines	February 2022	MoE
Research			
1.	Develop Research Agenda for GALOP	January 2022	Research Advisor
2.	Form MoE Research Team comprising of reps from SRIM, PBME and ESG	February 2022	Research Advisor
3.	Commission Research on Education Priority Areas for GALOP	February 2022	Research Advisor
4.	Manage Research Delivery	Mar-Dec 2022	Research Advisor
5.	Disseminate research evidence at Education Conference in the Northern Region	2022 (TBD)	Research Advisor/ESRG
6.	Organize 2 Policy Dialogues for Stakeholder Engagement	2022 (TBD)	Research Advisor
7.	Provide technical support to establish Research Repository	Mar-Dec 2022	Research Advisor
8.	Provide Technical support at 2022 NEW	2022 (TBD)	Research Advisor
SMCs			
1.	Build Capacity of core Research and other relevant stakeholders	2022 (TBD)	Research Advisor

	Actions	Due Date	Responsible
2.	Compilation of list of all members of the Reconstituted SMC and their contact details	December 30, 2021	GES HQ
3.	Monitoring and verification of Quo-SPIPs prepared by schools supported by their SMCs	February 28, 2022	GES HQ & GALOP SECT.
4.	Monitoring of the SMC and community member's participation in Quo-SPIP formulation and implementation	June 30, 2022	GES HQ
5.	Introduction of SMC Federation for schools in the Districts	June 30, 2022	GES HQ
Ghana Education Outcomes Project			
1.	Submission of bids by short-listed firms for the Investors/Service Provides for the GEOP Project (Lot 1-6_	January 2022	MoE
2.	Bidding opening for short-listed firms for the Investors/Service Providers for the GEOP Project (Lot 1-6)	January 2022	MoE
3.	Orientation training for regional and district directors and planning offices	January 2022	MoE
4.	Orientation training of regional and district PROs	January 2022	MoE
5.	Evaluation of bids for short-listed firms for the Investors/Service Providers for the GEOP Project (Lot 1-6)	February 2022	MoE
6.	Award of Contracts for short-listed firms for the Investors/Service Provides for the GEOP (Lot 1-6)	March 2022	MoE
7.	Orientation of service provides after award of contracts for the Investors/Service Providers for (LOT 1-6)	March 2022	MoE
8.	Stakeholders Engagements – District, Regional and National Levels (Radio/TV/Print etc.)	March 2022	MoE
9.	Project launch – public event	April 2022	MoE
10.	Follow up monitoring of selected regions, districts and schools to verify messages delivered by the PROs	April 2022	MoE
11.	Visiting selected regions, districts and schools for project readiness	April/May 2022	MoE
Safeguards			
1.	Share with the Bank a plan to mitigate E&S gaps/infractions at the school construction and rehabilitation sites	January 05,2022	MoE
2.	Ensure that trenches and construction sites are properly fenced to restrict unauthorized access	January 05, 2022	MoE
3.	Clarify which activity the IPMP would be used for	December 28, 2021	MoE
4.	Submit the IPMP to the Bank for review and clearance if it is still relevant	January 30, 2022	MoE
5.	Prepare ESMP to guide ongoing civil works in schools and submit to the Bank for review and clearance	February 25, 2022	MoE
6.	Prepare and share with the Bank the e-waste management plan for review and clearance	February 15, 2022	MoE

	Actions	Due Date	Responsible
7.	Conduct field monitoring and update the Bank on progress made in addressing identified E&S gaps	February 20, 2022	MoE
8.	Prepare and share with the Bank the E&S Monitoring Checklist	January 05, 2022	MoE
9.	Provide GRM data/records in gender and sex disaggregated format to show that the GRM is functional	February 15, 2022	MoE
10.	Monitor and ensure social inclusion and gender responsiveness in all aspects of the project	Continuous	MoE

Table 9: Status of Agreements from previous AM

	Actions	Due Date	Responsible	Status as of 31st December 2021
1	MOE to submit a request letter to MOF on restructuring of GALOP	Sept. 2021	MOE	Draft letter put together for Management input and approval
2	MOE to develop/share specific action plans for each of the summary issues areas identified including roles and responsibilities	Sept. 2021	MOE	Done
Financial Management				
1	Provide additional information on the lack of disbursements under TF B0846 and TF B3026	Without delay	Director of Finance	Funds for activities done under EOF were borrowed internally from other sources. The EOF team is putting together their budget for approval and subsequent request to the Bank for draw down.
2	Request for auditors to review expenditure of US\$ 760,574.65 pre-financed for Project activities in Quarter 4 of 2020 when Bank funds had not been drawn down.	Aug 2022	Director of Finance	Activity to be done by June 2022
3	Submit at least one internal audit risk-based report to IDA each year	End of each Project year	Chief Internal Auditor	Done. Yet to be Submitted to the Bank
4	Provide a copy of the cashbook covering all expenditure in the Q4 2020 and Q1 2021 IFR to enable the Bank to select a sample for a more thorough review.	Sept. 2021	Project Accountant	Done. Submitted to the Bank
5	Provide a copy of the CV for the new Director of Finance who has overall financial reporting responsibilities for the project.	Sept. 2021	Director of Finance	Done. Submitted to the Bank
6	Provide a copy of the most up to date commitment listing for the project management components of the project.	Sept. 2021	Project Accountant	Done. Submitted to the Bank
7	Provide copies of bank reconciliation summaries, bank statements and	Sept. 2021	Project Accountant	Done. Submitted to the Bank

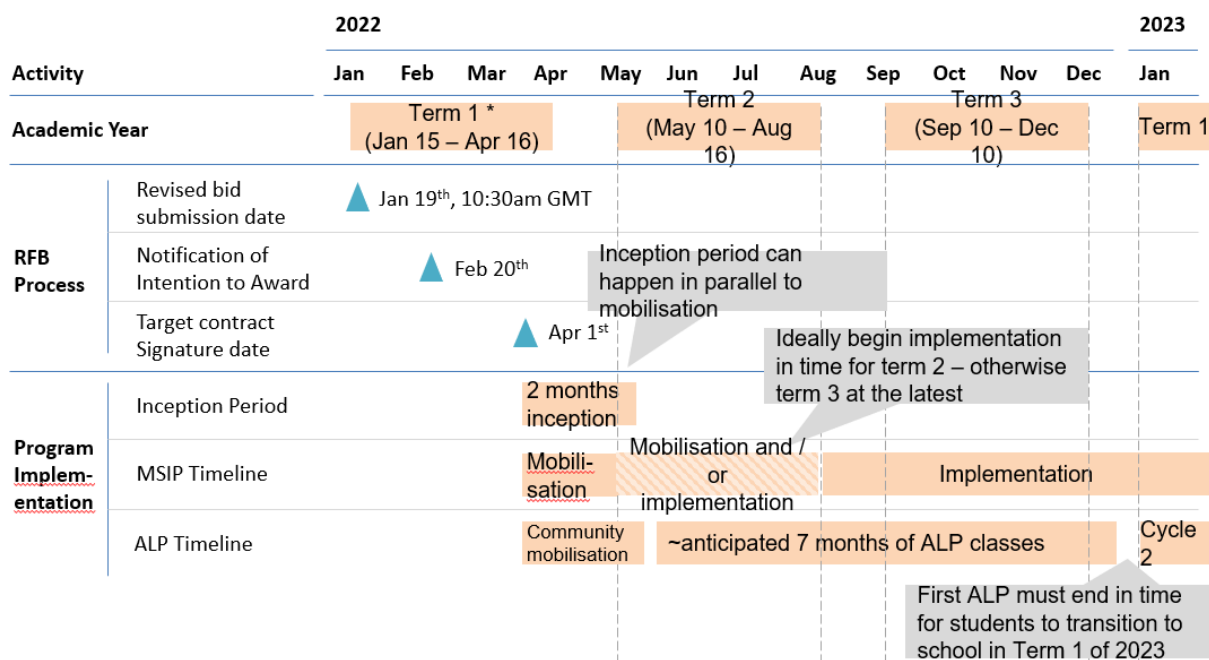
	Actions	Due Date	Responsible	Status as of 31st December 2021
	corresponding cashbooks for the months of March and April 2021.			
In-service Teacher Training				
8	Approval for INSET committee training	Sept. 2021	MOE	Activity planned to be undertaken by April 2022
9	Submit hybrid training plan/timetable to Management	Sept. 2021	GES	Submitted to Management, pending approval
Differentiated Learning and TLMS				
10	Print of finalized materials for DL training	Sept. 2021	GES	Activity planned to be undertaken by March 2022
11	Complete refresher training	Sept. 2021	GES	Activity planned to be undertaken by April 2022
12	Procurement of Teacher Learning Materials	Sept. 2021	GES	Activity planned to be undertaken by April 2022
Learning Grants				
13	Learning grant disbursements completed	Sept. 2021	GES	Base Grant transferred to the schools. Per Capital will be transferred by end of March 2022
National Assessment Strategy				
<i>See Annex 11 for details on key next steps</i>				
Accountability Dashboard				
14	Distribute all remaining laptops to schools for data collection	Sept. 2021	GES	Distribution ongoing. To be completed by January 2022
15	Training for Head teachers/ handlers of the laptop/tablets after they have been distributed	Sept/Oct 2021	GES	Training on going. TO be completed by February 2022
Education Outcomes Fund				
16	Form EOF management team	Done Aug. 2021	GES	Done
17	Complete recruitment of TA	Sept. 2021	MOE	Contract awarded and activity ongoing as of October 2021
18	Management decision on revision of urban component	Sept. 2021	MOE	Done
19	Finalize the procurement documents for social investors and service providers incorporating comments from the AG's office	Sept. 2021	MOE	Procurement documents cleared by AG, Pre-bid conference held on the December 8, 2021, deadline for submission of bids scheduled for January 19, 2021

Annex 1: List of officials met and composition of WB team

Ministry of Finance			
Lawrence Nyanor	Principal Econs Officer	0208188744	lnyanor@mofep.gov.gh
Ministry of Education			
Dr. Yaw Osei Adutwum	Hon. Minister	0540125870	Yaw.adutwum@gmail.com
B. K. Gyasi	Chief Director	0208198378	benoseigyasi@yahoo.com
Ernest Owusu Ansah	GALOP Coordinator	0246617273	Awaygas21@yahoo.com
Bernard Ayensu	M&E	0267730142	bkayensu@gmail.com
Nana Hagan	GALOP Secretariat	0244772818	
Edward Fiawoyife	Director, Audit	0244805527	Edibliss2001@yahoo.com
Philip Tetteh Pardie	Procurement	0244606439	PtPandie@gmail.com
Rahinatu Dari	Chief Accountant	0244635096	Rahidari25@yahoo.co.uk
Cynthia Lawson-Heyman	Administrator	0203628202	cynthialheyman@gmail.com
Kwaku Tumasii	Senior Accountant	0246232360	Kwabot2002@yahoo.com
Divine Ayidzoe	Director SRIM	0244466125	Ayidzoedivine@yahoo.com
Carl Quist	DP Coordinator	0244655096	quistton@gmail.com
Patrick Arthur	Budget	0243579690	Patrickarthur13@gmail.com
Aminu Sulemana	M&E	0243241737	
Julius Caesar	Safeguards Specialist		
Mavis Owusu	Safeguards Specialist		
Ben Dogli	PBME		
Emmanuel Asare	M&E	0246001271	emmanuelasare@moe.gov.gh
Petrine Addae	GALOP Secretariat	0509442527	
Noah Asante	GALOP Secretariat	0244502865	nanalyfe@gmail.com
Eric Srem Sai	GALOP Secretariat	0247710113	erikusremsai@gmail
Setor Cyril Agubretu	GALOP Secretariat	0202270545	Setorwukojo@gmail.com
Dogbey Edward	SRIM		
Emmanuel Aidoo	EOF Management Unit		
Ghana Education Service			
Dr. Kwabena B. Tandoh	Dep. Dir. General (Q &A)	0205694970	Kwabena.tandoh@gmail.com
Patty E Assan	Dir. B.E.D	0208199301	efvanhyira@gmail.com
Fred Birikorang	Director, P & A	0244601623	Fredkweku123@gmail.com
Dr. Christian Koramoah	Financial Controller	0204343020	Yawkriss@gmail.com
Adjoa Van Vicker	Director HR, GES		
Adams Zuwii	Procurement	0248454999	zudams@gmail.com
Naa-Dei Thompson	Chief Accountant	0244696501	naathom@gmail.com
Gillian Aklibosu			
Other Agencies			
Clement Antwi	NaCCA		
Hayford Siaw	GhLB		
Dr Fred Asamoah	CTVET		
Lawrence Sarpong	NTC		
Donor Partners			
Tara E. O'Connell	UNICEF		

Grace Wood	FCDO		
Fatima Isakah			
Augustina Bamfo			
Saki Okamoto	JICA		
Consultants			
Stephen Chandler			
Jerad Lee			

Annex 2: Ghana Education Outcomes Fund Project (GEOF)
Anticipated timing for the implementation of Lots 1-6 for 2022



Annex 3: Summary of GALOP Parent and AF FM Disbursements (US\$)

Loan No.	Date of Signing	Allocated Amount \$	Disbursement To Date \$	Available Funds \$	Disb Ratio
IDA 64820	17-Jan-20	150,000,000	38,503,167	111,496,833	25.67%
TF B0846	14-Apr-20	23,900,000	-	23,900,000	0.00%
TF B3009	21-Jul-20	14,800,000	9,200,000	5,600,000	62.16%
TF B3026	21-Jul-20	22,000,000	-	22,000,000	0.00%
		210,700,000.00	47,703,167.00	162,996,833.00	

IDA 64820 became effective on 16 April 2020, with a total loan amount of US\$ 150m. It can be noted that there has not been any drawdown from two (2) funding sources namely, TF B0846 and TF B3026.

Annex 4: ASA and Technical Assistance

36. **Skills for the Future analytical work funded by the World Bank Group under its ASA.** Based on the brainstorming session on the proposed Skills for the Future analytical work on June 11, 2021, the World Bank team prepared a Concept Note and scheduled an internal Concept Note review meeting in September 2021. However, the team was advised to put the review meeting on hold until after the discussion with the MOF on their interest on the youth employment, entrepreneurship, and skills. The World Bank and the MOF jointly organized a workshop on these themes on November 12, 2021. The objectives of the session were to: (i) present critical lessons from countries that have successfully addressed youth employment; and (ii) consider how they can inform Government interventions and World Bank Group support in Ghana going forward. The following presentations were made at the workshop: (a) Malaysia's experience - the Penang Skills Development Center in addressing a major unemployment challenge through bringing together government, private sector employers and skills service providers, and leveraging the model to promote a move up the value chain in production; and (b) various World Bank's multisector operations focusing on innovative approaches to address youth employment and skills development challenges in Africa and beyond.

37. The mission discussed with the MoE and Commission for Technical Vocational Education and Training (CTVET) on the GOG's various initiatives for skills development including YouStart initiative recently announced by the MOF. The Concept Note review will be scheduled in February 2022.

38. **Ongoing Disability-Inclusive Education in Africa Trust Fund.** "Strengthening Systems, Schools and Communities for Holistic Inclusive Education (SSSCHIE) program" has made significant progress on the agreed activities to be implemented. Tasks completed include: (i) literature review which covers gender aspect and models of Resource Centers as practiced in other countries; (ii) development of a draft framework to transform regional assessment centers into Inclusive Education Resource Centers; (iii) development of a training manual and validation workshop to receive feedback on the training manual; and (iv) data collection on financing information (resource allocation and utilization) from 28 special education schools in Ghana. The preparation of a costed strategy for converting schools/regional assessment centers into inclusive education resource centers is currently ongoing. The following activities are scheduled for February-March 2022: (i) capacity training of staff in regional assessment centers; and (ii) basic operationalization of one selected resource. Despite the initial delays and challenges encountered with the piloting of questionnaires and data collection due to COVID-19 related-school closures, the Special Education Division, GES has managed to collect the necessary information from all the 28 special education schools. One Special Education School has been selected to be transformed into a national resource center based on the following aspects in consideration: (i) number of mainstream schools served; (ii) the caliber of the current special school staffing; and (iii) surrounding community and the number of children who could be mainstreamed, etc. As a result of the disruptions to implementation caused by COVID-19-related school closures and earlier lockdown, an extension of the closing date has been approved for the Disability Trust Fund from May 31, 2021 to March 31, 2022.

39. **Initiation of activities under the Inclusive Education Initiative Multi-Donor Trust Fund (IEI MDFT).** The funding will support expansion of two existing Inclusive Education programs in Ghana: (1) The Universal Design for Learning (UDL) pilot program; and (2) the SSSCHIE program supported by the Disability-Inclusive Education in Africa Trust Fund. The proposed intervention will allow for the expansion of the UDL pilot program currently in 15 schools in two districts to 150 schools across Ghana and establish an additional IE resource center that will be operationalized through this intervention which will allow further support for the inclusion of children with disabilities into mainstream schools.

40. **Human Development (HD) and Education PER:** The mission discussed the progress made on the Education Public Expenditure Review (PER). The World Bank team is working closely with MoE, GES, Commission for Technical and Vocational Education and Training (CTVET); the Ghana Tertiary Education Commission (GTEC) and other relevant agencies. Three sector-wide consultations have been held - in June 2021, the government team presented preliminary analysis; in October 2021, the World Bank and government teams reviewed the zero draft of the PER and developed policy recommendations; and in December 2021, the teams presented pending data gaps and worked on prioritizing policy recommendations. Next steps: The World Bank requested that the MoE and GES share any pending data and provide input to the survey on prioritizing policy recommendations by January 31, 2022. It was agreed that without updates on EMIS or budgetary data, the PER would only cover analysis up to 2018 for budget and finance data, and 2019 for school inputs data. The agreed timelines are as follows: finalize the PER draft by end January 2022; internal review and any final comments from MoE/GES in February 2022; publication and dissemination in March 2022.

Pending data for the Education PER

Key data gaps for each unit:

1. **PBME:** ESPR 2020 and 2021
2. **SRIM:** School level EMIS data 2020
3. **GES:** Capitation grants manual. Formula for district and regional education offices grants
4. **MOE Finance:** Budget execution data (basic, secondary, TVET by compensation, goods and services, and capex) – 10-year trends (unfortunately the previous 2016 PER did not include this data).
5. **Free SHS Secretariat:** Free SHS allocations by type of school (TVIs, SHS, SHTS); Share of Free SHS budget allocated to SHSs vs. TVIs
6. **BED:** Teacher and student attendance rate (mSRC)
7. **NaSIA:** Lesson observation data – baseline report
8. **NaCCA:** Raw data from NEA/EGRA
9. **CTVET:**
 - a. Initial budget for TVET transformation strategy
 - b. Documentation on the establishment of the Skills Development Fund
 - c. Act 10/23 establishing the TVET Service
 - d. List of Sector Skills Bodies and those which have been established already
 - e. Sectors targeted for work-place experience learning (Garment, Cosmetology and xx?)
 - f. Relevant data from TVET survey report – graduation rate and enrollment in key programs, drop-out rate, number of apprentices certified under the NTVETQF
Documentation on greening TVET

41. **Phone-based formative assessment (PBFA):** The World Bank alongside the Government of Ghana, and supported by a Global Partnership for Education's (GPE) COVID-19 grant, has developed and tested tools to support remote formative assessment using basic mobile phone (e.g., feature phones or landline phones) technologies in order to improve take-up and effective use of remote learning resources, particularly in contexts with low internet connectivity and limited access to more advanced digital devices (e.g., smartphones, tablets, and computers). This phone-based formative assessment has been piloted through SMS based quizzes, phone-based live connection to educators, and through Interactive Voice Response (IVR) quizzes. The results from a PBFA pre-pilot report showed that all three modes are feasible, but they differ in terms of participant satisfaction, participant willingness to engage, cost to implement, and cost to scale. Given the modest size of this pre-pilot

assessment, they were not able to determine if any one of the methods was more effective at reinforcing the mathematical concepts than the others.

42. **Strategic Impact Evaluation Fund (SEIF):** In the fall of 2020, SEIF partnered with Innovations for Poverty Action (IPA) and Movva Technologies to develop and evaluate the Parental Nudges Project (PNP). Implementation began in January 2021, as schools reopened in Ghana. The program was a text-message-based behavioral change intervention aiming to improve parental engagement in educational activities, parental beliefs about returns to education, as well as children’s learning, enrollment, attendance, and gender parity in education. This household-randomized trial, conducted in the North East, Northern, Savannah, Upper East, and Upper West regions of Ghana, tested four variations of the intervention, varying both duration and a gender-parity focus. Households were randomized to one of five conditions: (i) regular behavioral nudges, 12 weeks; (ii) gender-boost behavioral nudges, 12 weeks; (iii) regular behavioral nudges, 24 weeks; (iv) gender-boost behavioral nudges, 24 weeks; or (v) control. The interventions were implemented from January to April (for the 12-week groups) and January to June (for the 24-week groups). Midline data was collected from April to June 2021 and endline data collected from August to September 2021.

43. Preliminary results submitted in the Parental nudges IPA evaluation report suggest that a short, light-touch SMS-based intervention can change caregiver behaviors and child outcomes in a rural, low-literate sample. However, the results were complex and depended on caregivers' education. For all four treatment arms, we found a trend that the interventions increased caregiver engagement with children at home and in school for educated caregivers (i.e., have any formal schooling), while it reduced engagement for caregivers who had no education. We also found that the short-term (12 weeks) gender-boost treatment arm increased caregivers’ pro-boy bias and reduced school enrollment and attendance; these negative effects on schooling outcomes were concentrated in girls and caregivers with no formal education. For this subgroup, many of these impacts persisted at endline, suggesting sustained changes in the short-term after the intervention ended. Interestingly, this same group of non-educated caregivers increased their aspirations for their children’s education at the endline assessment².

² Text extracted from “Nudges To Improve Learning And Gender Parity: Supporting Parent Engagement And Ghana’S Educational Response To Covid-19 Using Mobile Phones”

Annex 5: Procurement under GALOP (P165557)

Procurement activities under the **GALOP** Project are being implemented in accordance with the World Bank Procurement Regulations and Financing Agreements. The mission noted the status of implementation of key procurement activities under the various components and three funding.

IDA & GPE -Funding (Original GALOP)

- **Component 1:** Strengthen teaching and learning through support and resources for teachers (Estimated project financing: US\$50.0 million equivalent, of which GPE grant is US\$5.0 million)
- **Component 2:** Strengthen school support, management and resourcing (Estimated project financing: US\$63.0 million equivalent, of which GPE grant is US\$5.0 million)
- **Component 3:** Strengthen accountability systems for learning (Estimated project financing: US\$47.0 million equivalent, of which GPE grant is US\$8.0 million)
- **Component 4:** Technical assistance, institutional strengthening, monitoring, and research (Estimated project financing: US\$13.9 million equivalent, of which GPE grant is US\$6.4 million)

EOF -Ghana-Funding

Component 4: Strengthen school support, management and resourcing – 700 Beneficiary Schools, Strengthen Support for Schools and OOSC through EOF: US\$25 million equivalent.

GPE Additional Funding- Covid-19

Component 5. - Covid-19- 14.9 million – IPF

IDA & GPE - Components 1,2 & 3- Original GALOP

Procurement progress and outlook as of December 15, 2021

A review of the procurement plan indicated that out of thirteen (13) planned Goods procurement items, One (1) No. contract is currently on-going valued at \$5,568,965.17 representing 7.67 percent. Twelve (12) No. Goods items valued at \$8,324,392.74 representing 92.31 percent are yet to be initiated.

The total commitment to date amounted to US\$ 5,568,965.17 (40.08 percent) out of the planned projected amount of US\$ 13,893,357.91

IDA & GPE - Component 1,2&3 - Original GALOP-Table 1- Procurement activities summary- December 15, 2021

Table 10: IDA & GPE - Component 1,2&3 - Original GALOP-Table 1- Procurement activities summary- December 15, 2021

S/No.	Procurement Status	No. of Items	Total Sum (USD \$)
1	Completed Contracts	0	0
2	On-going Contracts	1	5,568,965.17
3	Procurement activities at Pre-Contract Stage	0	0
4	Procurement activities Yet-to-be Initiated	12	8,324,392.74
5	Contracts Terminated	0	0
6	TOTAL	13	13,893,357.91

IDA & GPE Component 1,2, &3 -Procurement Progress as of December 15, 2021

A review of the procurement plan indicated only one (1) category of procurement under the component 1-3 as for Goods.

- *Procurement for Goods*: out of thirteen (13) planned Goods procurement items, one (1) No. contract is currently on-going, twelve (12) No. are yet to be initiated.
- *Procurement for Consulting Services*: No items planned for Consulting services.
- *Procurement for Non-Consulting Services*: No items planned for Non-Consulting services.

IDA & GPE -Component 4 - Original GALOP

Procurement progress and outlook as of December 15, 2021

- Out of twenty-four (24) planned procurements items, 3 (12.50 percent) have been completely executed; 3 (12.50 percent) are ongoing (contracts); 6 (25 percent) are at pre-contract stage; while 12 (50.00 percent) of the planned procurements are yet to be initiated with no contract terminated.
- The total commitment to date amounted to US\$466,444.14 (31.71 percent) out of the planned projected amount of **US\$1,471,044.14**

Table 11: IDA & GPE - Component 4 - Original GALOP-Table 1- Procurement activities summary

S/No.	Procurement Status	No. of Items	Total Sum (USD \$)
1	Completed Contracts	3	86,444.14
2	On-going Contracts	3	380,000.00
3	Procurement activities at Pre-Contract Stage	6	290,000.00
4	Procurement activities Yet-to-be Initiated	12	714,600.00
5	Contracts Terminated	0	0
6	TOTAL	24	1,471,044.14

IDA & GPE- Component 4 -Procurement Progress as of December 15, 2021

A review of the procurement plan indicated that:

- *Procurement for Goods*: Out of three (3) planned Goods procurement items, one (1) No. contracts have been completely executed; and two (2) No. procurement activity yet to be initiated.
- *Procurement for Consulting Services*: Out of twenty-one (21) consultancy services captured on the procurement planned, two (2) have been successfully completed with three (3) on-going contracts; six (6) at pre-contract stage and ten (10) procurement activities yet to be initiated
- *Procurement for Non-Consulting Services*: the procurement plan has no Non-Consultancy items captured.

EOF Funding-Component 4

Procurement progress and outlook as of December 15, 2021

- Out of Ten (10) planned procurements items, no contracts have been completely executed; 1 (10.00 percent) is an ongoing (contract); 9 (90.00 percent) are at pre-contract stage; No planned procurements are yet to be initiated with no contract terminated.
- The EOF Investor/Service Provider contracts and Independent Verification Agent contract are currently at the pre-contract stage. Ministry is expected to sign contracts in March 2022 estimated at \$22,000,000 and \$1,240,000.

**Table 12: EOF- Component 4 - Original GALOP-Table 1- Procurement activities summary-
December 15, 2021**

S/No.	Procurement Status	No. of Items	Total Sum (USD \$)
1	Completed Contracts	0	0.00
2	On-going Contracts	1	801,000.00
3	Procurement activities at Pre-Contract Stage	9	23,324,000.00
4	Procurement activities Yet-to-be Initiated	0	0.00
5	Contracts Terminated	0	0
6	TOTAL	10	24,125,000.00

EOF- Component 4 -Procurement Progress as of December 15, 2021

A review of the procurement plan indicated that:

- *Procurement for Goods*: No Goods Procurement have been captured in the procurement plan
- *Procurement for Consulting Services*: Out of three (3) consultancy services captured on the procurement planned, one (1) is an on-going contract and two (2) are at pre-contract stage
- *Procurement for Non-Consulting Services*: Out of seven (7) non-consultancy services captured on the procurement planned, all seven (7) are at pre-contract stage.

GPE- Additional Funding – Covid-19- Component 5

Procurement progress and outlook as of December 15, 2021

Out of ten (10) planned procurements items, 5 (50 percent) valued at \$3,624,592.24 have been completely executed; 3 (30 percent) are ongoing (contracts) valued at \$1,850,908.95; 2 (20 percent) valued at \$199,667.86 are at pre-contract stage. No contracts are yet to be initiated with no contract terminated.

**Table 13: GPE- Additional Funding – Covid-19- Table 1- Procurement activities summary-
December 15, 2021**

S/No.	Procurement Status	No. of Items	Total Sum (USD \$)
1	Completed Contracts	5	3,624,592.24
2	On-going Contracts	3	1,850,908.95
3	Procurement activities at Pre-Contract Stage	2	199,166.86
4	Procurement activities Yet-to-be Initiated	0	0
5	Contracts Terminated	0	0
6	TOTAL	10	5,674,668.05

GPE- Additional Funding – Covid-19 - Procurement Progress as of December 15, 2021

A review of the procurement plan indicated that:

- *Procurement for Goods*: Out of two (2) planned Goods procurement items, two (2) No. contracts have been completely executed.

- *Procurement for Works:* The only one (1) works captured on the procurement planned is currently an on-going contract.
- *Procurement for Consulting Service:* Out of seven (7) consultancy services captured on the procurement planned, three (3) have been successfully completed with two (2) on-going contracts and two (2) activities at pre-contract stage.
- *Procurement for Non-Consulting Services:* There are no Non-Consulting services in the plan.

No.	Description*	Component	Contract Value in US \$	Procurement Method	Implementation Status
Completed Contracts					
1	Supply and Installation of Digital Devices for Data Collection and Analysis	3	5,568,965.17	Restricted Tender	Contract Signed on 28 th May, 2021 (120 Days)
Activities Yet-to-be Initiated					
2	Printing of TI Core Material (NaCCA Budget)	1	3,069,565.17	ICT	Yet to be initiated (Specifications required)
3	Procurement of Supplementary Readers (Print draft colour Level-Appropriate Supplementary Readers for P4-P6 for trial testing) (NaCCA Budget)	1	155,172.41	NCT	Yet to be initiated (Specifications required)
4	Procurement of TLMs (GES Budget)	1	2,351,896.55	ICT	Yet to be initiated (Specifications required)
5	Printing of TI TLMs (GES Budget)	1	1,031,465.52	NCT	Yet to be initiated (Specifications required)
6	Procurement of charts, TI (GES Budget)	1	172,413.79	NCT	Yet to be initiated (Specifications required)
7	Printing of Learning Grant Manual and documents (GES Budget)	1	12,413.79	PQ	Yet to be initiated (Specifications required)
8	Printing and Distributions Teachers' Logbook (NTC Budget)	1	743,534.48	NCT	Yet to be initiated (Specifications required)
9	Printing & distribution of Inspection Handbook (NIB Budget)	1	89,655.17	NCT	Yet to be initiated (Specifications required)
10	Printing and distribution of 2019/2020 academic year School Inspection Reports (NIB Budget)	3	31,034.48	NCT	Yet to be initiated (Specifications required)
11	Printing and distribution of School Inspection Reports + Dissemination of findings for 10,000 schools (NIB Budget)	3	56,896.55	NCT	Yet to be initiated (Specifications required)
12	Purchase of Laptops and tablets for data collection and reporting (NIB Budget)	3	118,965.52	NCT	Yet to be initiated (Specifications required)
13	Printing of Assessment Framework (NaCCA Budget)	3	77,586.21	NCT	Yet to be initiated (Specifications required)

No.	Description*	Component	Contract Value in US \$	Procurement Method	Implementation Status
Completed Contracts					
1	Consultancy Services for Preparation of an Action Plan on Prevention against Abuse and Sexual Exploitation (PAASE)	4	14,000.00	ICS	Contract Signed on 28th May, 2021 (40 Days)
2	Consultancy Services for Preparation of a Pest Management Plan (PMP)	4	12,000.00	Individual Consultant Selection	Contract Signed on 29th March 2020 (40 Days)
3	Procurement of Items for Administrative Offices	4	60,444.14	Shopping	Contract Signed on 29th July 2020 (40 Days)
On-going Contracts					
4	Engagement of Project Coordinator	4	54,000	Direct Selection	Contract Signed on 25th August 2020 Contract Extended
5	Consultancy Services on Independent Verification Agent (IVA)	4	230,000.00	CQS	Contract Signed on 8th July 2021 (for 24 Months)
6	Consultancy Services of a Research Advisor	4	96,000.00	ICS	Contract Signed on 6th July 2021 (for 12 Months renewable yearly)
Activities at Pre-Contract Stage					
7	Consultancy for Communication Strategy Specialist	4	20,000.00	CQS	<ul style="list-style-type: none"> •TOR Cleared •Invitation of Shortlisted Firms to submit EOI •Evaluation Stage
8	TA for development of points based CPD framework	4	30,000.00	ICS	TOR revised and submitted in STEP Currently under review
9	Consultancy for development School Leadership and Management training Modules digitalized delivery system	4	100,000.00	ICS	TOR Submitted to the WB for Clearance Returned with Comments
10	Consultancy for digitalized Lesson Observation tools and Digitized Training Log and Database development	4	40,000.00	CQS	TOR Submitted to the WB for Clearance Returned with Comments
11	Quality Assurance TA for development and operationalise Inspection framework and policy	4	50,000.00	ICS	Activity modified in STEP and cleared by WB TOR revised and submitted to STEP for Clearance. Approval pending
12	Lead Consultant Statistician	4	50,000.00	ICS	TOR submitted to STEP for Clearance Approval pending
Activities Yet-to-be Initiated					

No.	Description*	Component	Contract Value in US \$	Procurement Method	Implementation Status
13	Consultancy Services on Safeguard Audit	4	50,000.00	ICS	Activity is a mid-project activity not initiated Yet to be initiated
14	Consultancy Services on Procurement Audit (1,2,3)	4	60,000.00	CQS	Activity is a mid-project activity not initiated Yet to be initiated
15	Consultancy Services on Fiduciary Review (1,2,3)	4	80,000.00	CQS	Activity is a mid-project activity not initiated Yet to be initiated
16	Development of App, Youtube, MOOC, Platform to share digitized training material	4	17,600.00	CQS	Yet to be initiated
17	Development and Printing of 700 No. Project Implementation Manual	4	30,000.00	RFQ	Yet to be initiated
18	Consultancy for review of ICT Policy	4	17,000.00	ICS	Yet to be initiated
19	Digitization and document management in MoE and GES.	4	200,000.00	CQS	Yet to be initiated
20	Printing of Monitoring & Evaluation Manual	4	20,000.00	RFQ	Yet to be initiated
21	TA for developing TI workbooks aligned with the curriculum	4	10,000.00	ICS	Yet to be initiated
22	Consultancy Services on Impact Evaluation	4	200,000.00	CQS	Yet to be initiated
23	TA for development of inspection data analysis strategy and capacity building	4	20,000.00	CQS	Yet to be initiated
24	TA to support role out of Safe Schools Initiative	4	10,000.00	ICS	Yet to be initiated

No.	Description*	Component	Contract Value in US \$	Procurement Method	Implementation Status
Completed Contracts					
On-going Contracts					
1	Consultancy Service for EOF Sub-Activity Management	4	801,000.00	Direct Selection	Contract Signed on 22nd September 2021 (for 12 renewable yearly)
Activities at Pre-Contract Stage					
2	Investors/Service Providers for the Ghana Education Outcomes Funding (EOF) Programme – (Lot 1 – Lot 7)	4	22,000,000	RfB	<ul style="list-style-type: none"> •EOI Stage Completed •RFP revised to RFB RFB launched on 22nd Nov, 21 •Pre-Bid Meeting Held on 8th Dec, 21

No.	Description*	Component	Contract Value in US \$	Procurement Method	Implementation Status
					<ul style="list-style-type: none"> Submission Deadline extended to 19th January, 2022
3	Consultancy Services on Independent Verification Agent (IVA) for EOF programme	4	1,240,000.00	QCBS	<ul style="list-style-type: none"> TOR Cleared Advertise for EOIs published (12/04/2021) amended (16/04/2021) EOI Evaluation Completed and Firms Shortlisted RFP launched on 28th October 2021 Deadline extended to 17th Dec, 21
4	Engagement of Project Coordinator for EOF Programme	4	84,000.00	ICS	<ul style="list-style-type: none"> TOR Cleared Invitation of Shortlisted Candidates Evaluation pending
Activities Yet-to-be Initiated					

Table 14: Agreed procurement related Actions and Next Steps for EOF

Activity/ List of Actions (GEOP- LOTS 1-6)	Responsibility	Target Dates
Deadline for submission of Bids	Service Providers	19-Jan-22
Evaluation of bids	MoE	4-Feb-22
Contract Award Notice	MoE	16-Mar-22
Letter of Acceptance (Notification of Award)	MoE	25-Mar-22
Contract Signature	MoE	1-Apr-22
Mobilisation & Launch		
Provider ramp-up period	MoE	27-May-22
Start of implementation	MoE	27-May-22
Activity/ List of Actions (GEOP- LOTS 7)	Responsibility	Target Dates
EOF to update ToR & Bidding Documents	MoE	17-Dec-21
Review of Bidding Documents	MoE/WB	17-Jan-22
Submission of complete bidding docs to STEP	-	18-Jan-22
Issuance of Bidding Documents to Investors & Providers	MoE	20-Jan-22
Evaluation of Bids	MoE	18-March-2022
Approval of evaluation report by ETC (Entity Tender Committee) / CTRC (Central Tender Review Committee)	ETC-MoE CTRC-GOG	5 -Apr-2022
Contract Award Notice	MoE	29-Apr-22
Letter of Acceptance (Notification of Award)	MoE	9-May-22
Contract Signature	MoE	17-May-22
Mobilisation & Launch		

Provider ramp-up period	MoE	12-Jul-22
Activity/ List of Actions IVA Recruitment	Responsibility	Target Dates
Launch of RFP	MoE	28-Oct-21
Submission of Proposals	MoE	17-Dec-21
Formation of Technical Review Panel	MoE	31-Dec-21
Review of RFP Technical Evaluation	MoE	18-Jan-22
Opening of Financial Bids	MoE	2-Feb-22
MoE to combine technical and financial reports	MoE	10-Feb-22
Invite a successful firm for negotiations (both technical and financial proposals)	MoE	17-Feb-22
Notification of Award	MoE	17-Mar-22
IVA Contracted	MoE	29-Mar-22
IVA Design of Verification Protocols	MoE	27-Apr-22
Others		
Activity / List of Actions	Responsibility	Target Dates
Consultancy Service for GEOP Sub-Activity Management-	MoE/EOF	Contract Awarded and activity on-going. As at Dec 2021
Consultancy Services of Project Coordinator for GEOP. 1. TOR cleared 2. Invitation of short-listed candidates.	MoE	Evaluation to be carried out in Jan 2022

No.	Description*	Component	Contract Value in US \$	Procurement Method	Implementation Status
Completed Contracts					
1	Printing and Distribution of Teaching and Learning Materials for Kindergarten and Lower Primary	5	1,913,793.10	Single Source	Contract Signed on October 8, 2020 (for 90 Days)
2	Supply and Deployment of Pre-loaded Devices to Ministry of Education	5	1,087,758.62	Single Source	Contract Signed on October 22, 2020 (for 8 weeks)
3	Production of documentary evidence for COVID-19 response plan	5	85,842.24	Single Source	Contract Signed on July 3, 2021 (for 8 weeks)
4	Design, Development & Deployment of the Ghana Schools COVID 19 Tracker App	5	365,000.00	Single Source	Contract Signed on July 27, 2021 (6 months)
5	Technology Consultant to Support Ghana Library Authority in the implementation of a suit of digital initiatives	5	172,198.28	Single Source	Contract Signed on October 30, 2020 (12 Months)
On-going Contracts					
6	Technology Consultant to Support Ghana Library Authority in the	5	172,198.28	Single Source	Contract Signed on October 30, 2020 (12 Months)

No.	Description*	Component	Contract Value in US \$	Procurement Method	Implementation Status
	implementation of a suite of digital initiatives				
7	Rehabilitation of WASH facilities across the country	5	724,137.93	Restricted Tender	Contract Signed on December 21, 2020 (6 Months)
8	Vendor to provide Digital Teacher Training Content and Platform	5	954,572.74	Single Source	Contract Signed on July 26, 2021 (6 Months)
Activities at Pre-Contract Stage					
9	Ghana National Standardized Test Prep App	5	150,000.00	Single Source	<ul style="list-style-type: none"> • PPA Approval received November 25, 2021 • Award Letter issued • At Contract Stage
10	Transformation Agenda Series Broadcast	5	49,166.67	Single Source	<ul style="list-style-type: none"> • PPA Approval received November 29, 2021 • Award Letter issued At Contract Stage

Annex 6: Environment and Social Safeguards

44. **Preparation of E&S instruments.** At the June 2021 mission, the Bank requested the MoE to submit immediate actions to mitigate E&S gaps at the construction sites in beneficiary schools where the project is constructing and rehabilitating water and sanitation facilities (WASH) as part of the education response measures for continued learning during COVID-19 pandemic. Subsequently, the MoE was expected to screen sites and prepare the necessary E&S instruments e.g., Environmental and Social Management Plans (ESMPs) to guide the construction and rehabilitation works. However,

45. **Health and Safety concerns at construction sites.** During the last mission, the Bank strongly advised the client to ensure that contractors adequately fence/isolate construction sites to restrict unauthorized access and avoid potential health and safety issues especially when schools are in session. Since the last mission, the client's E&S Specialists have not undertaken field visits to ascertain whether the construction sites have been fenced. Given the 6-month lapse, it is possible that the E&S gaps at the construction sites have been exacerbated. ***The mission recommends suspension of civil works in areas where schools are in session until a field mission is undertaken by the E&S Specialists and evidence shared with the Bank to confirm that all trenches and dangerous construction sites are properly fenced or isolated.***

46. **Preparation of electronic waste (e-waste) management plan.** For the past 2 missions, the Bank has consistently requested the MoE to prepare and share a plan to manage the e-waste that may be generated from the over 22,000 electronic devices (laptops/tablets) the project planned to procure. To date, the client has not prepared the plan but indicated they are now discussing with the Environmental Protection Agency (EPA) for guidance.

47. **Integrated Pest Management Plan (IPMP).** In preparation towards schools reopening following the long closure of schools due to COVID-19 lockdown, the MoE had planned to control pests (vermin, bedbugs, mites, mosquitoes, cockroaches etc.) in schools ahead of reopening. This activity was expected to happen before reopening in January 2021. The Bank therefore requested the MoE to prepare an IPMP to guide the activity. During the last mission in June 2021, the MoE indicated they were reviewing the draft IPMP. That prompted the Bank to inquire whether the pest control activity had taken place in schools and if the IPMP was still relevant. The MoE has to date not clarified whether the pest control in schools has happened or when it will happen to justify the relevance of the IPMP.

48. **E&S Safeguards Monitoring Checklist.** The previous mission recommended that the client prepares a simple monitoring checklist to aid the monitoring of environmental and social issues to ensure safeguards due diligence. The checklist has not been prepared at the time of this mission. It is strongly recommended that the client prepares the checklist.

49. **Grievance Redress Mechanism (GRM):** The client reported that the project grievance redress mechanism has been established. However, the client was unable to show the data received in disaggregated format. ***The mission recommended that the client should always show the GRM data in gender disaggregated format to demonstrate the functionality and viability.***

50. **Social Inclusion and Gender Responsiveness:** The mission notes the effort on the part of the client to promote social performance through expanded access and improved quality of education. The E&S Specialists of the project should continue to monitor all project initiatives to mainstream and ensure social inclusion and gender responsiveness at all levels. For example, the MoE through the project E&S Team should ensure that the Communication Strategy bear features that illustrate disability and gender friendly messages.

Annex 7: Systematic operations risk rating tool (SORT)

Table 15: SORT

Risk Categories	Previous Rating	Current Rating
Political and governance	Substantial	Substantial
Macroeconomic	Moderate	Moderate
Sector strategies and policies	Moderate	Moderate
Technical design of project	Moderate	Moderate
Institutional capacity for implementation and sustainability	Low	Low
Fiduciary (FM and Procurement)	Moderate	Moderate
Environmental and social	Moderate	Moderate
Stakeholders	Moderate	Moderate
Other	Substantial	Substantial
Overall	Moderate	Moderate

Annex 8: GALOP Parent and Additional Finance Performance-Based Conditions Matrix

Table 16: GALOP Performance-based Conditions

PBC #	Performance-based Conditions (PBCs)	US\$, millions	Date of WB Confirm ation Letter	Date of IVF Report	Status
		Total			
2019					
PBC 1: Improved teaching practices in targeted schools					
PBC 1.0a	Lesson observation tools harmonized by NIB and approved by MoE	8			Completed and Verified
PBC 1.0b	National INSET Framework developed by NTC and GES and approved by MoE.	5			Completed and Verified
PBC 2: Strengthened school support for learning in targeted schools and OOSC through EOF					
PBC 2.0a	Agreed targeting criteria applied to list of public schools to identify targeted schools	6.5			Completed and Verified
PBC 2.0b	Guidelines for learning grants developed by GES and approved by MoE	6.5			Completed and Verified
PBC 3: Improved accountability for learning in public basic schools					
PBC 3.0	Accountability for Learning framework developed by participating agencies and approved by MoE	4			Completed and Verified
PBC 4: Improved proficiency in P4 mathematics and English in targeted schools					
PBC 4.0	National Assessment Strategy developed by NaCCA and approved by MoE	3			Completed and Verified
PBC 5: Improved equity in the distribution of KG and primary trained teachers in targeted schools					
PBC 5.0	Review of teacher deployment and transfer strategy completed by GES and approved by MoE	3			Completed and Verified
2020					
PBC 1: Improved teaching practices in targeted schools					
PBC 1.1	Baseline on teaching practices in targeted schools established	10			
PBC 1.2	Number of targeted schools trained in targeted instruction	10			
PBC 2: Strengthened school support for learning in targeted schools and OOSC through EOF					
PBC 2.1	Number of targeted schools receiving first allocation of learning grants	10			
PBC 3: Improved accountability for learning in public basic schools					
PBC 3.1	Accountability dashboard developed by MoE and is functional	6			
PBC 3.3.1	Timely disbursement of capitation grants	1.2			
PBC 4: Improved proficiency in P4 mathematics and English in targeted schools					
PBC 4.1	Operational plan for roll-out of P4 mathematics and English assessment developed by NaCCA	4			
PBC 2: Strengthened school support for learning in targeted schools and OOSC through EOF					

PBC #	Performance-based Conditions (PBCs)	US\$, millions	Date of WB Confirmation Letter	Date of IVF Report	Status
		Total			
PBC 5.1.1	Percentage of targeted KG schools with PTTR below 50:1	0.8			Undergoing Restructure
PBC 5.2.1	Percentage of targeted primary schools with PTTR below 50:1	0.6			Undergoing Restructure
PBC 7: Strengthened support for continuity of learning, recovery and resilience in basic education					
PBC 7.1	Number of lesson modules developed for radio, TV or online dissemination for basic education	5.1			Completed and Verified
PBC 7.2a	Teacher training modules on digital literacy developed and uploaded online	0.4			Completed and Verified
PBC 7.2b	Number of teachers trained in using distance learning methods	1.2			
PBC 7.3	Back to school media campaign broadcasted in all 16 regions	4.1			Completed and Verified
PBC 7.4	Establishment of a functional LMS	4.0			Completed and Verified
2021					
PBC 1: Improved teaching practices in targeted schools					
PBC 1.3.1	Number of targeted schools with continuous coaching and mentoring support	3			
PBC 2: Strengthened school support for learning in targeted schools and OOSC through EOF					
PBC 2.2.1	Number of targeted schools utilizing at least 80 percent of the learning grant	10			
PBC 6.1	Improved placement, retention and learning gains for OOSC	11.8			
PBC 6.2	Improved average learning gains in P2 and P4 numeracy and literacy in EOF-beneficiary schools	9.5			
PBC 3: Improved accountability for learning in public basic schools					
PBC 3.2.1	Number of schools using accountability dashboard data during cluster-level meetings	1.5			
PBC 3.3.2	Timely disbursement of capitation grants	1.2			
PBC 4: Improved proficiency in P4 mathematics and English in targeted schools					
PBC 4.2	Baseline on P4 mathematics and English proficiency in targeted schools established	4			
PBC 5: Improved equity in the distribution of KG and primary trained teachers in targeted schools					
PBC 5.1.2	Percentage of targeted KG schools with PTTR below 50:1	0.8			Undergoing Restructure
PBC 5.2.2	Percentage of targeted primary schools with PTTR below 50:1	0.6			Undergoing Restructure
2022					
PBC 1: Improved teaching practices in targeted schools					
PBC 1.3.2	Number of targeted schools with continuous coaching and mentoring support	3			
PBC 2: Strengthened school support for learning in targeted schools and OOSC through EOF					

PBC #	Performance-based Conditions (PBCs)	US\$, millions	Date of WB Confirmation Letter	Date of IVF Report	Status
		Total			
PBC 2.2.2	Number of targeted schools utilizing at least 80 percent of the learning grant	10			
PBC 3: Improved accountability for learning in public basic schools					
PBC 3.2.2	Number of schools using accountability dashboard data during cluster-level meetings	1.5			
PBC 3.3.3	Timely disbursement of capitation grants	1.2			
PBC 5: Improved equity in the distribution of KG and primary trained teachers in targeted schools					
PBC 5.1.3	Percentage of targeted KG schools with PTTR below 50:1	0.8			Undergoing Restructure
PBC 5.2.3	Percentage of targeted primary schools with PTTR below 50:1	0.6			Undergoing Restructure
2023					
PBC 1: Improved teaching practices in targeted schools					
PBC 1.3.3	Number of targeted schools with continuous coaching and mentoring support	3			
PBC 2: Strengthened school support for learning in targeted schools and OOSC through EOF					
PBC 2.2.3	Number of targeted schools utilizing at least 80 percent of the learning grant	10			
PBC 3: Improved accountability for learning in public basic schools					
PBC 3.2.3	Number of schools using accountability dashboard data during cluster-level meetings	1.5			
PBC 3.3.4	Timely disbursement of capitation grants	1.2			
PBC 5: Improved equity in the distribution of KG and primary trained teachers in targeted schools					
PBC 5.1.4	Percentage of targeted KG schools with PTTR below 50:1	0.8			Undergoing Restructure
PBC 5.2.4	Percentage of targeted primary schools with PTTR below 50:1	0.6			Undergoing Restructure
2024					
PBC 1: Improved teaching practices in targeted schools					
PBC 1.3.4	Number of targeted schools with continuous coaching and mentoring support	4			
PBC 1.4	Percentage point increase from baseline in percent of targeted schools with teaching practices meeting inspection standards of teaching practices	5			
PBC 2: Strengthened school support for learning in targeted schools and OOSC through EOF					
PBC 2.2.4	Number of targeted schools utilizing at least 80 percent of the learning grant	10			
PBC 3: Improved accountability for learning in public basic schools					
PBC 3.2.4	Number of schools using accountability dashboard data during cluster-level meetings	1.5			
PBC 3.3.5	Timely disbursement of capitation grants	1.2			
PBC 4: Improved proficiency in P4 mathematics and English in targeted schools					

PBC #	Performance-based Conditions (PBCs)	US\$, millions	Date of WB Confirm ation Letter	Date of IVF Report	Status
		Total			
PBC 4.3	Increase from baseline established in PBC 4.2 in percent of P4 pupils in targeted schools with proficiency in mathematics and English	4			
PBC 5: Improved equity in the distribution of KG and primary trained teachers in targeted schools					
PBC 5.1.5	Percentage of targeted KG schools with PTR below 50:1	0.8			Undergoing Restructure
PBC 5.2.5	Percentage of targeted primary schools with PTR below 50:1	0.6			Undergoing Restructure

Annex 9: Parent Results Framework

S/ N	Indicator	Unit of Measure	Baseline 2019	Cumulative Target Values								Frequency	Additional comments
				2020		2021		2022	2023	2024	End target		
				Target	Actual	Target	Actual	Target	Target	Target			
PDO Indicators													
PDO Objective 1: Improve quality of education in low performing basic schools													
1	Indicator One: Increased percentage of targeted schools with teaching practices meeting inspection standards	Percentage		3.30%				10%	0%	25%	25%	Biennial	Baselined Established
2	Indicator Two: Students benefitting from direct interventions to enhance learning (CRI) (Disaggregated by gender)	Number	Total: 0	Total: 1,106,250	Total: 2,543,701	Total: 1,811,250		Total: 1,940,625	Total: 2,199,375	Total: 2,328,750	Total: 2,328,750	Annual	Project Beneficiaries for year 2020 updated. 2021 data yet to be collected
2a			Male: 0	Male: 573,125 (52%)	Male: 1,403,046 (55.15%)	Male: 904,625 (49.9%)		Male: 970,312 (50%)	Male: 1,099,687 (50%)	Male: 1,164,375 (50%)	Male: 1,164,375 (50%)		
2b			Female: 0	Female: 533,125 (48%)	Female: 1,140,655 (44.85%)	Female: 906,625 (50.1%)		Female: 970,313 (50%)	Female: 1,099,688 (50%)	Female: 1,164,375 (50%)	Female: 1,164,375 (50%)		
PDO Objective 2: Strengthened education sector equity													
3a	Indicator Three: Increased percentage of targeted KG schools with pupil trained teacher ratio below 50:1	Percentage	75%	78%		81%		84%	87%	90%	90%	Annual	Awaiting discussion on restructuring
3b	Indicator Three: Increased percentage of targeted primary schools with pupil trained teacher ratio below 50:1	Percentage	75%	78%		81%		84%	87%	90%	90%	Annual	Awaiting discussion on restructuring

S/ N	Indicator	Unit of Measure	Baseline 2019	Cumulative Target Values								Frequency	Additional comments
				2020		2021		2022	2023	2024	End target		
				Target	Actual	Target	Actual	Target	Target	Target			
PDO Objective 3: Strengthened education sector accountability													
4	Indicator Four: Increased number of schools using accountability dashboard data during cluster level meetings	Number	0	0		5,000		8,000	12,000	15,000	15,000	Annual	Discussion on dashboard ongoing
Intermediate Results Indicators by Components													
Intermediate Results Indicators - Component 1: Strengthen teaching and learning through support and resources for teachers													
5	Teachers recruited or trained (CRI)	Number	Total: 0	Total: 36,000	Total: 72,896	Total: 60,000		Total: 65,000	Total: 70,000	Total: 76,000	Total: 76,000	Annual	In 2020, Teachers,,SISOs, and DTST personnel were trained on cluster bases. Under Covid-19 accelerated funding 40,042 teachers have been trained in digital literacy. This has been facilitated by the one teacher one laptop programme by the Government
5a			Female: 0	Female:	Female: 29,917	Female:		Female:	Female:	Female: 35,000	Female: 35,000		
5b			No. of teachers trained: 0	No. of teachers trained: 36,000	No. of teachers trained:	No. of teachers trained: 60,000		No. of teachers trained: 65,000	No. of teachers trained: 70,000	No. of teachers trained: 76,000	No. of teachers trained: 76,000		
5c			No of teachers recruited :	No of teachers recruited: 0	No of teachers recruited:	No of teachers recruited:		No of teachers recruited:	No of teachers recruited:	No of teachers recruited: 0	No of teachers recruited: 0		
6	Share of targeted schools using targeted instruction TLMs	Percentage	0	0	0	50%		70%	80%	100%	100%	Annual	Activity yet to be carried out
Intermediate Results Indicators - Component 2: Strengthen school support, management and resourcing													

S/ N	Indicator	Unit of Measure	Baseline 2019	Cumulative Target Values								Frequency	Additional comments
				2020		2021		2022	2023	2024	End target		
				Target	Actual	Target	Actual	Target	Target	Target			
7	Number of targeted schools utilizing at least 80% of learning grant	Number	0	0	0	7,000		7,500	8,500	9,000	9,000	Annual	Scheduled to be updated by June, 2022
8	Number of targeted schools with continuous coaching and mentoring support	Number	0	0	0	5,000		7,000	8,000	10,000	10,000	Annual	Scheduled to be updated by June, 2022
Intermediate Results Indicators - Component 3: Strengthen accountability systems for learning													
9	Survey on beneficiary satisfaction conducted	Yes/No	No	No	No	No		Yes	No	Yes	Yes	Biennial	Activity will be due in 2022
10	Number of schools with SMC member attending cluster level meeting to discuss accountability dashboard data	Number	0	0	0	2,000		5,000	8,000	10,000	10,000	Annual	Scheduled to be updated by June, 2022
11	Percentage decrease from baseline in national teacher absenteeism rate	Percentage	0	0	23%			10%	20%	30%	30%	Annual	Based line established
12	Percentage increase from baseline in national student attendance rate	Percentage	0	0	0	0		15%	20%	25%	25%	Annual	Scheduled to be updated in 2022

S/ N	Indicator	Unit of Measure	Baseline 2019	Cumulative Target Values								Frequency	Additional comments
				2020		2021		2022	2023	2024	End target		
				Target	Actual	Target	Actual	Target	Target	Target			
13	Timely disbursement of capitation grants	Yes/No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Annual	Capitation grant for 1st and 2nd term has been disbursed to the schools.
Intermediate Results Indicators - Component 4: Technical assistance, institutional strengthening, monitoring, and research													
14	Number of research projects undertaken to support improved quality of education (cumulative)	Number	0	0	0	1	2	2	3	4	4	Annual	National Education Week (NEW) Evidence day

Annex 10: COVID-19 Results Framework

S/N	Indicator	Unit of Measure	Baseline 2019	Cumulative Target Values				Frequency	Data Source/ Methodology	Remarks
				2020		2021				
				Target	Actual	End Target	Actual			
Intermediate Results Indicators - Component 5: Support the national COVID-19 response for continued learning, recovery and resilience in basic education										
21	Number of lesson modules developed for radio, TV or online dissemination for basic education (disaggregated by grade and subject)	Number	0	50	1,641	100		Annual	GhLA Digital Library/Learning Management System Integrated digital literacy course	
22	Number of children (and % of children in the relevant age-group in the program area) supported with distance or homebased learning (disaggregated by gender and children with disabilities)	Number	0	2,000,000	Total= 4,446,000 Boys= 2,245,230 Girls= 2,200,770	3,500,000		Annual	Based on materials developed and distributed under sub-component 5.1	Lessons for grades KG1 to JHS3 were broadcasted nationally on radio and television. Over 60 percent of households in Ghana have access to a TV and 57 percent have access to a radio (MICS, 2018). We use the lower bound (57%) to estimate the result. In addition, 2.9 million sets/packages of printed learning materials were distributed to students across the country. Included in the sets/packages were the following: KG1 and KG2: (Literacy, Numeracy and Reading materials); P1, P2 and P3 (English,

S/N	Indicator	Unit of Measure	Baseline 2019	Cumulative Target Values				Frequency	Data Source/ Methodology	Remarks
				2020		2021				
				Target	Actual	End Target	Actual			
Intermediate Results Indicators - Component 5: Support the national COVID-19 response for continued learning, recovery and resilience in basic education										
										Mathematics, Science and Reading materials). The gender disaggregation is based on EMIS data in 2020 which indicates the proportion of girls as 49.5 percent and boys as 50.5 percent.
23	Number of teachers trained in using distance learning methods (disaggregated by gender) (cumulative)	Number	0	20,000	Total = 70,607 Male: 41,519 Female: 29,088	40,000		Annual	Integrated digital literacy course	Training modules have been developed and uploaded on the Learning Management System. Training of all 283,008 public basic school teachers is scheduled to commence in September 2021. (this will include 46,895 KG teachers; 125,094 primary teachers; and 111,019 JHS or lower secondary teachers). The end target of 40,000 teachers will need to be revised upward to about 110,607 based on the scheduled number of teachers to be trained by end

S/N	Indicator	Unit of Measure	Baseline 2019	Cumulative Target Values				Frequency	Data Source/ Methodology	Remarks
				2020		2021				
				Target	Actual	End Target	Actual			
Intermediate Results Indicators - Component 5: Support the national COVID-19 response for continued learning, recovery and resilience in basic education										
										December 2021 (representing ~40% of total teachers).
24	Number of teachers (and % of teachers in program area) trained to provide accelerated programs to mitigate loss of learning during school closure (disaggregated by gender)	Number	0	20,000	Total = 70,607 Male: 41,519 Female: 29,088	40,000		Annual	Data from the online teacher training platform	Public primary trained school teachers covering grades P1 to P6:
25	Percentage of children previously enrolled who return to school once schools reopen (disaggregated by gender and children with disabilities)	Percentage	0	0.8	100% Total = 5,806,803 Boys: 2,932,436 Girls: 2,874,367	0.8		Annual	EMIS/ Attendance data	The number of children returned to school is estimated as the total enrollment in public basic education schools based on data used to disburse capitation grants.
26	Number of children in targeted schools provided access to functional hand washing facilities (cumulative)	Number	0	750,000	Total = 5,806,803 Boys: 2,932,436 Girls: 2,874,367	Total = 1,500,000 Boys: 757,500 Girls: 742,500		Annual	EMIS WASH data	Hand-washing facilities including veronica buckets, soap and hand sanitizer was distributed to 41,423 KG1 to JHS3 schools across schools. The number of children reached is estimated as the total enrollment in these schools based on data used to disburse capitation grants. The gender disaggregation is

S/N	Indicator	Unit of Measure	Baseline 2019	Cumulative Target Values				Frequency	Data Source/ Methodology	Remarks
				2020		2021				
				Target	Actual	End Target	Actual			
Intermediate Results Indicators - Component 5: Support the national COVID-19 response for continued learning, recovery and resilience in basic education										
										based on EMIS data in 2020 which indicates the proportion of girls as 49.5 percent and boys as 50.5 percent.
27	Percentage of teachers who return to school once reopen (disaggregated by gender)	Percentage	0	0.85	1	0.85		Annual	Teacher records (EMIS)/ school level attendance data/GES HR database	No comment.
28	Number of children (and % of children in the relevant age-group in the program area) provided access to programs and sensitization campaigns that aim at minimizing the negative impacts of school closure like psychological impacts, gender-based violence, and issues related to unequal social norms (disaggregated by gender and children with disabilities)	Number/ Percentage	0	35% (2,000,000)	Total = 5,806,803 Boys: 2,932,436 Girls: 2,874,367	60% (3,500,000)		Annual	Secondary data	A national radio program was launched in collaboration with the Ministry of Health. Further, guidance and counselling training sessions were held with all regional and district directors with cascading trainings to communities. This result is based on the assuming that all students returning to school have been reached by the sensitization campaign. Total students include KG, Primary and JHS. An additional 7,070 children from Special Schools for children with severe disability is also

S/N	Indicator	Unit of Measure	Baseline 2019	Cumulative Target Values				Frequency	Data Source/ Methodology	Remarks
				2020		2021				
				Target	Actual	End Target	Actual			
Intermediate Results Indicators - Component 5: Support the national COVID-19 response for continued learning, recovery and resilience in basic education										
										reported on. Children with mild disability are already included in the total beneficiaries as they are integrated into mainstream schools.
29	Establishment of functional Learning Management System	(Yes/No)	No	No	YES	Yes		Annual	Learning Management System	No comment.
30	Government policy on Technology Use in Schools and Bring Your Own Device reviewed and endorsed	(Yes/No)	No	No	No	Yes		Annual	Memo and minutes of meeting endorsing policy document	
31	Number of children whose learning was assessed to evaluate loss of learning during school closure (disaggregated by gender and children with disabilities)	Number	0	500,000	Total = 5,806,803 Boys: 2,932,436 Girls: 2,874,367			Annual	NaCCA and school-based sample assessment	All students were assessed through classroom observations based on the Recovery Learning Directive issued by the Director General of the Ministry. The end target of 500,000 students assessed will need to be revised upward to about 5.8 million based on the total number of students (representing 100% of total students at basic level).