

Progress in Achieving Outputs as of the End of Year 3 (Aug. 2016)

Output 1: Increased access to CBE programmes for Out of School Children (OOSC)

Indicator 1.1: *Number of OOSC with access to CBE* - The programme has provided access to CBE to 156,713 OOSC over the four-year period (2012/2013-2015/16) comprising 80,895 (51.12%) boys and 75,818 (48.38%) girls. This exceeds the enrolment target of 140,000 envisaged under the programme logframe but falls slightly below the female target of 50% by 1.62%. For the 2015/2016 cycle, a total of 52,823 children, comprising 26,285 (49.76%) girls were provided access to CBE, with the programme almost responding to the target of at least 50% females.

Indicator 1.2: *Percentage of OOSC who complete CBE programme* -The majority, 51,169 (96.87%), of the 52,823 children enrolled and 25,525(97.08%) of the 26,285 girls enrolled completed the programme during the 2015/16 cycle. The overall completion and girls' completion rates exceeded the programme target of 90% in all cases. Reports provided by the IPs indicated that 1,654 (3.13%)of the children did not complete the programme because they either pre-transitioned to primary school,migrated out of their communities with their parents, died tragically, fell sick, or dropped because of truancy, farming/animal rearing, or lack of interest.

Indicator 1.3: *Number of facilitators recruited* - A cumulative total of 6,212 facilitators, with 1,108 (17.36%) females were recruited for the programme. This exceeded the log-frame target of 5,600 overall but narrowly missed the female target of 18% envisaged under the programme. For the 2015/2016 cycle, a total of 2,107 facilitators were recruited out of which 437 (20.74%) were females, exceeding the programme target during the cycle.

Indicator 1.4: *Number of facilitators trained with the standard CBE training package* -All the **6,212 facilitators** and the females involved, as outlined under output indicator 1.3, were trained with the standard CBE training package thus exceeding the target set for the period. For the cycle under review (2015/2016) a total of 2,107 facilitators were trained out of which 437 (20.74%) were females, exceeding the programme target during the cycle.

Indicator 1.5: *Number of School Management Committees/Local Committees formed to provide support to the CBE programme* -A **cumulative total of 5,948 committees** with a total membership of 30,110, including 17,927 females were formed as against the overall target of 5,600 committees with a membership of 28,000 and 16,800 (60%) females. For the cycle under review, a total of 2,007 committees (822 SMCs and 1185 LCs) with a membership of 9,576, including 5,700 females (59.52%) were formed. The female membership target of 60% was almost achieved. The under-representation was due to some SMCs in some communities having only male members that were adapted for the CBE classes. The women in these communities were also unwilling to serve on the committees.

Output 2: Strengthening the GoG leadership in implementing CBE effectively

Indicator 2.1: *Design and finalization of standardized CBE package by GoG* – The CBE materials have been developed, tested and quality controlled over the last three years. The CBE standardised package includes 2 literacy primers, and two literacy facilitators guide; 2 numeracy primers and one facilitators' manual, a class register and learner assessment materials all translated into 12 local languages. The standardised package also includes a training of trainers manual for conducting master and district level training with facilitators. The Learner assessment tool was reviewed in accordance with the recommendations made on the assessment framework (tools and processes) in 2014 and used for the 2015/2016 baseline and end-line assessments. In addition, the CBE material packages in the 12 languages were reviewed.

Indicator 2.2: *Government of Ghana regulatory framework and standards for CBE* – In accordance with targets set for the 2015/2016 cycle, a Policy Implementation Plan was developed and subsequently approved by the Steering Committee for implementation. The plan is being operationalized. A system for the procurement of IPs was also developed, approved by the Steering Committee and operationalized. The CBE steering committee provided oversight to ensure standards for CBE implementation and policy compliance are reached for new programmes which are emerging in Ghana (e.g. PLAN Ghana's REACH programme).

Indicator 2.3: *Basic Education Unit's institutional knowledge and management of CBE programmes* – In response to the programme milestones for the 2015/2016 cycle, a Deputy Director in BED was appointed as the Desk Officer for the CBE programme and given orientation and on-going capacity building to take over facilitation and coordination responsibility for implementation of the programme.

The MU and Government worked together on the cost-effectiveness and out-of-school children incidence study. The Teacher Education Division (TED) was active in delivering training of trainers and monitoring of facilitators' training. The Curriculum, Research and Development Division (CRDD) played a lead role in reviewing the learner assessment tool and the translation and transcription process as well as the quality control/supervision of the review of learning materials. PBME continued to feed CBE data into the Education Management Information System (EMIS) process. The National Assessment Unit under GES also reviewed the Baseline instrumentation and assisted the CBE MU and UCC set literacy and numeracy standards for the programme. MoE/GES coordinated and participated in the formulation of the CBE policy implementation plan and the cost-effectiveness and OOSC incidence study. In addition, the District Education Directorates led the communication, animation and sensitization processes, training of facilitators, training of SMCs/LCs, orientation of head teachers and teachers towards successful integration of the learners, as well as testing and placement of the learners into the formal school system. The Girls Education Unit was also engaged into the animation team at the district level. The GES Public Relations officers at national and regional levels have been ensuring that the media is linked to events which are occurring in the programme. Several articles have been published by the PROs over the years.

Indicator 2.4: *Findings of CBE evaluation inform and influence CBE policy and implementation strategy* – the indicator seeks to establish evidence base on the cost-effectiveness and operational efficacy of the NSS-led CBE model. During the cycle, a Cost-effectiveness Study was conducted and the findings were reviewed by SC and DFID. Guidelines for NSS-led CBE model were also developed for operationalization.

Indicator 2.5: *Government of Ghana's role in implementation decision-making* – Ten pilot districts were established and operationalised with the DAs/DEOs providing lead and coordinating CBE programme implementation. RACI to facilitate role performance was also developed for operationalisation at the district and community levels. MoE/GES supported implementation of the programme in various ways and ensured that the SC provided effective oversight, instituted accountability mechanisms and coordinated all activities. Financing of CBE supervision/monitoring was integrated into district budgets. Over 50% of implementing district education offices and assemblies made budgetary provision for programme implementation. CBE has also featured prominently in the Minister's and President's public addresses on education. Also, financing of CBE by MoE/GES was integrated into other educational and social intervention programmes. In addition, GoGis exploring other means of funding CBE programmes, including use of NSPs.

Output 3: Strengthening the evidence base on what works and does not work, and systematic evaluation of CBE

Indicator 3.1: *Number of research studies published that address public-private-partnership in CBE delivery and used to inform policy decisions and actions* –The 3rd Annual Research Paper addressed the issue of public private partnership arrangements for CBE based on a review of international best practices. A cost effectiveness study and a study on the incidence of OOSC were conducted and the results used for the selection of districts and allocation of number of learners per district for the 2016/2017 CBE cycle. Learner assessment for the 2015/2016 cycle (baseline and end-line studies) and Bridge to English pilot (baseline and mid-line) were also conducted. Evidence also suggests the need to explore the other social protection frameworks/mechanisms which are emerging in-country to support programmes like CBE.

Indicator 3.2: *Dissemination of CBE Case Study and final evaluation comparing approaches to facilitators of CBE (NSPs and community facilitators) conducted by independent evaluators* –The final evaluation report was presented to the Steering Committee by UNICEF and the way forward agreed. Further piloting of the use of NSPs in the CBE Pilot districts has been initiated in the 2016/2017 cycle in order to provide evidence base to facilitate decisions on the way forward.

Indicator 3.3: *Systematic approaches to sensitisation and evaluation of CBE programme* – A PBME led-team participated in quarterly field monitoring of the CBE programme and undertook continuous CBE data collection and integrated them into the EMIS data structure and annual reporting.