



Management Unit

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# End Of CBE Cycle Report/

End of CBE cycle report for the 2014-2015 cycle.



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## List of Abbreviations

BED	Basic Education Division
CBE	Complementary Basic Education
CRDD	Curriculum Research and Development Division
DA	District Assembly
DEO	District Education Office
EMIS	Education Management Information System
GES	Ghana Education Service
GoG	Government of Ghana
GPEG	Global Partnership for Education Ghana

IP	Implementing Partner
LC	Local Committee
LCD	Link Community Development
MDA	Municipal/District Assembly
MIS	Management Information System
MoE	Ministry of Education
MU	Management Unit
OOSC	Out of School Children
PBME	Planning Budgeting Monitoring and Evaluation
SMC	School Management System
TED	Teacher Education
UEW	University of Education Winneba
WASSCE	West Africa Secondary School Certificate Examination

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### Executive Summary

The second year (2014/2015) of implementation of the Complementary Basic Education Programme (CBE) ended in August 2015. The programme is supporting the Government of Ghana (GoG) to address access to basic education in Ghana by delivering complementary basic education to 200,000 out of primary school children over the period 2012 – 2018. The programme is also aimed at building GoG's capacity to manage the CBE by collaborating with implementing partners (IPs) after the withdrawal of support from development partners. The CBE Programme impact objective, outcome and outputs as well as the related indicators and milestones are described in the programme logical framework and summarized in Table 1 of this report.

#### Progress in achieving programme outcomes and outputs

All the activities planned for the 2014/2015 cycle were successfully executed. As indicated in Table 1 and Section 1, the programme exceeded the targets for most of the outcome and output indicators.

#### **Progress in achieving outcome: Increase in the number of OOSC completing primary education**

*Outcome indicator 1: Percentage of CBE graduates who transfer to primary school:* Provisional figures provided by the IPs indicate that 47,517 (92.86%) out of the 51,169 learners and 22,606 (92.60%) of the 24,412 girls that graduated from the CBE programme transferred to primary schools. This exceeded the programme target of 70% in each case.

*Outcome indicator 2: Percentage of CBE learners who complete primary school:* This can only be determined in cycle 5 when the cohort of the first cycle learners would have completed primary school. It will also depend on the IPs' ability to track these learners at the upper primary level over the next two years.

*Outcome indicator 3: Percentage of overage OOSC:* The programme achieved an overall reduction of overage OOSC of 13.92% and for girls 11.37%, exceeding the target of 14.46% and 14.29% respectively.

*Outcome indicator 4: Percentage of CBE learners reaching expected competency in literacy and numeracy assessment:* No learner assessment was conducted for the 2014/2015 cycle due to time needed for DFID and contracted partner to agree appropriate methodology.

#### Progress in achieving outputs

#### **Output 1: Increased access to CBE programmes for OOSC**

*Indicator 1.1: Number of OOSC with access to CBE:* The programme has provided access to CBE to 98,959 OOSC over the three-year period (2012/2013-2014/15) comprising 51,334 (51.87%) boys and 47,625 (48.13%) girls (Table 1). This exceeds the enrolment target of 90,000 envisaged under the programme but falls short of the female target of 50%. For this cycle a total of 54,683 children, comprising 25,959 (47.47%) girls were provided access to CBE, with the programme slightly missing the programme target of at least 50% females.

*Indicator 1.2: Percentage of OOSC who complete the CBE programme:* The majority, 51,168 (93.57%), of the 54,682 children enrolled in the CBE programme and 24,412, (94.04%) of the 25,959 girls enrolled completed the programme during the 2014/15 cycle. The overall completion and girls' completion rates exceeded the programme target of 85% for cycle 2 in all cases.

*Indicator 1.3 & 1.4: Number of facilitators recruited and trained with standard CBE training package:* A cumulative total of 4,105 facilitators, with 671 (16.35%) female facilitators were recruited and trained for the CBE programme over the period 2012/13-2014/15. This exceeded the programme target of 3,600 overall and 558 (15.5%) female facilitators envisaged under the programme by 505 and 113 respectively. For the 2014/2015 cycle, a total of 2,206 facilitators were recruited out of which 401 (18.18%) 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 3,941 committees with a total membership of 19,700, including 10,831 female members were formed as against the overall target of 3,600 committees with a total membership of

18,800 and 10,800 females. For the cycle under review, a total of 1,912 committees with a membership of 9,810, including 5,585 females (56.93%) were formed. The female membership of the committees fell short of the 60% target.

### **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 were translated into an additional four new languages, giving a total of 11 languages. Quality assurance was provided by the Department of Languages at the University of Education, Winneba (UEW) with the support of CRDD.

*Indicator 2.2: Government of Ghana regulatory framework and standards for CBE:* Ministerial approval for the CBE policy was secured and the policy was printed and disseminated among Government and district stakeholders. Media engagement for advocacy on the policy implementation was also initiated.

*Indicator 2.3: Basic Education Unit's institutional knowledge and management of CBE programmes:* The capacity building strategy defining the roles and responsibilities of the key institutional actors was adopted by the Steering Committee. A readiness assessment of the institutional actors was conducted and implementation of the plan is on-going at the district, regional and national levels. Several monitoring visits were made by key Basic education Division, Teacher Education Division and PBME to observe classes and participate in the training of trainers' workshop.

*Indicator 2.4: Government of Ghana's role in implementation decision-making:* Financing of CBE supervision/monitoring was integrated into GPEG. Over 50% of implementing district education offices and assemblies made budgetary provision for programme implementation (including furniture, other teaching and learning facilities, classrooms for newly created classes in CBE communities, facilities for integrating CBE graduates, etc). CBE statistics have also been captured in the latest school census report formats and CBE has featured prominently in the Minister's and President's public addresses on education. What remains to be done at the national level is to provide a budget line for CBE in the annual budget and financial policy. The concept note for the piloting was agreed by the Steering Committee and ten pilot districts were selected

### **Output 3: Strengthening the evidence base on what works and does not work, and systematic evaluation on 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 Cost effectiveness study was completed in year 2 and is being reviewed by MOE/GES. Processes also been initiated to conduct other studies.

*Indicator 3.2: Expanding links between Ghanaian researchers/policy makers on access and quality education:* During the period, the PBME team to lead the process was composed. Discussions were also initiated between MU and PBME team to agree mechanisms for integrating CBE data into EMIS. In addition, linkages were forged between the UEW and University of Cape Coast who are conducting research on CBE, the quality of education, access and the language policy in Ghana.

### **Observations and Lessons Learned**

**i. Functionality of the CBE classes:** Some of the classes experienced weak oversight support from the SMCs/LCs leading to a decline in learners' and facilitators' punctuality and attendance. The situation was attributed to inadequate understanding and appreciation by the community and its leadership about their roles and responsibilities which resulted from inadequate community engagement, sensitization and animation and late training of the SMCs/LCs on their roles and responsibilities.

**ii. Enrolment of children from the formal school system:** There were some instances of enrolment of children who are in attendance in the formal school system.

**iii. Transition of CBE learners to mainstream schooling:** There continues to be a challenge in assuring the full integration/access of all CBE graduates due to the lack of primary school facilities within a 5 km radius of the community. Transition of learners may also be placing excessive pressure on existing teaching learning resources due to increased class sizes.

**iv. Learners' and facilitators' dropout:** The number of learners who drop out is increasing and it is more and more difficult to retain facilitators until the end of the cycle, particularly in the Brong Ahafo Region. Among the factors accounting for the learner dropout are migration and pre-transition to primary school, while facilitators are leaving mainly because they were dissatisfied with the monthly allowance.

**v. Data management:** The majority of the IPs continue to provide inconsistent data on learner enrolment, retention, completion and transition as well as the facilitators and local committees. These inadequacies made it difficult to provide reliable data to DFID, Steering Committee and the MoE/GES.

**vi. GES and DA Support:** Observations during the monitoring visits suggested that although the DEOs and DAs were committed to supporting and taking over the programme implementation, they were constrained financially and logistically.

### Recommendations

The following recommendations are provided to enhance the CBE programme implementation:

**i) Improving effectiveness of class functionality and management:** The animation phase guidelines prepared by the MU for the third cycle included process steps to establish and train SMCs/LCs. In addition, SMCs/LCs have been trained before the start of the classes in the third cycle, rather than after. Their responsibilities have been included in the community action plans and the memorandum of understandings that the IPs signed with the communities, so that traditional authorities and community leaders can check how the committees are performing their role in the programme. The IPs have also been advised to ensure that sensitization of communities and training of the LCs/SMCs on their roles and responsibilities is done as a continuous process in order to help address the learner and facilitator absenteeism as well as support to the facilitators and class management.

**ii) Avoiding enrolment of children from the formal school system:** The IPs have been advised to be more vigilant and to ensure that CBE does not enrol children who are currently enrolled in the formal school system. To ensure compliance, this has become a key indicator of the IPs' performance. The MU has also advocated for a stronger involvement of district authorities in the selection of communities, location of classes, and enrolment of children as an entry point for district supervisors to validate the status of the learners once the classes have started. In addition, the IPs have been encouraged to use the 'My first day at CBE class' events to raise awareness about the problem and to explain that children in formal schools should not be enrolled in CBE.

**iii) Transitioning of CBE learners into the formal school system:** The IPs were requested to submit to the MU a list of the communities that were unable to access formal school systems, as well as document information on the solutions agreed with the DAs. The information has been forwarded to the GES with some IPs liaising directly with the DAs leading to the establishment of schools in some communities in some districts (Section 3.3.2).

**iv. Retention of learners and facilitators:** The IPs have been advised to ensure continuous sensitization and animation of the communities and the leadership as well as involve the SMCs/LCs effectively in the management of the classes in order to facilitate better retention of both the learners and facilitators. The IPs, DEOs, DAs and communities will be encouraged to explore ways of motivating committed facilitators.

**v. Improving data management:** The MU has instituted measures, including orientation and training of the M&E staff and supervisors on data management requirements under the programme and to provide continuous mentoring and coaching support to the IPs in their data management processes.

**vi. Enhancing GES and DA Support:** The IPs in collaboration with the DEOs and DAs will need to explore co-funding mechanisms that would enable the CSs to support supervision and monitoring of classes and plan for the integration of learners. The programme and MoE/GES should begin to explore the Wing School concept to address requirements for transition into formal schools.

### 1. Introduction

The UK DFID funded Complementary Basic Education Programme (CBE) ended its second year of implementation in August 2015. The CBE programme is supporting the Government of Ghana (GoG) to address the out-of-school children (OOSC) situation in Ghana by facilitating access to CBE for 200,000 OOSC over the period 2012 – 2018, while at the same time building the Government’s capacity to manage the implementing partners (IPs) after the withdrawal of donor support. The CBE Programme impact objective, outcome and outputs as well as the related indicators and milestones are described in the programme’s logical framework.

The impact objective is to increase regional gross enrolment at primary level while the outcome objective is to increase the number of OOSC completing primary education. Three outputs are to be delivered as follows:

Output 1: Increased access to CBE programmes for OOSC

Output 2: Strengthened Government of Ghana’s leadership in implementing CBE effectively

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

Crown Agents in partnership with Associates for Change are responsible for the Management Unit (MU) which is overseeing the CBE programme implementation from 2013 – 2018 to enrol the OOSC and build the capacity of GoG to take over implementation of the programme. The objectives, related indicators, as well as milestones for the 2014/2015 cycle are summarized in Table 1 overleaf.

This report presents the progress made in executing the roll out plan (Appendix 1) in order to achieve the objectives and targets for the 2014/2015 cycle. Section 2 outlines the activities implemented and the achievements made in responding to programme indicators and milestones. Section 3 reviews the performance of the IPs related to these indicators, while Section 4 outlines the lessons learned in the course of the programme’s implementation. Section 5 presents the recommendations on the way forward.



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Table 1: Summary of CBE programme results and milestones

Programme Objectives	Indicators	Milestones			
		Planned		Achieved	
		Total	Female	Total	Female
<b>Impact:</b> Increase regional gross enrolment at primary level	Regional gross enrolment rate for primary schools	107.60	106.80	N/A	N/A
<b>Outcome:</b> Increase in the number of OOSC completing primary education	1: Percentage of CBE graduates who transfer to primary school	70%	70%	92.86%	92.60% <sup>1</sup>
	2: Percentage of integrated CBE learners who complete primary school	91.30%	91.36%	TBD	TBD
	3: Percentage of overage OOSC	14.46%	14.29%	13.92%	11.37%
	4: Percentage of CBE learners reaching expected competency in literacy and numeracy assessment	57%	57%	N/A	N/A
<b>Output 1:</b> Increase access to CBE programmes for OOSC	1.1 Number of OOSC with access to CBE	90,000	45,000	98,959	47,625
	1.2 Percentage of OOSC who complete CBE programme	85.00%	85.00%	93.57%	94.04%
	1.3 Number of facilitators recruited	3,600	558	4,105	671
	1.4 Number of facilitators trained with the standard CBE training package	3,600	558	4,105	671
	1.5 Number of School Management Committees/Local Committees formed to provide support to CBE programme	3,600 Committees (18,000 members)	3,600 Committees (10,800 female members)	3,941 committees (19,700 members)	3,941 committees (10,831 female members)
<b>Output 2:</b> Strengthening the GoG's leadership in implementing CBE effectively	2.1 Design and finalization of standardized CBE package by GoG	CBE material packages translated into 11 languages.		CBE material packages translated into 11 languages, namely Asante Twi, Dagaare, Dagbani, Gonja and Kasem, Likpakpaaln, Gurene, Kusaal, Mampruli, Sisaali and	

<sup>1</sup>These are provisional figures as the IPs were still in the process of validating the number and locations of the transitioned learners. The final data will be available at the end of October 2015.

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Programme Objectives	Indicators	Milestones			
		Planned		Achieved	
		Total	Female	Total	Female
				Birfuor	
	2.2 Government of Ghana regulatory framework and standards for CBE	CBE policy approved by the Minister of Education and disseminated.		Ministerial approval secured, policy printed and dissemination initiated among Government and District stakeholders. Media engagement for advocacy on the policy implementation initiated.	
	2.3 Basic Education Unit's institutional knowledge on management of CBE programmes	A clear framework of roles and responsibilities for Basic Education Division, other Government MDAs, District Authorities and Implementing Partners established.		Capacity building strategy defining the roles and responsibilities adopted and implementation on-going. BED has been providing oversight and coordinating MoE/GES & MU implementation of the programme. TED has been active in delivering training of trainers and monitoring of facilitators training; CRDD has been engaged in the translation, transcription process and quality control/ supervising the review of learning materials; PBME has been feeding CBE data into the EMIS process. Consultant engaged to develop Policy implementation plan as basis for clearer definition of roles and responsibilities of Government and Partners at the various levels	
	2.4 Government of Ghana's role in implementation decision-making	CBE constitutes a priority agenda on the annual budget statement and financial policy. Planning and budgeting cycles at the district and national levels make provisions for CBE programme implementation, including use of GPEG and Capitation Grant.		Financing of CBE supervision/monitoring integrated into GPEG. Over 50% of implementing district education offices and assemblies have made budgetary provision for programme implementation (including furniture, other teaching and learning facilities, classrooms for newly created classes in CBE communities, facilities for integrating CBE graduates,	

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Programme Objectives	Indicators	Milestones			
		Planned		Achieved	
		Total	Female	Total	Female
				etc)	
<b>Output 3:</b> Strengthening the evidence base on what works and does not work, and systematic evaluation on CBE	3.1 Number of research studies published that address public-private-partnership in CBE delivery and used to inform policy decisions and actions	Learners' assessment for 2014/2015 CBE Cycle conducted and modalities for conducting baseline and endline studies agreed. Cost-effectiveness study conducted and conclusions used for developing policy implementation framework.		Consultants engaged for learner assessment for the 2015/2016 cycle (baseline and end-line studies). Cost-effectiveness studies on-going	
	3.2 Systematic approaches to sensitization and evaluation of CBE programmes	CBE programme factored into the EMIS data structure with School Census addressing issues concerning CBE graduates integration, management and performance.		PBME team to lead process composed. Mechanisms for integration of CBE data into EMIS agreed between MU and PBME team. Monitoring visits by PBME to assess capacity needs for effectiveness and efficiency at the district level on-going. Gender Action Plan Draft disseminated to all IPs for inputs and action.	

## 2. Progress in Programme Implementation

All the activities planned for the 2014/2015 cycle were successfully executed. As indicated in Table 1 and Section 1, although progress towards achievement of the impact indicators and some outcome indicators are yet to be determined, the programme exceeded the targets for most of the outcome and output indicators.

### 2.1 2014-2015 Roll-Out Plan

The MU adopted the operational roll-out plan provided in Appendix A in response to the output indicators and targets. The plan maps out all the key activities implemented, the time frame for executing each activity and the responsibilities. The key activities implemented are categorized into start-up activities, implementation activities and end of cycle activities.

The **start-up activities** covered the period from January to September 2014 and included:

- A mapping exercise that aided the selection of districts and languages of implementation. It also facilitated the identification of potential IPs for the 2014/2015 cycle and assisted in the selection of pilot districts.
- Translation and transposition of CBE materials: the materials were translated into four new languages: Birfuor, Kusaal, Mampruli and Sissala, with quality assurance provided by the Department of Languages of the University of Education, Winneba (UEW). The training package and CBE teaching learning materials in the seven existing languages (Asante Twi, Dagaare, Dagbani, Gonja, Gurune, Likpakpaaln and Kasem) were reviewed through a reflection meeting with GES, trainers and the IPs and quality assured by UEW. The materials were subsequently printed in all 11 languages and distributed to the IPs for the learners in all the classes.
- Application and assessment of potential IPs for eight new districts through a competitive process leading to the selection of IPs for Wa East, Sissala East and West, Garu Tampane, Sekyere Afram Plains, Mamprusi East and West and Bawku West. Contracts were subsequently signed with 10 IPs, and orientation programmes organized for them to deliver the programme in the 43 operational districts for the 2014/2015 cycle. The 10 IPs are: Action Aid, Afrikids, Care International in Ghana, GILLBT, Ibis Ghana, Link Community Development (LCD), Plan Ghana, Pronet North, School for Life (SfL) and World Education International.
- Sensitization and animation of communities across the 43 districts leading to the selection of 1,810 communities for the establishment of 2,206 classes.
- Training of trainers involving a 3-day refresher training for 40 existing trainers and a 6-day training for 50 new trainers as master trainers.
- Constitution and orientation of SMCs/LCs for each class of 25 learners and training on their roles and responsibilities.
- Signing of MOUs and letters of agreement with key stakeholders at the district and community levels.

The **implementation** activities were executed within the period August 2014 to June 2015 and included:

- Identification, recruitment and training of 2,206 local CBE facilitators. The training covered initial 18-day training and subsequently, a first refresher of 15 days and second refresher training of 7 days.
- District launch of the CBE programme across the 43 districts was done by the District Education Directorates to heighten awareness of key stakeholders about the programme at the district and community levels.
- CBE classes were organized across the 2,206 learning centres in the 43 operational districts with a total of 54,682 learners (52.53% boys and 47.47% girls) enrolled and resources, including text books, writing materials, etc provided to the classes.
- Quarterly monitoring of the classes were carried out by the MU to establish the strengths, challenges and opportunities as well as provide mentoring and coaching support to the IPs to enhance class effectiveness, optimize implementation processes and achieve programme targets.

- An annual mid-term review and lessons learning/ sharing event was implemented in order to enable the IPs and other key stakeholders to share programme progress performance, identify challenges, lessons and opportunities for improving programme implementation.
- A reflection meeting was also organized for core trainers to review the CBE materials and training of trainers and feed recommendations into the development of materials and training programmes for year 3.
- Orientation of teachers and head-teachers at the primary level was done in preparation for effective integration of CBE learners into the mainstream.

The **end of cycle activities** spanned the period June and August 2015 and involved the following activities:

- Graduation and integration of learners into the formal school system.
- Facilitators' celebration day.
- End of cycle evaluation.

The status of implementation of the activities in the roll-out plan is provided in Appendix A. It reveals that the MU in collaboration with the IPs and the MoE/GES succeeded in executing all the activities resulting in the achievement of key milestones as described in the sub-sections that follow.

## 2.2 Progress on Programme Outcomes and Outputs

The achievements under the programme are discussed in relation to the programme outcome and outputs and the corresponding milestones as defined in the programme logical framework and presented in Table 1.

### 2.2.1.1 Outcome: Increase in the Number of OOSC Completing Primary Education

*Outcome indicator 1: Percentage of CBE graduates who transfer to primary school* - Provisional figures provided by the IPs indicate that 47,517 (92.86%) out of the 51,168 learners and 22,606 (92.60%) of the 24,412 girls that graduated from the CBE programme transferred to primary schools. This exceeds the programme target of 70% in each case.

*Outcome indicator 2: Percentage of CBE learners who complete primary school* - This can only be determined in cycle 5 when the cohort of the first cycle learners would have completed primary school and if IPs and GES are able to capture this information in their M&E and EMIS systems.

*Outcome indicator 3: Percentage of average OOSC* - The programme achieved an overall reduction of OOSC of 13.92% and for girls 11.37%, exceeding the target of 14.46% and 14.29% respectively.

*Outcome indicator 4: Percentage of CBE learners reaching expected competency in literacy and numeracy assessment* - No learner assessment was conducted for the 2014/2015 cycle due to time needed for DFID and contracted service provider to agree appropriate methodology. A service provider has, however, been engaged to conduct the baseline and endline learner assessment for cycle 3 (2015/2016). The service provider has made changes to the instrumentation on the basis of the recommendation of the year one learner assessment, and technical consultations with Management Unit and Government (i.e. the National Assessment Unit under the MOE).

### 2.2.2 Progress on Programme Outputs

#### Output 1: Increased access to CBE programmes for OOSC

*Indicator 1.1: Number of OOSC with access to CBE* - The programme has provided access to CBE to 98,959 OOSC over the three-year period (2012/2013-2014/15) comprising 51,334 (51.87%) boys and 47,625 (48.13%) girls (Table 1). This exceeds the enrolment target of 90,000 envisaged under the programme but falls short of the female target of 50% by 1.87%. For the cycle under review, a total of 54,683 children, comprising 25,959 (47.47%) girls were provided access to CBE, with the programme missing the programme target of at least 50% females.

*Indicator 1.2: Percentage of OOSC who complete CBE programme* -The majority, 51,169 (93.57%), of the 54,683 children enrolled and 24,412, (94.04%) of the 25,959 girls enrolled completed the programme during the 2014/15

cycle. The overall completion and girls' completion rates exceeded the programme target of 85% in all cases as presented in Figure 1. Reports provided by the IPs indicated that 3,514 (6.43%) of the children did not complete the programme because 793 pre-transitioned to primary school, 1,407 migrated out of their communities with their parents, 31 tragically died, 119 fell sick, 267 dropped because of truancy, farming/animal rearing, and lack of interest, while the remaining 1,611 could not provide any reasons.

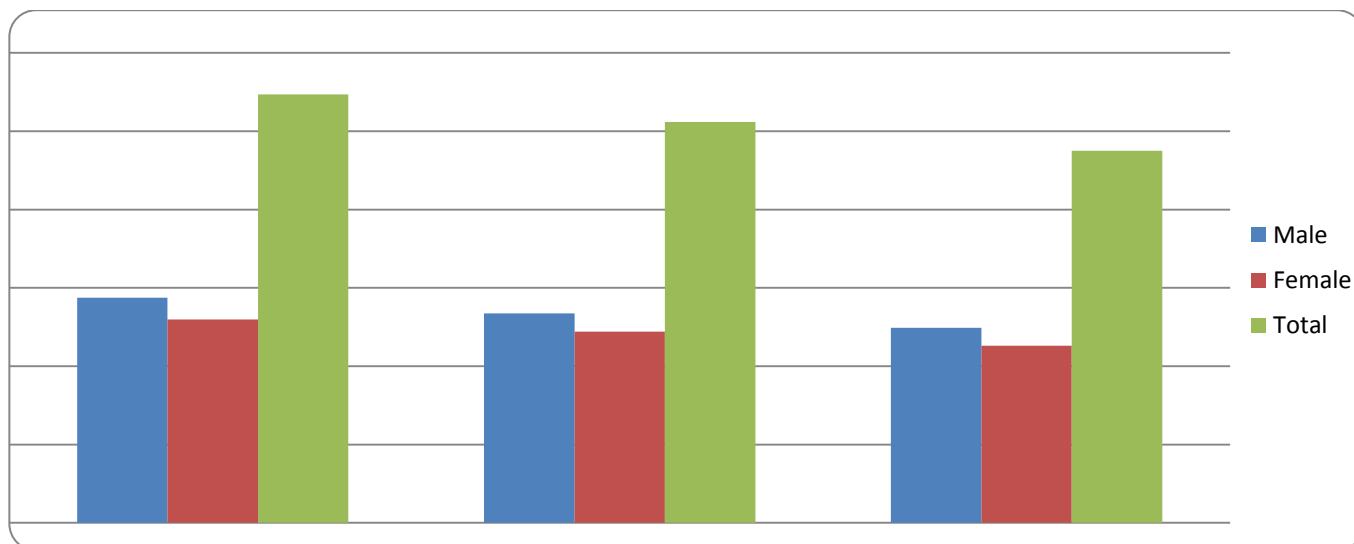


Figure 1 Learner enrolment, completion and transition

**Indicator 1.3: Number of facilitators recruited** - A cumulative total of 4,105 facilitators, with 671 (16.35%) females were recruited for the programme. This exceeded the log-frame target of 3,600 overall and 558 (15.5%) females envisaged under the programme by 505 and 113 respectively. For the 2014/2015 cycle, a total of 2,206 facilitators were recruited out of which 401 (18.18%) were females, exceeding the programme target during the cycle.

**Indicator 1.4: Number of facilitators trained with the standard CBE training package** - All the 4,105 facilitators and the females involved, as outlined under indicator 1.3, were trained with the standard CBE training package thus exceeding the target set for the period. For the cycle under review (2014/2015) a total of 2,206 facilitators were trained out of which 401 (18.18%) 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 3,941 committees with a total membership of 19,700, including 10,831 females were formed as against the overall target of 3,600 committees with a membership of 18,800 and 10,800 females. For the cycle under review, a total of 1,912 committees with a membership of 9,810 including 5,585 females (56.93%) were formed. The female membership fell slightly short of the 60% target.

The programme has taken steps to ensure that more out-of-school girls are enrolled and more female facilitators are recruited and trained in subsequent years. A gender action plan has been developed and the IPs are being asked to develop their own strategies for operationalization. The strategy includes a proposed framework to attain the gender equity targets in the CBE Programme and has been approved by DFID and shared with GES. The plan is based on the following nine main actions:

1. Establishing incentives for communities who pledge to enroll at least 50% of out-of-school girls in the CBE classes, and recruit female facilitators.
2. Ensuring that gender and girls' education are key topics for consultation during the sensitization and animation of communities across all the districts of intervention.
3. Training facilitators on approaches required to mitigate risks of girls dropping out and improve child friendly teaching techniques.
4. Ensuring the full participation of female trainers and facilitators at the CBE training and refresher training events.

5. Providing incentives and sponsorship for female facilitators.
6. Mentoring and monitoring support for female facilitators to ensure retention.
7. Sensitising communities about gender equity and girls' education issues (e.g. the role of women in committees).
8. Ensuring that at least 20% of IP staff on the project are women to serve as role models for the learners and prospective facilitators.
9. Ensuring that all monitoring and reporting activities including a gender assessment of the IPs and community performance in relation to achieving the gender action plan targets.

The Gender Action Plan also contains a compliance framework in order to ensure that the IP performance is tied to gender targets. The MU has encouraged them to prepare IP-specific gender action plans to operationalize the strategies they presented in their respective proposals for the CBE programme in cycle 3.

### Output 2: Strengthening the GoG leadership in implementing CBE effectively

*Indicator 2.1: Design and finalization of standardized CBE package by GoG* - The materials were translated into additional four new languages: Birfor, Kusaal, Mampruli and Sissala, with quality assurance provided by the Department of Languages of the University of Education, Winneba (UEW). The materials were subsequently printed in all 11 languages and distributed to the IPs for the learners in all the classes. The seven existing CBE teaching learning materials in the seven existing languages, namely Asante Twi, Dagaare, Dagbani, Gonja, Gurune, Likpakpaaln and Kasemwere reviewed through a reflection meeting with GES, trainers and the IPs and quality assured by UEW.



Figure 2: Minister of Education presenting materials to a facilitator at a ceremony in Tamale

*Indicator 2.2: Government of Ghana regulatory framework and standards for CBE* - Ministerial approval for the CBE policy was secured. The policy was subsequently printed and dissemination was initiated among Government and district stakeholders. Media engagement for advocacy on the policy implementation was also initiated at an advocacy workshop in June, 2015.

*Indicator 2.3: Basic Education Unit's institutional knowledge and management of CBE programmes* - The capacity building strategy defining the roles and responsibilities of the key institutional

actors was adopted by the Steering Committee. A readiness assessment of the institutional actors was conducted and implementation of the plan is on-going at the district, regional and national levels. During this reporting period, the Basic Education Division (BED) provided oversight and coordinated MoE/GES and MU implementation of the programme. 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 role in the translation and transcription process as well as the quality control/supervision of the review of learning materials. PBME has been feeding CBE data into the Education Management Information System (EMIS) process and a consultant has been engaged to develop the Policy implementation plan as a basis for clearer definition of roles and responsibilities of Government and Partners at the various levels. In addition, the District Education Directorates have been involved in 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 has also been a member of the animation team at the district level.

*Indicator 2.4: Government of Ghana's role in implementation decision-making* - This indicator seeks to ensure that CBE constitutes a priority agenda on the annual budget statement and financial policy during the 2014/2015 cycle. It is also to ensure that planning and budgeting cycles at the district and national levels make provision for CBE programme implementation, including use of GPEG and Capitation Grant during the 2014/2015 cycle. During the period, financing of CBE supervision/monitoring was integrated into GPEG. Over 50% of implementing district education offices and assemblies made budgetary provision for programme implementation (including furniture, other teaching and learning facilities, classrooms for newly created classes in CBE communities, facilities for integrating CBE graduates, etc). CBE has also featured prominently in the Minister's and President's public addresses on education. What remains to be done at the national level is to create a higher level of awareness concerning the CBE policy and provide a budget line for CBE in the annual budget and financial policy.

The IPs in collaboration with the DEOs and the DAs adopted various strategies to address the access challenges in transitioning the CBE learners. The efforts achieved good results in improving facilities and expanding infrastructure to absorb the learners in some communities and districts in Ashanti, Brong Ahafo, Northern and Upper West regions. IPs have also played an important role in creating awareness at the District Assembly level in order to plan for CBE graduates to transition to the formal system. For example:

### **Ashanti Region**

- The DA in Sekyere Afram Plains has constructed 6 new schools to absorb learners from the CBE classes.

### **Brong Ahafo Region**

- In Atebubu, the DEOC and DEO collaborated to establish a school for the Masando community.
- In Banda, the District Chief Executive (DCE) and District Coordinating Director (DCD) made provision in the district's 2015/2016 budget to improve access to school infrastructure and furniture by the learners.
- The DA directed the Tain DEO to post teachers to Kwame Brentim where a formal school had been established to accommodate the transitioned CBE learners and other children around the area. The DA and DEO have also established 2 schools at Kwame Brentim and Attakrom to accommodate the learners. They have also included CBE requirements in the district's medium term development plan. Attakrom has been given furniture by the DEO in addition to chalk, exercise books, etc.
- The SMCs/LCs mobilised communal labour for the construction of school structures, 6 communities in Pru (Seila, Tonka, Agyekum, Tigamgam, Bitu Nkwanta and Anyimgbe) and 11 communities in Sene West (Zamrama, Kprobaso, Samai Congo, Kwaese, Romada Congo, Kpampo, Mahama Akura, Apaaso, Tindam, Atta Akura and Dondo Akura).

### **Northern Region**

- In Nanumba North, the DA renovated two school buildings at Lepusi and Zebaga to absorb CBE learners. It complemented class facilities in some communities, including 40 dual desks to Lepusi, 50 dual desks to Zebaga, 75 dual desks to Lanja and an additional school block at Lanja primary.
- In Sawla-Tuna-Kalba, the district included the following items in the GPEG budget: 1,000 exercise books, 1,000 pencils, 450 sandals, 170 boxes of chalk for CBE classes and 4,560 school uniforms, of which 1,000 was reserved for the CBE learners. The DA recruited 100 community volunteers to fill the gaps in the formal schools. The DA is also creating wing schools in 3 communities.
- In Bole, formal schools were established in two communities, Yibouri and Bebire to absorb CBE learners in their catchment areas. The DA included CBE requirements in its medium term development plan and made provision for the construction of a 3-unit classroom block for the Gbogdaa primary school as a result of higher enrolment including learners to be transitioned in September 2015. The DA is also establishing 3 wing schools in Mokeridugu and two other communities to absorb the learners during transition. The DA has requested the DEO to furnish it with the number of potential children to be transitioned in September 2015.



### Upper West Region

- Dabilipuo in the Wa East District, Kenkele, DuoriKaani (yet to be established) also in the Daffiama/Bussie/Issa district have established classes to facilitate transition of CBE learners.

### 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* - Consultants have been engaged for the learner assessment for the 2015/2016 cycle (baseline and end-line studies). Consultants have also been engaged to conduct Cost-effectiveness studies, while terms of reference have been developed for the out-of-school incidence study to be conducted during year 3.

*Indicator 3.2: Expanding links between Ghanaian researchers/policy makers on access and quality education* - This indicator seeks to ensure that in year 2 the CBE programme is factored into the EMIS data structure with School Report Card addressing issues concerning CBE graduates integration, management and performance. During the period, the PBME team to the lead process was composed. Discussions were also initiated between MU and PBME team to agree mechanisms for integrating CBE data into EMIS. Monitoring visits were also planned by PBME to assess capacity needs to ensure effectiveness and efficiency at the district level. Research linkages have also been forged between the UEW and University of Cape Coast in relation to on-going work on CBE, Quality of Education and Language Policy.

#### 2.2.3 Implementing Partners Performance

The 10 IPs performed creditably in responding to performance requirements leading to achievement of the programme targets. Table 1 summarises the enrolment targets and achievements of each IP in reaching the targets and ensuring graduation and transition of the learners.



Figure 3: A facilitator in West Gonja

Table 2 details the performance of the IPs in class establishment, facilitator recruitment as well as local committees' constitution and functioning. The data reveal that three of the IPs, namely Afrikids, Care International and GILLBT exceeded their enrolment targets by one (0.04%), 49 (0.75%) and 93 (1.44%) respectively, while the remaining seven failed to achieve assigned targets, enrolling between 92.42% and 99.86%, due largely to inadequate animation and on-going community engagement. Plan Ghana achieved the lowest enrolment rate of 92.42%. Despite the inability of some of the IPs to achieve their full enrolment target, the majority of the IPs (8) exceeded the completion target of 85%, ranging between 87.26% and 100%. The remaining

two achieved 80.46 (World Education International) and 82.03% (Plan Ghana). Provisional data on transition also indicated that the majority of the IPs (8) exceeded the transition target of 70%, ranging between 90.29% and 99%. The remaining two achieved 51.22% (World Education International) and 69.82 (Plan Ghana). In addition, all the IPs established the required number of school management/local committees, recruited the required number of facilitators and trained them to ensure their effective and efficient functioning.

Apart from Afrikids, GILLBT and LCD that exceeded the female enrolment target of at least 50%, ranging between 51.23% and 55.47%, the remaining seven fell below the target, achieving between 41.9% (World Education) and 48.58% (Care International). World Education achieved the lowest female enrolment target while LCD achieved the highest. However, the majority of IPs (6) were able to exceed the female facilitators recruitment target of 15.5%, achieving between 16.34% (World Education) and 45.26% (Afrikids). It was only SfL (8.33%), Ibis (8.14%), GILLBT (15.04%) and Care International (15.41%) that were unable to achieve the programme target.

All the IPs established good working relationships with the district structures (District Assemblies and District Education Offices) in the delivery of programme outputs. However, six of the IPs namely Action Aid, Afrikids, Care International, Ibis, Plan Ghana and Pronet North maintained stronger relationship with the district structures than the others by leveraging their support in class supervision, provision of teaching and learning materials as well as monitoring and review of programme activities at the community and district levels. The IPs were also able to provide complementary resources such as vehicles, motor bikes, footballs, furniture, T-shirts, drums, etc to the DEOs and the classes. In addition, the IPs projected the visibility of the programme by arranging with the district assemblies for the learners to participate in Ghana's 6th March Independence Day celebration. The IPs also enhanced the visibility of the CBE programme through a series of on-going media efforts with Action Aid, World Education and Pronet profiling their work in newspaper and social media.

Despite these achievements, the IPs had some operational and management challenges that contributed to the inability of the programme to respond effectively and efficiently to operational and management requirements. These included delays in the submission of quarterly narrative and financial reports, provision of inconsistent, inaccurate and inadequate data on learner enrolment, completion and integration as well as data on the facilitators and local committees. There were also challenges for the IPs in improving the quality of their supervision to the CBE classes through coaching and direct support to the facilitators' regarding methods of instruction and teaching learning strategies in order to enhance learning. These achievements and challenges provide useful lessons for addressing operational and management gaps to improve programme delivery and achievement of targets.

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Table 2 Key programme data by Implementing Partners

IP	DISTRICT	CLASSES	FACILITATORS			STUDENTS			COMPLETION			TRANSITION			SMC/LCM		
			Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Action Aid</b> <i>Brong Ahafo, Northern</i>	Atebubu, Banda, Tain, Nanumba North	135	112	23	135	1,865	1,417	3,282	1,865	1,417	3,282	1,779	1,396	3,175	170	229	399
<b>Afrikids</b> <i>Upper East</i>	Bongo, Talensi-Nabdam	95	52	43	95	1,083	1,292	2,375	1,029	1,239	2,268	986	1,208	2,194	160	195	355
<b>CARE</b> <i>Ashanti, Northern</i>	Sekyere Afram Plains, East Mamprusi, West Mamprusi	266	225	41	266	3,393	3,206	6,599	3,240	3,095	6,335	3,135	3,022	6,157	530	765	1,295
<b>GILLBT</b> <i>Northern, Upper East</i>	Gushegu, Karaga, West Gonja, Garu Tempene	266	226	40	266	3,203	3,365	6,568	2,914	3,068	5,982	2,911	3,067	5,978	519	761	1,280
<b>IBIS</b> <i>Northern</i>	Bole, Kpandai, STK, East Gonja	256	237	21	258	3,350	3,027	6,377	3,300	2,985	6,285	2,989	2,686	5,675	462	693	1,155
<b>LCD</b> <i>Upper East</i>	KasenaNankana East, KasenaNankana West, Bawku West	124	85	39	124	1,328	1,654	2,982	1,110	1,492	2,602	1,177	1,360	2,537	245	341	586
<b>PLAN INT</b> <i>Upper West</i>	Lawra, Lambusie Karnie, Nandom	81	60	21	81	1,034	953	1,987	805	825	1,630	654	484	1,138	156	219	375
<b>PRONET</b> <i>Upper West, Brong Ahafo</i>	Jirapa, Nadowli, DBI, Sisala East, Sisala West, Wa East, Nkoranza North	287	188	99	287	4,032	3,119	7,151	4,032	3,119	7,151	3,973	3,050	7,023	643	792	1,435
<b>SfL</b> <i>Northern, Upper West</i>	Central Gonja, Kumbungu, Mion, Nanumba South Saboba, Sagnarigu, Yendi, Zabzugu, Wa West	492	451	41	492	6,486	5,797	12,283	6,098	5,449	11,547	6,098	5,449	11,547	1,016	1,427	2,443

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<b>WEI</b> <i>Brong</i> <i>Ahafo</i>	Kintampo North, Kintampo South, Pru, Sene	204	169	33	202	2,950	2,128	5,078	2,363	1,723	4,086	1,209	884	2,093	324	163	487
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### 3. Observations and Lessons Learned

Several lessons have emerged from implementation of the CBE programme. These are presented to inform discussions on the way forward in implementing the programme in subsequent years. The observations and lessons include the following:

**i. Functionality of the CBE classes:** Some of the classes experienced weak oversight support from the IPs and SMCs/LCs leading to decline in learners' and facilitators' punctuality and attendance during the cycle. The situation was attributed to inadequate understanding and appreciation by the community and its leadership on their roles and responsibilities which resulted from inadequate community sensitization and animation and late training of the SMCs/LCs on their roles and responsibilities. Some IPs also had weak on-going community engagement practices which decreased their ability to support and accompany the SMC/LCs.

**ii. Enrolment of children from the formal school system:** There were (rare) instances of enrolment of children who are in the formal school system. The GES Directors of Sene East, Tain and Wa East confirmed the observations during monitoring visits by the MU.

**iii. Transition of CBE learners to mainstream schooling:** There was a challenge in transitioning some learners from remote rural areas due to the lack of available primary schools within a 5 km radius of the community (17.4% of communities). CBE learners who live far away (+5km) from the nearest formal school were not always able to further their education. Together with the lack of facilities, the pressure on existing infrastructure compounds the challenge of transitioning children.

**iv. Learners and facilitators dropout:** The number of learners who drop out is increasing and it is more and more difficult to retain facilitators until the end of the cycle (compared to the previous cycle), particularly in the Brong Ahafo Region. Among the factors accounting for the learner dropout are migration and pre-transition, while facilitators are leaving mainly because they are dissatisfied with the allowance ('soap money') and have other more lucrative farming options – the allowance has now been increased. These challenges are also partly caused by weak engagement with the communities during the animation and beyond, as well as limited appreciation of the socio-cultural dynamics by some IPs.

**v. Attainment of gender equity targets:** Initial data collected in 2014 confirmed the challenges that the programme would likely face in achieving gender parity targets in enrolment and facilitators recruitment, especially in certain areas of the country. This led to the focus of the regional workshops with key district and regional stakeholders to discuss gender issues in the programme and to prepare the Gender Action Plan for Complementary Basic Education as a framework to guide IPs in attaining their targets.

**vi. Language of instruction:** In cycles 1 and 2, there were situations in which IPs have had to reconsider how to operate and assist communities in their selection of the language of instruction in order to ensure that it is appropriately selected. The MU has now developed a language guidance note to assist the IPs and DEOs to select the language of instruction in consultation with communities.

**vii. Data management:** The majority of the IPs continue to provide inconsistent data on learner enrolment, retention and completion as well as the facilitators and local committees. These inadequacies made it difficult to provide reliable data to DFID, the Steering Committee and the MoE/GES.

**viii. GES and DA Support:** Observations during the monitoring visits suggest that although the DEOs and DAs were committed to supporting and taking over the programme implementation, they were constrained financially and logistically. Good collaboration was observed between the DEOs and most of the IPs in the supervision and monitoring of classes. Most of the Circuit Supervisors had drawn up supervision and monitoring schedules and were abiding by them. However, the majority of the CSs reported inadequate means of transport (including fuel and motor bicycles) due to inadequate budget provision and releases from the MoE/GES.

### 4. Recommendations

The following recommendations are provided to enhance the CBE programme implementation:

**i) Improving effectiveness of class functionality and management:** The animation phase guidelines prepared by the MU for the third cycle included process steps to establish and train SMCs/LCs. In addition, SMCs/LCs have been trained before the start of the classes in the third cycle, rather than after. Their responsibilities have been included in the community action plans and memorandum of understandings that the IPs signed with the communities, so that traditional authorities and community leadership can check how the committees are performing their role in the programme. The IPs have also been advised to see sensitization of communities and training of the LCs/SMCs on their roles and responsibilities as a continuous process in order to help address the learner and facilitator absenteeism as well as support to the facilitators and class management.

**ii) Avoiding enrolment of children from the formal school system:** The IPs have been advised to be more vigilant and to ensure that CBE does not enrol children from the formal school system. To ensure compliance, enrolment of formal school children has now become a key indicator of the IPs' performance. The MU has also advocated for a stronger involvement of district authorities in the selection of communities, location of classes, and enrolment of children as an entry point for district supervisors to validate the status of the learners once the classes have started. In addition, the IPs have been encouraged to use the 'My first day at CBE class' events to raise awareness about the problem and to explain that children in school should not be enrolled in CBE.

It has become clear that there is a need to share the methods and approaches being used in the CBE programme with the GES teachers in the formal system particularly at lower primary level. Several children from the formal schools express interest to participate and observe the CBE classes, which sometimes leads to drop out in the formal system. The CBE programme will begin investigating with GES ways to share with formal primary school teachers the basic methods to assist their children learn to read and numerate at lower primary level. This will likely be achieved by using the DEOs trained trainers in school based in-service training and circuit based training.

**iii) Transitioning of CBE learners into the formal school system:** The IPs were requested to submit to the MU a list of the communities that were unable to access formal school systems, as well as information on the solutions agreed with the DAs. The information has been forwarded to GES, while some of the IPs have liaised directly with the DAs leading to the establishment of schools in some communities in some districts as indicated in Section 3.3.2.

**iv. Retention of learners and facilitators:** The IPs have been advised to ensure continuous sensitization and animation of the communities and the leadership as well as involve the SMCs/LCs effectively in the management of the classes in order to facilitate better retention of both the learners and facilitators. The attitudes and comments by the facilitators during the MU monitoring of the training of facilitators suggest that the higher allowance rate (increased "soap money") is yielding good results. There were high levels of punctuality and active participation in all sessions. More work is also needed to raise awareness concerning the need to enrol girls who are out of school. The engagement of the Girls Education Unit at district level will be intensified.

The IPs, DEOs DAs and communities will be encouraged to explore ways of motivating committed facilitators. Options include assisting young CBE facilitators who demonstrate high levels of performance as follows:

- The facilitators are given priority in becoming pupil teachers by ensuring that pupil teacher quotas for vacancies are filled.
- District Assembly sponsorship to training colleges.
- Providing support for rewriting the WASSCE.
- IPs in collaboration with the DEOs and DAs sensitizing the communities to enable them to support the facilitators through mentorship and coaching along with in-kind support.

**v. Enhancing gender responsiveness:** The programme is on track with targets for number of female facilitators but falls short of the girls' enrolment target of 50%. There is, therefore, the need to improve on the gender

responsiveness of the programme by implementing the gender action plan with the IPs and GES. A gender action plan workshop will be planned for cycle 3 to assess progress and share lessons learned. Monitoring of the IPs' progress will also focus on their responsiveness to gender targets in the key performance indicators.

**vi. *Appropriate selection of language of instruction:*** The MU has produced a guidance note on selecting the language of instructions for CBE communities. This will be presented to the Steering Committee for feedback and roll out to IPs.

**vii. *Improving data management:*** The MU has instituted measures, including orientation and training of the M&E staff and supervisors on data management requirements under the programme and to provide continuous mentoring and coaching support to the IPs in their data management processes. An MIS system for tracking and enhancing the research capability in the programme is also being developed.

**viii. *Enhancing GES and DA Support:*** The IPs in collaboration with the DEOs and DAs would need to explore co-funding mechanisms that would enable the CSs to support supervision and monitoring of classes. The programme and MoE/GES should begin to explore the Wing School concept to address requirements for transition into formal schools.

Appendices A: Operational Roll-Out Plan/



## End Of CBE Cycle Report/

Timeframe	Core activity during implementation cycle	Responsibility	Status	Notes
<b>Start-up Activities</b>				
Dec 2013/ Jan 2014	Mapping exercise	MU	Completed	<ul style="list-style-type: none"> <li>• Eight (8) new districts have been selected and added to 35 districts for Year 2 implementation</li> <li>• <b>Report:</b></li> <li>• Year 2 Mapping Report</li> </ul>
Feb/Mar 2014	Translation and Transposition of CBE materials – Tender process	MU	Completed	<ul style="list-style-type: none"> <li>• <b>Report:</b></li> <li>• Evaluation Report</li> </ul>
April/ May 2014	Translation and Transposition of CBE materials – Implementation process	Service Provider	Completed	<ul style="list-style-type: none"> <li>• The CBE materials were translated into 4 new languages, Birfuor, Sissala, Kusaal and Mampruli. QA was provided by the Department of languages of the UEW.</li> <li>• <b>Report:</b></li> <li>• Report on the Translation Exercise</li> </ul>
Mar/ April 2014	Review of the current primers and facilitators manuals in the seven existing (7) languages	MU/ CRDD	Completed	<ul style="list-style-type: none"> <li>• This was done through a reflection meeting with GES and IPs.</li> <li>• <b>Report:</b></li> <li>• Report on the Reflection meeting</li> </ul>
Mar/ April 2014	Application and assessment of potential implementing partners for eight new districts	MU	Completed	<ul style="list-style-type: none"> <li>• Competitive process which led to the selection of Pronet (Wa East, Sissala East and West), GILLBT (GaruTampane), CARE (Sekyere Afram Plains, Mamprusi East and West) and LCD (Bawku West).</li> <li>• <b>Report:</b></li> <li>• Evaluation Report</li> </ul>

## End Of CBE Cycle Report/

Timeframe	Core activity during implementation cycle	Responsibility	Status	Notes
May/ June 2014	Finalization of Contract	MU	Completed	<ul style="list-style-type: none"> <li>Contract issued for all ten (10) IPs.</li> <li><b>Report:</b></li> <li>Copies of Contracts with IPs</li> </ul>
June/July/August 2014	Orientation programmes for Implementing Partners	MU	Completed	Three main orientation programmes have been conducted: <ul style="list-style-type: none"> <li>Country directors/ programme managers</li> <li>Finance staff</li> <li>M&amp;E officers, district co-ordinators and supervisors</li> </ul>
May/ July 2014	Recruitment of field staff for project	IP	Completed	
July/ Aug 2014	Printing of CBE materials	Service Provider	Completed	<ul style="list-style-type: none"> <li>Printing has been completed in all 11 languages and distribution completed.</li> </ul>
June/ July August 2014	Sensitization and animation of communities	IP	Completed	<ul style="list-style-type: none"> <li>Animations were conducted across the 43 districts for the selection of communities and siting of classes</li> </ul>
Aug 2014	Training of trainers programme	MU	Completed	Programmes conducted for two batches of trainers: <ul style="list-style-type: none"> <li>3- day Refresher training for existing trainers (40)</li> <li>6-day training for new trainers (50)</li> </ul> Report <ul style="list-style-type: none"> <li>Training of Trainers report from the MU</li> <li>Training of Trainers report from the Service Provider</li> </ul> <ul style="list-style-type: none"> <li>Data Base updated on Master Trainers</li> </ul>
August/Sept, 2014	Selection of CBE communities and Citing of Classes	IP	Completed	<ul style="list-style-type: none"> <li>Sensitization and animation resulted in the selection of 1,810 communities leading to the establishment of 2,206 classes.</li> </ul>
Aug/Sept, 2014	Local committees/ SMC formation and orientation	IP	Completed	<ul style="list-style-type: none"> <li>SMCs/LCs were constituted for each class of 25 learners and given orientation and training on their roles and responsibilities</li> </ul>

## End Of CBE Cycle Report/

Timeframe	Core activity during implementation cycle	Responsibility	Status	Notes
Sept 2014	Signing of MOU with key stakeholders in community and district (District Assemblies, GES and other NGO's etc)	IP	Completed	<ul style="list-style-type: none"> <li>Formal and informal MOUs and letters of agreement signed with key stakeholders at the district and community levels</li> </ul>
<b>Implementation Activities</b>				
Aug, 2014	Identification and recruitment of local CBE facilitators	IP	Completed	<ul style="list-style-type: none"> <li>2,206 facilitators recruited for the classes across the 43 districts</li> </ul>
Sept 2014	Training of Facilitators	IPs	Completed	<ul style="list-style-type: none"> <li>An 18-day training to be undertaken between 10.09.14 and 03.10.14.</li> </ul>
Sept 2014	Resources provided to the classes	IPs	completed	<ul style="list-style-type: none"> <li>IPs have submitted their procurement plans for review and approval by the MU for procurement to be undertaken by them.</li> <li>Textbooks have been distributed to all IPs for the 2014/15 cycle.</li> </ul>
Oct 2014	District Launch events	IPs	Completed	<ul style="list-style-type: none"> <li>Programme implementation for the 2<sup>nd</sup> cycle launched across the 43 districts</li> </ul>
Sept 29 <sup>th</sup> , 2014	Start of CBE classes	IPs	Completed	<ul style="list-style-type: none"> <li>Classes started and completed across the 2,206 classes</li> </ul>
Mid January, 2014	Mid - term review and lesson learning/sharing event	MU	Completed	<ul style="list-style-type: none"> <li>Review workshop attended by country directors and</li> <li>programme coordinators of the IPs</li> </ul>
Dec 2014/ Jan 2015	1 <sup>st</sup> Refresher training for facilitators	IPs	Completed	<ul style="list-style-type: none"> <li>First 15-day refresher training organized for the facilitators</li> </ul>
Mar 2015	Reflection meeting for the Core Trainers	MU	Completed	<ul style="list-style-type: none"> <li>Reflection meeting involving GES, CRDD, trainers and selected master trainers organized and agreement reached on the strengths and weaknesses of the materials</li> <li>Report on the reflection meeting</li> </ul>

## End Of CBE Cycle Report/

Timeframe	Core activity during implementation cycle	Responsibility	Status	Notes
April 2015	Orientation of teachers	IPs	Completed	<ul style="list-style-type: none"> <li>Teachers and head-teachers of CBE districts given orientation on the CBE programme and requirements for successful integration of the learners</li> </ul>
April 2015	2 <sup>nd</sup> Refresher training for facilitators	IPs	Completed	<ul style="list-style-type: none"> <li>Second 7-day refresher training organized for the facilitators</li> </ul>
May 2015	Enumerator Training for Assessment	MU	Deferred	<ul style="list-style-type: none"> <li>It became necessary undertake baseline and end-line assessment in order to facilitate determination of changes upon exit of learners</li> </ul>
May 2015	Programme Assessment of Learners	MU	Deferred	<ul style="list-style-type: none"> <li>As above</li> </ul>
<b>End of year 2 Cycle Activities</b>				
1 <sup>st</sup> week of July, 2015	Graduation of Learners/ integration of learners into formal schools	IPs	Completed	<ul style="list-style-type: none"> <li>Organised across the implementing districts</li> </ul>
2 <sup>nd</sup> week of July, 2015	Facilitators Celebration Day	IPs	Completed	<ul style="list-style-type: none"> <li>Organised across the implementing districts</li> </ul>
End of July/Aug, 2015	End of cycle evaluation	MU	Completed	<ul style="list-style-type: none"> <li>Organised across the implementing districts</li> </ul>

**Appendices B: Case Studies/**

### Parents and Learners Perspectives

(1) The Parents expressed their appreciation for the intervention which served as a spring board for the children to attend school, they pledged to do their best so as not to allow the children to drop out. They however asked to be captured on board some of the poverty mitigating interventions in the country as many of them are widows and not in any active economic venture. ***A committee member from Boko community in the Bongo district remarked that “this project has taught us that no child is useless and our own language can be used in school teaching. What CBE has done is to let parents know that we need to wake up and support our own children to have a good future”.***

(2) The learners on their part were full of joy for the opportunity granted them to taste the goodness of education to make their lives meaningful. In the Talensi Nabdam District, a beneficiary from Sheaga community in expressing appreciation on behalf of her colleagues remarked that ***“we were blind, but the CBE class has made us to see and understand schooling. What we now ask for is that, our parents should support us to continue school and not to stop”.***

### A JOYFUL RETURN

#### BAABA AKOLGO, CBE GRADUATE FROM SAPOORO IN THE BONGO DISTRICT



Baba Akolgo is a 14 year old boy from Sapooro, a community in the Bongo district of the Upper East Region. He is the fourth child of six children born to Mr. Akolgo, a peasant farmer. The first 2 children who are females are both married and in their husbands' houses. The third born who is male is hustling in Accra. Baba's father has two wives, the first wife who is Baba's mother has left Baba's father with the last born because he is old and is no longer able to perform the basic needs every man is supposed to perform. The second wife has also passed away. This leaves Baba and his immediate younger sister alone staying with their aged father.

Baba and his sister were pupils of the Sapporo primary school, but Baba was not serious with the education. He will miss school for days. Though several attempts were made to get him to be in school, it failed. A concerned teacher in the school, Madam Elizabeth who also happens to be a committee member of the CBE in Sapooro initially made all efforts to get Baba Back to school, but to no avail. Baba's father was very eager for his son to go to school since none of his children had been educated. He was very appreciative of Madam Elizabeth's concern.

Upon the inception of CBE in the community and Madam Elizabeth again felt this was an opportunity for Baba who was missing out on formal education. She went back to Baba's home and spoke to him about the CBE, explaining that this class was more relaxed as compared to the formal school. You did not need a uniform and the classes were late in the afternoon which meant that he could do whatever he wanted to in the morning and come for the classes later in the day. To this, Baba accepted and said, he will also attend. This is because all this while, Madam Elizabeth has been on him to attend school and he has refused, but this time around, he will also attend the CBE classes because it is more relaxed.

He thus started attending the CBE classes and was a regular. Interestingly, all the time he was attending the CBE classes, after the 9 months of tuition, he graduated from the CBE class and successfully transitioned into the Sapooro primary school. He is in class 4 and is now very regular and always appears neat. His father is now a proud man. He says ***"I can now boast of a literate person among my children"***.

Baba says he is very grateful to Madam Elizabeth who has shown a keen interest in his education and also to DFID, GES and AfriKids for implementing this CBE programme which has given him a second chance at education. He says he has now seen the importance of education and is very determined to pursue his education despite the challenges ahead. He says in future, when he is finally working, he will buy a car for Madam Elizabeth for showing interest in his education. For CBE, he wants to thank the project and to urge the organization to continue with it because he knows there are many more children out there like him who will benefit from the CBE programme.

Speaking with him on some of the challenges he faces, he mentioned that he most often does not get money to pay for the levies (like typing fees) as his father is struggling to make ends meet. He was advised to remain regular at school. He was assured of whatever support AfriKids Can get within our means to help him with his levies and school supplies and he was very happy about this.

**CBE, A SPRINGBOARD TO PROFESSIONAL TEACHING  
THE STORY OF JESSICA ADONGO, A CBE FACILITATOR**



I am Jessica Adongo a young lady from Atiabisi in the Bongo District. I lost my father at the age of 17 years and currently live with my mother and 3 siblings. Life became economically difficult that I struggled to complete my SHS education. I could not continue school because there was no one to help. I could not imagine any help from anywhere since I had no one.

I joined the CBE project as a facilitator and went through the trainings and became a course leader. I decided to help my learners to see the need for formal education and pursue it since I could not go high. I worked hard in quality delivery. During one of the refresher training sessions, the project Coordinator hinted that those facilitators who had the qualification to continue education can do that, because, the project will give such people some small support to help them to pay their fees.

Though I was interested, I was reluctant to take the opportunity because I had no one to help. There was a monitoring visit by Afrikids Team and Dr. Ghartey from the Management Unit, and they encouraged me to go back to school they expressed satisfaction with the way I was teaching the class. I took the bold step and now I am in second year in the University of Cape Coast Pursuing a 3-year Diploma course in Basic education through distance.

The CBE training has not only taught me how to teach the learners, I can organize meetings with both the committee and the community members and write the report for them.

I am also able to help children with learning disabilities such as those with visually and hearing impaired with techniques such as: writing boldly on the board, avoid speaking while writing on the board, repeating questions and calling learners by names to answer questions.

Through the CBE programme, I have been supported right from the time I had admission to peruse the programme till date. The support has provided me with hope to further my education to the highest level.

It is also my hope that, I will complete this course and help my younger siblings as a teacher if I get the chance. This is a change in my life that I least expected from where I stood. I remain grateful to Afrikids, CBE and all those behind this support for me. I wish to say a big thank you to CBE and Afrikids.









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