



Project Information Document (PID)

Appraisal Stage | May 24, 2020



BASIC INFORMATION

A. Basic Project Data

Country Ghana	Project ID P173282	Project Name Ghana Accountability for Learning Outcomes Project (GALOP) Additional Financing	Parent Project ID (if any) P165557
Region AFRICA	Estimated Appraisal Date April	Estimated Board Date June 11, 2020	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) Ministry of Finance	Implementing Agency Ministry of Education	

Proposed Development Objective(s)

To improve the quality of education in low performing basic education schools and strengthen education sector equity and accountability in Ghana.

Components

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

Component 2: Strengthen school support, management and resourcing

Component 3: Strengthen accountability systems for learning

Component 4: Technical Assistance, institutional strengthening, monitoring, and research

Component 5: Supporting the COVID-19 Coordinated Education Response Plan for Ghana for continued learning, recovery and resilience in basic education

PROJECT FINANCING DATA (US\$, Millions)

SUMMARY

Total Project Cost	44.80
Total Financing	44.80
of which IBRD/IDA	0.00
Financing Gap	0.00



DETAILS

Non-World Bank Group Financing

Counterpart Funding	4.50
Borrower/Recipient	4.50
Trust Funds	40.30
EFA-FTI Education Program Development Fund	14.80
Global Partnership on Output-based Aid	25.50

Environmental and Social Risk Classification Moderate

Decision

This classification is based on the potential environment and social risks and impacts of the project and the capacity of the MOE/GES to manage the risks.

B. Introduction and Context

Country Context

- The Republic of Ghana is a lower middle-income country (LMIC) located in West Africa** that covers approximately 240,000 square kilometers and is bordered by Burkina Faso, Togo, Cote d’Ivoire and the Atlantic Ocean. Ghana is divided into 16 administrative regions. It is a multiparty parliamentary democracy with national elections held every four years. Its population is approximately 30 million, of which 40 percent are below 14 years. The population growth rate is 2.2 percent and overall literacy is almost 80 percent, with large regional variation.
- Ghana’s Gross Domestic Product (GDP) growth has been robust albeit strongly linked to oil and gas production and prices.** However, the growth rate has been further affected by the COVID-19 pandemic and the growth outlook for 2020 has significantly changed. Between 2008 and 2012, Ghana’s growth rate averaged approximately 9 percent per year, peaking in 2011 when it was the second highest in the world at 14.4 percent. In 2017, GDP growth recovered and reached 8.1 percent, and 2019 growth was estimated at 6.7 percent.¹ In April 2019, Ghana successfully completed the Extended Credit Facility-supported program with the International Monetary Fund. However, owing to the COVID-19 outbreak and subsequent control measures, GDP growth is now estimated to reduce to 1.5 percent with a partial lockdown. The overall fiscal balance was expected to remain contained guided by the new fiscal rule capping the budget deficit at 5 percent of GDP, which is critical to curbing public expenditure in the run up to elections. However, as a result of the COVID-19 crisis and impact of control measures the fiscal deficit is estimated to increase from 4.7 percent to 7.8 percent. Inflation, which was over 13 percent in January 2017, dropped significantly to 9.26 percent in 2019. In terms of sector contribution to the GDP, Ghana’s services sector makes up 54 percent of GDP, while industry accounts for 26

¹ World Bank. April 2019. 4th Ghana Economic Update: Enhancing Financial Inclusion.



percent and agriculture for 20 percent.²

3. **Ghana has made substantial progress in reducing poverty over the years. However, the pace of poverty reduction had progressively slowed.** In 1991, the poverty rate was 52.7 percent, but this was more than halved by 2012 when it reached 24.2 percent, allowing Ghana to achieve Millennium Development Goal (MDG) 1: *to eradicate extreme poverty and hunger*. However, the pace of poverty reduction had progressively slowed from 2 percent a year between 1991 and 1998, to 1.4 percent a year during 1998-2005 and 1.1 percent a year during 2005-2012. It dropped to 0.2 percent per year between 2012 and 2016 as sources of growth have shifted to the resource sector and wide regional disparities have persisted. Indeed, the incidence of poverty is estimated to have inched up from 13.3 percent in 2016 to 13.4 percent in 2019, driven by rising poverty in the poorest, predominantly agricultural regions with low access to electricity, roads, and markets. In addition, large regional disparities in levels of poverty and inequality persist. Although Ghana compares favorably on its poverty level to other lower middle-income countries (LMICs) in sub-Saharan Africa (SSA), the regional differences are substantial. In 2016, poverty rates ranged from 2 percent in Greater Accra to 71 percent in Upper West, while the Gini coefficient was 0.35 in Greater Accra and Eastern regions and 0.48 in Upper West. Since 2012 poverty rates increased in Upper East, Northern and Volta regions and Gini coefficients increased in Northern, Upper East and Brong Ahafo regions. In addition, 26 percent of the country's poor live in the Northern region.

4. **There are regional disparities in economic and social development, including access to education.** While southern regions tend to be more developed and urban, with higher levels of internet connectivity, Northern Ghana, consisting of the Northern, Upper East, Upper West regions and parts of Brong Ahafo Region (now Brong Ahafo, Bono East, and Ahafo regions), have some of the poorest and most deprived communities in the country. The 2014 Ghana Demographic and Housing Survey showed that the number of out of school children (OOSC) is also highly concentrated in the Northern (now Northern, Savannah, and North East regions) and Upper West regions of Ghana.³ Regional disparities are a result of variations in rural and urban development; economic migration; long distances to schools; lack of formal schools in some areas; limited adaptation to gender and disability needs; poverty; socio-cultural factors such as early marriage; GBV; barriers to pregnant and parenting students continuing education; child work; limited access to media and technology; and the opportunity cost of enrolling children in school. These gaps are likely to be exacerbated as a result of COVID 19-mandated school closures, since the northern parts of Ghana remain underprivileged in terms of economic and social development.

5. **According to the Human Capital Index⁴ (HCI) which measures the amount of human capital that a child born today can expect to attain by age 18, Ghana's productivity for the next generation of workers is suboptimal.** While there is still progress to be made on the health indicators, they are better than the Sub-Saharan African average, with 95 out of 100 children born in Ghana surviving to age 5, and 19 out of 100 children stunted. Seventy-six percent of 15-year-olds can be expected to survive until age 60. However, out of the average years of schooling in Ghana (11.6), the number of quality-adjusted learning years is just 5.7 – meaning that children are in school but not learning for nearly six years. Ghana's HCI at 0.44 means that a child born in

² Ministry of Education, Education Sector Analysis (ESA) 2018.

³ Crown Agents (2016): Updated Analysis of Out-of-school Children in Ghana with District- Level Summaries and Projections, CBE Management Unit, Accra; and Ghana Statistical Service (2015). Ghana demographic and health survey 2014: Key Indicators. Retrieved from http://www.statsghana.gov.gh/docfiles/DHS_Report/Ghana_DHS_2014-KIR-21_May_2015.pdf. In December 2018, Ghana's 10 regions were increased to 16 regions.

⁴ World Bank. 2018. <http://www.worldbank.org/en/publication/human-capital>



Ghana today can be expected to be 44 percent as productive when s/he grows up as s/he could have been if s/he had had complete education and full health.

Sectoral and Institutional Context

6. **Urgent action is required to support the implementation of the Government's COVID-19 Coordinated Education Response Plan.** Following the identification of COVID-19 cases in Ghana, the GoG introduced a lockdown on March 30, 2020 (followed by a partial lockdown on April 20, 2020). All schools, colleges and universities have remained closed since March 16, 2020.⁵ The school closure affects an estimated 9.2 million students in kindergarten (KG), primary, lower and upper secondary as well as, 0.5 million tertiary education students and 450,000 teachers in public and private institutions. The MoE and GES launched the *COVID-19 Coordinated Education Response Plan for Ghana* in April 2020 which has two parts. The first part of the Response Plan covers the education response during the COVID-19 outbreak including remote learning, psychosocial support and prevention of gender-based violence (GBV), teacher professional development, taking a coordinated approach, and improved communication initiatives. The second part of the Response Plan outlines post COVID-19 measures including a Back-to-School campaign; improved sanitation and safety in schools; cleaning and disinfecting schools; awareness-raising on hygiene and safety of schools; accelerated education, remedial and catch-up programs; and building a resilient education system that is future-ready. While the response plan mitigates immediate and short-term effects of the pandemic, the MoE has also put great focus on the recovery and resilience phase.

7. **The education sector response to COVID-19 has been gaining momentum; additional resources would strengthen this drive and provide a greater focus on equity.** The MoE has started to operationalize the Response Plan, which is also supported by the education sector Development Partners (DPs - see Annex 4 for ongoing COVID-19 response interventions supported by DPs). The MoE and GES have rolled out the iCampus, an online learning platform developed under the existing IDA-funded Secondary Education Improvement Project (SEIP - P145741) which provides access to learning resources to over one million senior high school (SHS) students. Lessons for SHS students are currently being broadcasted on Ghana Learning TV and radio. The GES has also developed digital content for kindergarten (KG) to junior high school (JHS) students which was launched on May 6, 2020. Focusing on digital technologies offers an opportunity for continued learning. However, accessing these requires having access to smartphones, tablets, computers or internet connectivity, as well as radios and TV. This could further drive disparities in learning as students in rural areas, from low income households, and other marginalized children and youth do not often have access to these devices. To improve access to the internet, the MoE and GES are partnering with two telecom companies (MTN Foundation and Vodafone Ghana) to provide digital content free of charge. The MoE and GES are also providing content over TV, radio, online, paper-based materials, and through SMS messaging using USSD codes. While approximately 60 percent of children in Ghana can be reached through TV or radio, an additional 500,000 children (or 10 percent of public basic education enrollment) who do not have access to TV, radio or other technologies, will be reached through the printing and distribution of teaching and learning materials. These approaches need to be strengthened to improve access for all children. Further targeted interventions will be required to ameliorate loss of learning and reach marginalized children once schools reopen as they are more likely to drop out of school after the pandemic.

⁵ The situation is expected to be reviewed at the end of May 2020 based on rate and severity of virus transmission, and the preparedness of schools and teachers, but no specific date has been set yet for school reopening.



8. **The shift to remote and digital education also raises concerns about teachers' preparedness to work with these technologies, especially in rural and poor districts.** Teacher education in 46 colleges of education for 32,000 student-teachers and 1,500 teacher educators continues on virtual platforms; however, stronger support to prepare teachers to facilitate remote and distance education needs to be integrated into pre-service training. This is even more critical for the approximately 450,000 teachers in public and private schools, many of whom would require more in-depth digital literacy skills to help them use new technologies in teaching.
9. **The COVID-19 pandemic is likely to disproportionately impact enrollment and retention rates of adolescent girls and children coming from disadvantaged backgrounds.** Though enrolment rates are high in Ghana, roughly 450,000 children aged 6-14 were estimated to be out of school as of 2016.⁶ The GoG sought to achieve universal primary education by 2015, but challenges in meeting this goal remain. There were an estimated 452,984 OOSC aged 6-14 years old in Ghana in 2016, predominantly girls.⁷ OOSC tend to be marginalized by poverty and disability. This number is likely to increase particularly for girls, children with disabilities, and those from low-income households, because of dropouts as a result of the prolonged COVID-19 pandemic, as evidenced from previous crises in other countries such as Sierra Leone during the Ebola crisis. Prolonged school closures in Sierra Leone during the Ebola outbreak led to a doubling of adolescent pregnancies and increased female dropout as girls then faced barriers to re-enrolling in school if they were visibly pregnant.
10. **Since 2012, the GES has worked with non-governmental organizations (NGOs) to reach OOSC with accelerated learning interventions through the Complementary Basic Education (CBE) Program.** The CBE Program, funded by the U.K. Department for International Development (DFID) and the U.S. Agency for International Development (USAID), operated from 2012 to 2020. The aim of the CBE program was to support access to education for 280,000 OOSC using service providers like NGOs and the GES district education offices (DEOs) as implementing partners. The CBE program was held for three hours a day at nearby schools or community facilities, and (a) reached children who had never been to school or who had dropped out; (b) required community engagement for the selection of local facilitators who use the local language for literacy, numeracy and life skills instruction; (c) taught children mostly for three hours in the afternoon (although with flexibility depending on community needs) to enable them to fit in education around household and farming chores; (d) equipped children with literacy, numeracy, and life skills over a period of nine months; and (e) supported children's transition into the closest public school to continue with their education, where most children were placed at the primary level, mainly P2 to P4.
11. **Beyond the focus on the number of OOSC and the expected increase in the number of OOSC due to the COVID-19 pandemic, there is also a high level of learning poverty observed in Ghana and it will also likely to increase as a result of COVID.** Results of the Early Grade Reading Assessment (EGRA) did not change between 2013 and 2015 and indicated that only 2 percent of P2 pupils were able to read at an appropriate grade level with 50 percent unable to recognize a single word. The 2015 Early Grade Mathematics Assessment (EGMA) found that higher-order mathematical concepts were a challenge with 75 percent of P2 pupils unable to answer a single conceptual knowledge subtask (i.e., word problem) correctly. The 2016 National Education Assessment (NEA) found that 30 percent and 50 percent of P4 pupils were below the minimum proficiency for English and Mathematics, respectively; at the P6 level, these figures were approximately 30 percent for both subjects. There were no significant improvements in the NEA results between 2016 and 2018. Poor learning outcomes are likely

⁶ Sabates, Ricardo. October 5, 2018. *Moving Beyond Aid in Education: The Case of the Complementary Basic Education Programme in Ghana*, accessed at https://www.riseprogram.org/blog/beyond_aid_accessed_on_April_25,_2019.

⁷ Updated Analysis of Out of School Children in Ghana, Crown Agents and Management Unit, 2016



to be exacerbated given the risk of learning discontinuity associated with the pandemic.

C. Proposed Development Objective(s)

Development Objective(s)

12. The Development Objective of the proposed AF is the same as that of the parent project – to improve the quality of education in low performing basic education schools and strengthen education sector equity and accountability in Ghana. There are no changes to the PDO-level indicators.

Key Results

13. Progress toward meeting the PDO would be measured through the following key outcome indicators:
- i. Increased percentage of targeted schools with teaching practices meeting inspection standards;
 - ii. Students benefitting from direct interventions to enhance learning (of which female);
 - iii. Increased percentage of targeted KG and primary schools with pupil trained teacher ratio below 50:1; and
 - iv. Increased number of schools using accountability dashboard data during cluster level meetings.

D. Project Description

14. **Proposed total project costs and financing.** The GALOP will be implemented over a five-year period (2020-2024) with financing from an International Development Assistance (IDA) credit of US\$150 million and a Global Partnerships for Education (GPE) grant of US\$24.4 million. The proposed AF would be supported by a US\$15.0 million grant from the GPE emergency COVID-19 Accelerated Funding Window, US\$25.5 million grant from a Global Partnership for Results-Based Approaches (GPRBA) financed by DFID and US\$4.5 million financed by the GoG. An additional US\$500,000 from the GPE ESPIG and US\$200,00 from the GPE emergency COVID-19 Accelerated Funding Window will be allocated as the supervision fee. This would bring the total project financing to US\$218.7 million.

15. The original parent project includes four components:
- a. Component 1: Strengthen teaching and learning through support and resources for teachers;
 - b. Component 2: Strengthen school support, management and resourcing;
 - c. Component 3: Strengthen accountability systems for learning; and
 - d. Component 4: Institutional strengthening, technical assistance, monitoring and research.

16. The proposed GALOP AF aims to strengthen the overall development impact of the parent project through introduction of several changes to the original project as described below:

17. **Proposed new Sub-component 2.4: Strengthening support for schools and OOSC through Education Outcomes Funding (EOF) (Estimated project financing: US\$25 million, of which GPRBA grant is US\$21.25 million and GoG financing is US\$3.75 million).** The proposed Sub-component would support: (a) re-integration of OOSC, by building on the success of the CBE program and expanding it to strongly incentivize enrolment, learning and retention in school; and (b) improved learning in mainstream schools into which the OOSC are placed, targeting literacy and numeracy at the end of P2 and P4. The sub-component would implement an EOF mechanism where the MoE would identify service providers to deliver quality education to OOSC and integrate them in mainstream schools. As many service providers may require additional capital to finance the



investment, the MoE would identify social investors to provide the upfront capital to service providers. The MoE would then pay for eligible project expenditures made by the investors/providers contingent on the achievement of previously agreed results and based on expenditure reports including an agreed margin (based on the funding formula). Service providers would have the autonomy to pursue a range of approaches to achieve greater impact and will have the flexibility of dynamic performance management. Results would be rigorously measured by an independent verification agency to identify learning gains attributable to each service provider. The pricing for outcomes would be elaborated in the PIM.

18. **This sub-component will be an additional mechanism to support the GoG's efforts at integrating distance education and education technology approaches into the school system including support for OOSC.** Service providers will be expected to propose initiatives that ensure that learners continue to receive tuition during school closures arising as a response to the COVID-19 pandemic. In addition, their initiatives would include approaches for education technology/distance education modes to be integrated to the ongoing school instruction. Education technology should be used as an enabler of learning throughout the project cycle and not just an add on and focus will be on the use of appropriate and sustainable technology. The Request for Proposals (RfPs) will include best practices in education technology and distance education from low tech to high tech solutions. In addition, providers will be expected to suggest ways they can support the COVID-19 Coordinated Education Response Plan and their added value to ensure improved learning gains during the pandemic.

19. **Sub-component 2.4 would target an estimated 75,000 OOSC and the proposed interventions would be implemented in approximately 22 districts which have the highest proportion of OOSC.** Within these districts, about 715 catchment areas will be selected in the vicinity of GALOP beneficiary schools⁸. Districts will be grouped into seven contracting lots (of approximately 100 schools each) by geography and majority-language status to improve operational efficiency for service providers. In addition, approximately 120,000 students already enrolled in selected GALOP-beneficiary schools will benefit from strengthened interventions supported by service providers. Approximately 50 percent of the GALOP beneficiary schools in the 22 districts will form the control group for Sub-component 2.4, to allow for a rigorous evaluation of the impact of the EOF and specific service provider interventions. The AF further strengthens gender equity through differential pricing with the payment formula which includes a 1.2x multiplier⁹ on all girls' outcomes to encourage social investors and service providers to get more girls to benefit under the project.

20. **The AF will have additional focus on urban OOSC in Greater Accra and Kumasi Metropolitan districts and is expected to reach approximately 10,000 OOSC through one of the seven contracting lots (with approximately 100 school/skills training catchment areas).** The project recognizes that the barriers to access and retention in urban areas may be very different from those in rural areas and sees this as an opportunity to test and adapt the model to meet the needs of urban OOSC. While not prescriptive or exhaustive, possible interventions could include accelerated learning, provision of creche facilities for adolescent girls with children, skills development programs and linkages with the Council of Technical, Vocational and Education Training (COTVET), school feeding, basic health provisions, psychosocial support, conditional grants and transfers, and

⁸ Sub-components 2.1 – 2.3 under GALOP target approximately 10,000 or about one-half of all public basic education schools. Schools were ranked based on a deprivation index constructed as a weighted average of four indicators (Basic Education Certificate Examination (BECE) raw scores, percentage of trained teachers, average class size and district level poverty headcount) and the most disadvantaged 10,000 schools have been selected for targeted interventions under GALOP. These schools cover all 260 districts in all 16 regions of Ghana.

⁹ This implies that the outcomes for girls are rewarded at a rate 20 percent higher than that for boys.



sensitization of formal schools (including technical vocational training centers) into which urban OOSC will be placed. Activities could be built on existing interventions supported by NGOs like Catholic Action for Street Children (CAS), Street Girls Aid, Chance for Children and Chance for Childhood.

21. **Proposed additional Performance Based Conditions under Component 2.** The release of IDA and GPE funds under Component 2 of the parent project GALOP are linked to PBC 2: Strengthened school support for learning in targeted schools. The release of funds from the proposed AF under Sub-component 2.4 will be linked to a proposed PBC (i.e., PBC 6: Strengthened support to schools and OOSC through education outcomes funding). It will cover two PBCs – one on outcomes for OOSC and the other on outcomes in mainstream beneficiary schools. The PBCs will be mapped to the payment formula against which investors or providers will be paid..

22. **Increased financing for Component 4: Technical assistance, institutional strengthening, monitoring, and research (Estimated project financing: US\$18.9 million, of which IDA credit is US\$8 million, GPE ESPIG is US\$5.9 million, GPRBA grant is US\$4.25 million and GoG financing is US\$0.75 million).** Financing to Component 4 will be increased by US\$5 million from US\$13.9 million to US\$18.9 million to support implementation and management of the AF. The AF will finance technical assistance for monitoring and evaluation, including independent verification of the results, spot checks of assessment and analysis of results-based payments. This component would support TA to undertake the impact evaluation, including evaluation design and design of learning outcomes assessment¹⁰ (aligned with NSATs). The proposed AF will also finance TA to provide implementation support and government capacity building in outcomes funding, including mobilization of investors and providers, drafting of key legal documents, and regulation and oversight of service providers.

23. **Proposed new Component 5: Supporting the COVID-19 Coordinated Education Response Plan for Ghana for continued learning, recovery and resilience in basic education (Estimated project financing: US\$14.8 million¹¹).** The proposed component would: (a) strengthen remote education service delivery; (b) support safe school re-opening and re-entry; and (c) strengthen management for education sector resilience. The proposed component would also support government policy reform around the use of digital devices in basic education schools.

24. **Proposed new sub-component 5.1: Strengthening remote education service delivery (Estimated project financing: US\$6.7 million).** The proposed sub-component would support: (a) content development, curation and delivery; and (b) in-service teacher training. Content reform would include the development and deployment of accessible and inclusive tutorials through television and radio (including subtitles, sign language, captions); establishment of an online and offline (toll-free helpdesk) for teacher and student remote assistance; deployment of pre-loaded content devices (targeted at approximately 10,000 students with special education needs); and uploading of all education content on an enhanced Digital Library linked to an online Learning

¹⁰ The National Assessment Framework developed under the parent project will include provisions for the assessment of OOSC based on the assessments used in the CBE program and adapted EGRA/EGMA tools; special provisions will be made for the assessment of children with disabilities both in the OOS program and the mainstream schools; assessment of students in the mainstream schools will done using the national standardized assessment tests (NSATs) being developed and operationalized under the parent project.

¹¹ Total GPE emergency COVID-19 Accelerated Funding Window grant amount is US\$15.0 million including US\$200,000 which goes to the Supervising Entity (WB) for supervision. The Grant that goes to support components under the GALOP AF is US\$14.8 million.



Management System (LMS)¹² developed under the AF. The development of content for delivery through radio will be aligned with ongoing interventions supported by UNICEF and USAID.

25. In-service teacher training would be supported to improve teacher capacity in digital literacy and the delivery of lessons through innovative platforms. This would incorporate training on facilitation of remote and distance learning; online and innovative tools including Zoom, WhatsApp, SMS, TV and radio; use of smart devices in on-line learning platforms; remote student assessment; and the LMS and Knowledge and Skills Bank. These would be supplemented by training on inclusion, accessibility and safeguarding during school closures. Teachers would also be trained to support crisis management, health, psychosocial wellbeing and child wellbeing in response to the COVID-19 pandemic. Further, teachers would be trained to rapidly assess student learning and deliver remedial and accelerated learning for when schools reopen to respond learning losses resulting from school closures. Female teachers are likely to take up a larger share of household responsibilities during the lockdown. This sub-component will support their participation in the teacher training program through targeted communication. This sub-component would target all basic education teachers, in both public and private schools and develop educational content for all grades from KG to Junior High School 3 (JHS3).

26. **Proposed new sub-component 5.2: Support to safe school reopening and reentry (Estimated project financing: US\$4.1 million).** This sub-component would include: (a) support to WASH interventions; (b) a public awareness and communications campaign for school safe reopening and reentry; and (c) remedial and accelerated learning program targeting poor performing students. The sub-component would support a situational analysis of WASH facilities in schools using EMIS and other data; sanitization of schools once they reopen, especially those school facilities used as isolation or emergency response centers; provision of additional hand washing facilities (e.g. Veronica buckets, soap) or latrines in 10,000 basic education schools by supplementing school grants; minor rehabilitation of WASH facilities and provision of boreholes in select schools (up to 100 schools) identified through the WASH situational analysis. The situational analysis conducted under this sub-component, will ensure that the WASH interventions will be aligned with ongoing support from EDPs as well as the Ministry of Health and Ghana Health Service to ensure that these interventions are not duplicated and reach all basic education schools.

27. A public awareness and communications campaign would be conducted on public health and safety with regards to the COVID-19 pandemic targeting students currently out of school. The awareness campaign would also engage communities on safeguards against gender-based violence and adolescent pregnancy during the intermittent school closures, and provide psychosocial support for students, parents and communities. Once schools reopen, an enrolment drive or back to school campaign would be undertaken, with emphasis on preventing dropout of girls, children with disabilities and children from low-income households. All communications will be designed in a way that are child-friendly, accessible to persons with low literacy, persons with disabilities, people in rural remote areas, and people who do not have access to technology.

28. When schools reopen, it is likely that there will be a need to address the learning gap created or exacerbated during the shutdown. Although the MoE and GES are putting in place substantial distance learning interventions, slower learning progress is expected to happen during the closure of schools and disadvantaged students (including girls, the poorest, those with disabilities, children in rural remote areas, and who lack access

¹² All online educational content will be zero-rated meaning that users access it for free and will not be charged in data, phone or internet bills for accessing a website or mobile application. For improved uptake of this content, zero-rating will be clearly communicated to users through the TV, radio and online programming as well as through the communications campaign supported under sub-component 5.2.



to technology) are likely to fall further behind. As such, this sub-component would provide remedial and accelerated learning support for at-risk and poor performing students once schools reopen. The MoE and GES piloted a remedial education program with support from UNICEF which is being rolled out to 10,000 schools (approximately half of all public basic education schools) under GALOP. This sub-component would support the rollout of remedial education in an additional 5,000 schools. The remaining approximately 5,000 schools will be reached through MoE support. At-risk and poor performing students will be identified through a national census assessment at the P4 level and school-level assessments at other grade levels.

29. **Proposed new Sub-component 5.3: Strengthening management for education sector resilience (Estimated project financing: US\$4.0 million).** This sub-component would (a) support the development of the first phase of an LMS; (b) establish the framework for and about 30 percent of curated lessons for the proposed National Knowledge and Skills Bank; and (c) align policy reforms around technology use in schools to facilitate teaching and learning. Interventions under Sub-component 5.3 will be implemented systemwide and will benefit both public and low cost private basic education schools. It will support education sector resilience to future shocks by building the digital infrastructure to support continuity of learning and an enabling policy environment. The GES in coordination with the GhLA would acquire, adopt and establish a robust state-of-the-art LMS (supported by a mobile application) to enable teachers to create supplementary content and deliver online instruction; enable online capacity development and collaboration through Professional Learning Communities; enable remote student assessment, monitoring and tracking; and engage parents and communities in student learning. The LMS would also have offline functionality which will bolster its robustness in response to future remote learning or crises scenarios. Data from the LMS would be used to monitor teaching activity and student outcomes and provide rapid feedback loops for continuous improvement of education service delivery. The first phase of the LMS would be to build a platform that is tailored to the curriculum needs of Ghana while the GoG will support the subsequent phases of other technical assistance and the recurrent cloud hosting cost.

30. The National Knowledge and Skills Bank would enable the curation of all education content linked to the new curriculum (including e-textbooks, interactive lessons, video lessons and audio content). All uploaded content will have test-to-speech functionalities to enable utilization by students with disabilities. It would further allow for the aggregation of third-party education content through the GhLA and provide curated and approved audio content accessible through toll free calls and USSD short codes playback. National and school biodata would be strengthened to link them to the LMS and the National Knowledge and Skills Bank. This sub-component would also support capacity building for CENDLOS and GhLA to adapt, curate and develop learning content and teacher training materials. The Knowledge and Skills Bank will be funded in phases over a period of 24 to 36 months. This sub-component would finance the initial set up and acquiring of about 30% of the curated content from third party content developers. The MoE, GES, GhLA, and NaCCA are also working to digitize the national curriculum which will also be hosted in the Knowledge and Skills Bank.

31. The LMS and the National Knowledge and Skills Bank are critical to building resilience in the medium term against a resurgence of the pandemic or other shocks. It allows for the MoE to quickly deploy learning content that has been curated for remote and distance learning (TV, radio and online programming) that can reach approximately 70 percent of children. It will also allow for continued interaction between teachers and students (albeit limited by internet connectivity). This will be part of the Government's National Digital Literacy Program with support from the national budget, which will bridge the gap in the supply of devices to teachers and students over time.



32. While the MoE and GES are undertaking substantial interventions to deliver distance and remote education using innovative technologies, there is a need to align education policies to ensure an enabling policy environment and sustainability of these interventions. This sub-component would support (a) the review of the draft GES Policies on Technology Use in Schools, Data and Child Protection Policy, Bring Your Own Device Policy, and Policy on Digital Intelligence and Digital Quotient for staff and students; (b) the implementation of a rapid survey on teacher and student accessibility to internet and digital technology; and (c) the development of an operational plan to expand internet connectivity to all basic education schools and coordinate with telecommunications companies to zero rate educational materials, including access to the LMS and the National Knowledge and Skills Bank. The activities of this sub-component will be closely aligned with the Government-funded National Digital Literacy Project, which would supply equipment to teachers and studies.

33. **Proposed additional PBC under Component 5.** The release of grant funding from the GPE COVID-19 Accelerated Funding Window Component 5 are linked to PBC 7: Strengthened support for continuity of learning, recovery and resilience in basic education. Funds will be disbursed against key results within the time frame of 20 months from the grant’s effectiveness.

Legal Operational Policies

	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No

Summary of Assessment of Environmental and Social Risks and Impacts

34. The Environmental Risk Rating is moderate. Key environmental risks and impacts relate to noise, dust, waste and general health and safety of workers, neighboring communities, students, and teaching staff as a result of the minor rehabilitation works and provisioning of WASH facilities at schools. These risks will be site specific, limited to existing school compounds and immediate surroundings and can easily be managed through the implementation of cost-effective mitigation measures. Noise and dust could emanate from the carpentry, masonry and earth works and impacts will be local and short-term. Mitigation of noise and dust could be through proper scheduling of construction works during school vacations or off school hours to limit impacts on learning, children and other persons in the schools. Impacts associated with waste generation include unsightly scenery at schools, OOSC centers and neighboring communities; proliferation of pest including disease-borne vectors; odor etc. These impacts could be mitigated through the preparation and implementation of a Waste Management Plan with measures such as the provision of appropriate waste bins and disposal of waste at approved dump sites.

35. The social risk rating is Moderate. Potential social risks and impacts relate to issues of land boundary disputes or impact on livelihoods due to potential minor civil works, Sexual Exploitation and Abuse/Sexual Harassment (SEA/SH), grievances, inclusion, disability, and social conflict. The AF approach to the OOSC program allows social investors and service providers (potentially financial institutions and NGOs) the flexibility and autonomy to pursue context-specific interventions to reach OOSC with the most effective and appropriate



interventions. At this stage of Project preparation, the social investors/service providers and the specific activities they will undertake are not known. It is also uncertain whether they will have adequate capacity to implement the sub-component 2.4 in line with the Bank's E&S Standards. The client's E&S specialists will adequately screen sub-project activities to identify the potential social risks and impacts and prepare the required E&S instruments prior to commencing the activities.

36. Other potential social risks include social exclusion (for example of girls, children with disabilities and marginalized children from OOSC programs); impacts of school crowding; bullying, harassment and violence among students and between teachers and students; SEA/SH issues among and between students and teachers; distance from home to school or OOSC centers and inaccessible school and OOSC facilities by girls and children with disabilities. Further, the project social risks may include some schools and service providers charging unapproved fees despite the government declaration of free education for basic schools and OOSC programs.

37. The client has updated the GALOP SEP and disclosed together with the ESCP. The client will revise and redisclose the GALOP ESMF and RPF within 30 days after Project effectiveness to address E&S issues related to the AF (including disinfection of schools against COVID-19). The client at the early stage of implementation will prepare a SEA/SH Action Plan inclusive of Codes of Conduct for teachers of service providers and contractor workers; training and awareness raising on SEA/SH prevention; and training of staff of the Guidance and Counselling Unit of GES and female guidance counsellors, teachers or PTA members to provide basic psychosocial support and referral to services. During implementation, the client will prepare a Pest Management Plan (PMP) if it becomes necessary to use pesticides to fumigate the schools. The Environmental and Social Commitment Plan (ESCP) prepared for the AF has outlined the client's commitments to screen all sub-projects further during implementation and prepare associated instruments e.g. Environmental and Social Impact Assessment (ESIA), Environmental and Social Management Plans (ESMP), Waste Management Plan, Resettlement Action Plan (RAP), Livelihood Restoration Plans etc. as may be required.

E. Implementation

Institutional and Implementation Arrangements

39. Similar to the parent project, the implementation of the proposed AF will be mainstreamed in the MoE and the GES. The Project Technical Team (PTT) under the parent GALOP and comprising representation from Ministry of Finance (MOF), MoE, GES, National Council for Curriculum and Assessment (NaCCA), National Teaching Council (NTC), and National Inspectorate Board (NIB) will be expanded to include representatives from the Partnerships and Affiliations Directorate in GES and the Non-Formal Education Division (NFED).¹³ The COVID-19 response technical team will be established with representation from MoE, GES, CENDLOS, GhLA, NTC and the Reform Secretariat and will report to the PTT. The team will be supported by a dedicated operations team comprised of seconded officers from GES. The GhLA and CENDLOS are critical to the delivery of remote and distance education and capacity building for teachers to support the transition to digital education. Where necessary, the project will support capacity development of these agencies to adapt, produce and curate digital content and training materials for teachers. Support will also be provided to integrate teacher training with the NTC portal of points-based continuous professional development. For Sub-component 2.4, An EOF Technical Team comprising 3 or more dedicated staff will be established drawing from GES and NFED and will report to the PTT. Technical Assistance for implementation support and capacity building for the AF will be provided

¹³ Bill is being processed to transform the Non-Formal Education Division (NFED) to the Complementary Education Agency (CEA).



to the EOF Technical Team, including support to strengthen the Complementary Education Agency (CEA) to implement interventions for OOSC. An annex will be added to the PIM for the proposed AF which will clarify the roles of implementing institutions and agencies and supporting TA.

40. The PTT will implement the project under the direction of a Project Oversight Committee (POC) made up of the key management of the MoE and GES, chaired by the Minister of Education comprising deputy ministers, chief director, director general, and deputy director generals of GES. The POC will provide oversight for the entire project and will meet at least twice a year (bi-annually) to ensure speedy and effective implementation. The Project Coordinator/Technical team leader's role will expand to cover the proposed GALOP AF; he/she will liaise with management on approval of agreed activities for speedy implementation

41. Under Sub-component 2.4, DEOs led by District Directors, and dedicated district GES and NFED/CEA staff will supervise service providers and/or social investors. Procurement activities will be led by the Director of Procurement in MoE in collaboration with GES and CEA Procurement. Financial management will be led by MoE Director of Finance with support from qualified and skilled Accountants within the Ministry. Safeguards will be led by the Safeguards team established under SEIP and extended to GALOP, supported by the Director Pre-Tertiary, GES Girls Education Unit, Special Education Directorate, SHEP coordinator, and Guidance & Counselling Unit. The project will explore recruitment of additional consultants to support safeguards team currently working on all education sector projects. In addition, the social investors and/or the service providers will be required to include safeguard personnel in their team and meet requirements of the MoE Safe Schools Policy, and World Bank policies and standards for safeguarding children and vulnerable adults. Capacity building in FM, Procurement and Safeguards for NFED/CEA will be supported by the proposed AF.

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APPROVAL

Approved By

Country Director:	Pierre Frank Laporte	{Date of clearance/approval}
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