



Ghana Accountability for Learning Outcomes Project (P165557)

WESTERN AND CENTRAL AFRICA | Ghana | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2020 | Seq No: 5 | ARCHIVED on 23-Jun-2022 | ISR50350 |

Implementing Agencies: Ghana Education Service, Ministry of Education, Ministry of Finance

Key Dates

Key Project Dates

Bank Approval Date: 29-Oct-2019

Effectiveness Date: 16-Apr-2020

Planned Mid Term Review Date: 03-Apr-2023

Actual Mid-Term Review Date:

Original Closing Date:

Revised Closing Date: 31-Dec-2025

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

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

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

Components Table

Name

Strengthen teaching and learning through support and resources for teachers:(Cost \$50.00 M)
Strengthen school support, management and resourcing:(Cost \$88.00 M)
Strengthen accountability systems for learning:(Cost \$47.00 M)
Technical Assistance, institutional strengthening, monitoring, and research:(Cost \$18.90 M)
Supporting the national COVID-19 response for continued learning, recovery and resilience in basic education:(Cost \$14.80 M)

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Risk Rating	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate

Implementation Status and Key Decisions

Modest progress has been made under the project. The parent project and additional financing were declared effective on April 16, 2020 and June 21, 2020 respectively. The Project Implementation Manual (PIM) was developed and found to be satisfactory to the Bank. A total of US\$36.0 million has been disbursed to the MoE for all seven (7) Year 2019 Performance Based Conditions (PBCs) achieved under Components 1, 2, and 3 (for the parent GALOP). These include (i) PBC 1.0: (a) Lesson observation tools harmonized by National Inspectorate Board (NIB) and approved by the Ministry of Education (MoE); and (b) National INSET Framework developed by National Teaching Council (NTC) and Ghana Education Service (GES) and approved by MoE; (ii) PBC 2.0: (a) Agreed targeting criteria applied to list of public schools to identify targeted schools; and (b) Guidelines for learning grants developed by GES and approved by MoE; (iii) PBC 3.0: Accountability for Learning framework developed by



participating agencies and approved by MOE; (iv) PBC 4.0: National Assessment Strategy developed by National Council for Curriculum and Assessment (NaCCA) and approved by MoE; and (v) PBC 5.0: Review of teacher deployment and transfer strategy completed by GES and approved by MoE. The Project's implementation progress is rated satisfactory with the achievement of all of year 0 PBCs (Year 2019). For Year 1 PBCs (Year 2020), out of 13 PBCs, five have been achieved, verified and disbursed namely: PBC 7.1, PBC 7.2a, PBC 7.2b, PBC 7.3 and PBC 7.4 have been achieved, verified and PBC 7.2b has been endorsed by the Local Education Group (LEG) Lead (UNICEF) in a letter dated March 25, 2022. Two additional PBCs have been achieved, verified by the Independent Verification Agency (IVA) and are awaiting confirmation. These are: PBC 1.1: Baseline for teaching practices in targeted schools established (IDA=US\$5m; GPE=US\$5m); and PBC 2.1: Number of targeted schools receiving first allocation of learning grants (IDA=US\$5m; GPE=US\$5m). The Independent Verification Agency (IVA) has completed site visits to verify these PBCs by end May 2022. The verification and confirmation of these mentioned PBCs are expected to yield a disbursement of about US\$20 million which in addition to disbursement under Component 4 of US\$3.6 million will bring total disbursements under the GALOP from IDA and GPE to US\$23.6 million between May and July 2022.

The remaining six (6) PBCs awaiting verification are:

PBC 1.2: Number of targeted schools trained in targeted instruction (IDA=US\$10.0m)

PBC 3.3: Timely disbursement of capitation grants (IDA=US\$6.0m)

PBC 4.1: Operational plan for roll out of P4 Mathematics and English assessment development by NaCCA (IDA=US\$4.0m)

PBC 4.2: Baseline for P4 Mathematics and English assessment developed (IDA=US\$4m)

PBC 5.1: Percentage of targeted KG schools with PTTR below 50:1 (IDA=US\$2.0m; GPE=US\$2.0m)

PBC 5.2: Percentage of targeted primary schools with PTTR below 50:1 (IDA=US\$2.0m; GPE=US\$1.0m)

Activities under the GALOP GPE COVID-19 Accelerated Financing were successfully implemented and the Grant was closed as scheduled on November 30, 2021. All five PBCs (PBCs 7.1, 7.2a, 7.2b, 7.3, and 7.4) have been achieved, confirmed, and disbursed for a total of US\$14.8 million. The last PBC under the Grant, PBC 7.2b has been achieved and verified by the Planning, Budgeting, Monitoring and Evaluation (PBME). As part of confirmation process, the Ministry of Education (MoE) has made presentations on the achievements of PBC 7.2b to the Local Education Group (LEG) for their confirmation at the MoE/GES/DP meeting on December 1, 2021, and at the Sector Working Group (SWG) Meeting on December 17, 2021. In a letter dated March 25, 2022, the LEG Lead (UNICEF) endorsed the achievement of PBC 7.2b. The World Bank confirmed the achievement of PBC 7.2b in a letter dated March 28, 2022 and an Implementation Completion Report (ICR) is under preparation to be finalized by June 30, 2022, following a request for extension for the preparation of the ICR.

The Project's overall project implementation progress is rated **Moderately Satisfactory** for three reasons as follows: (a) the project implementation of selected activities has slowed due to bureaucratic delays i.e., Ghana Education Outcomes Fund (GEOF) Project, coaching and mentoring of teachers, development of accountability dashboard, procurement of technical assistance, institutional strengthening, monitoring and research; (b) there has been no disbursement from two funding sources namely, GPE Grant for the GALOP Parent project (TF0846) and Global Partnership for Results Based Approaches (GPRBA) for GEOF (TFB3026); and (c) performance rating of project management, monitoring and evaluation, procurement, financial management, and safeguards performance remain moderately satisfactory.

Environmental Safeguards. The Bank is concerned that almost all the actions agreed during the last mission under Environmental and Social (E&S) safeguards have not been implemented with the exception of the draft Action Plan on Prevention Against Abuse and Sexual Exploitation (PAASE), which was submitted to the Bank team for review during the mission. Given the slow progress implementation of activities, the environmental safeguard performance rating and the social safeguard performance rating are both maintained at **Moderately Satisfactory**.

Implementation Progress by Components

Component 1: Strengthen teaching and learning through support and resources for teachers. The teacher in-service training (INSET) harmonized training strategy/model has been developed and is now available. A pool of master trainers has also been trained and positioned to provide training on the standards-based curriculum, the common core program, Differentiated Learning (DL) and the TV and Radio lessons. Teaching materials for DL/targeted instruction materials were developed and reviewed by the Ghana Education Service (GES) and MoE for P1-P3. The implementation team has aligned DL materials with the current standards-based curriculum, including the Universal Design for Learning (UDL) strategy for learners with special needs and developing content for advanced learning of teachers who have met expected grade relevant



competencies. Teacher guides and activity books have been redesigned, and materials and assessment tools have been reviewed. In addition, support services have been provided through text messages (SMS) and a help desk has been set up to provide low-cost additional assistance to teachers in targeted instruction. Chat boards have also been developed using the Telegram application to devise detailed Frequently Asked Questions (FAQs). All materials are currently being digitized and will be made available on SharePoint. To increase access to differentiated learning materials, existing education platforms will also be used.

Component 2: Strengthen school support, management and resourcing Following training conducted on the utilization of learning grants in July 2021 for 19,900 headteachers on implementation of activities, base learning grants were disbursed directly to the school bank accounts. Learning Grants of GHC 15,981,400 has been transferred to the selected basic schools on March 22, 2022. The enrolment figures for the beneficiary schools have recently been collated from the Education Management Information System (EMIS) data and is in the process of being verified to allow for the second term per capita disbursements. Initial cascading training on School Management Committees (SMCs) for enhanced citizen engagement was conducted with support by the Japan International Cooperation Agency (JICA) in September 2020 and utilized 11,738 SMC reconstituted materials, 30,544 Quo-School Performance Improvement Plan (SPIP) materials, and 12,026 training materials. Refresher training was conducted from August 2021 to December 2021 adopting a similar cascading approach to the initial training. In addition to the participants 31,716 SMC executive members, 10,572 GALOP headteachers, and 1,891 School Improvement Support Officers (SISOs) were trained on all SMC topics by 1,040 District Master Trainers. Monitoring of SMC training sessions was conducted by GES and the GALOP secretariat in selected regions, and districts across the country. The Ghana EOF has been renamed the Ghana Education Outcomes Project (GEOP) to distinguish it from the global Education Outcomes Fund. Request for Bid (RfB) for 6 of the 7 lots was launched on November 22, 2021 and the procurement process for Lot 1-6 is currently at contract phase. The RfB for lot 7 (Urban) is due to be launched by end 2022. About 18 firms across the 7 lots have been shortlisted at EOI and have been invited to apply for RfB. A management unit has been set up using three seconded full-time positions from the Complementary Education Agency (CEA) and GES to oversee the Ghana Education Outcomes Project (GEOF). The National Teaching Council (NTC) has developed a Mentoring and Coaching Framework as a guide to developing training documents, organizing workshops, and providing succession plans for teachers in the field of leadership and management. Since the start of the project, there has been a series of stakeholder's engagements with support from GALOP, and subsequently 10,000 training materials related to the framework have been printed.

Component 3: Strengthen accountability systems for learning. The GES and MoE have developed an Accountability for Learning Dashboard with support from Big Win Philanthropy. The Dashboard brings together data from EMIS and mSRC. It presents a summary page of 16 select indicators, and allows users access to sub-indicators, trends, and other key data in a user-friendly way. The 9,000 laptops and dongles procured and distributed to school heads will be used to collect the data on both mSRC and EMIS when the EMIS data digitization is finalized and rolled out in the second half of 2022. NaCCA, WAEC, and GES have collaborated in P4 English and Math Standardised Test (NST) design and implementation activities, including the development of English and mathematics test blueprints, the development and content revision of multiple-choice items, the piloting and psychometric analysis of items for quality assurance, development of parallel test forms for NST, and the communication to stakeholders about the NST activities and intended uses of NST results.

Component 4: Activities on Monitoring and Evaluation undertaken since the last mission include: a) monitoring and evaluation of play-based learning interventions for GALOP; b) GALOP SMC training of Trainers' workshop in Koforidua, Eastern Region and Kumasi, Ashanti Region; and c) Training SMC members in the districts at Volta Region. Monitoring and Evaluation remains Moderately Satisfactory because of the delay in reporting on Project results data including on the COVID-19 Accelerated Response Funding Grant. To ensure the timely reporting of project results, the MoE is in the process of setting up a working group at the district level and the proposal is awaiting the Minister's approval. All existing research activities have been conducted as part of the broader MoE research agenda, and whilst the scope of this has included GALOP activities, it has not been limited to the GALOP. The Education Sector Research Agenda (ESRA) was drafted in early 2020 and presented to the Minister for Education but the selected priority areas for upcoming research are yet to be endorsed. Concept notes have also been drafted on a number of activities including "*Pre-tertiary School Attendance dynamics Post COVID-19 School closures in Ghana*", "*Towards an Expanded Support System for Provision of Inclusive STEM Education for All in Ghana*", and "*Enhancing Teacher Quality and Management in Ghana*".

Component 5. The GALOP GPE COVID-19 additional financing has benefitted over four million children across Ghana through distance and homebased learning, sensitization campaigns on minimizing the negative impact of school closures, and the provision of functional hand washing facilities in line with COVID-19 protocols. In addition, training was provided to over 70,000 teachers in distance learning methods and accelerated programs to mitigate the loss of learning during school closures. The success of the back-to-school campaigns is reflected in the number of students and teachers returning to school once schools reopened (100 per cent students and 87 percent teachers). The GPE COVID-19 Accelerated Response Financing Grant closed on November 30, 2021 with a disbursement end date of March 31, 2022. The Grant is fully disbursed.



Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	☐ Substantial	☐ Substantial	☐ Substantial
Macroeconomic	☐ Moderate	☐ Moderate	☐ Moderate
Sector Strategies and Policies	☐ Moderate	☐ Moderate	☐ Moderate
Technical Design of Project or Program	☐ Substantial	☐ Moderate	☐ Moderate
Institutional Capacity for Implementation and Sustainability	☐ Substantial	☐ Low	☐ Low
Fiduciary	☐ Moderate	☐ Moderate	☐ Moderate
Environment and Social	☐ Moderate	☐ Moderate	☐ Moderate
Stakeholders	☐ Moderate	☐ Moderate	☐ Moderate
Other	--	☐ Substantial	☐ Substantial
Overall	☐ Substantial	☐ Moderate	☐ Moderate

Results

PDO Indicators by Objectives / Outcomes

Improve quality of education in low performing basic schools				
▶ Increased percentage of targeted schools with teaching practices meeting inspection standards (percentage point increase from baseline) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	25.00
Date	30-Aug-2019	31-Aug-2021	31-May-2022	31-Dec-2024
Comments:	Percentage point increase from baseline (to be determined by end 2022) in percent of targeted schools with "good" inspection score (averaged score of 3 or higher, averaged across Math and English lessons observed). Baseline to be established in 2021.			
▶ Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	5,806,803.00	5,806,803.00	2,328,750.00
Date	30-Aug-2019	31-Aug-2021	31-May-2022	31-Dec-2024
Comments:	This covers total enrollment in GALOP schools across KG, primary and JHS.			



□ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	2,874,367.00	2,874,367.00	1,164,375.00

Strengthened education sector equity				
► Increased percentage of targeted KG and primary schools with pupil trained teacher ratio below 50:1 (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	75.00	75.00	75.00	90.00
Date	31-May-2019	31-Aug-2021	31-May-2022	31-Dec-2024
Comments:	PTTR for each targeted KG is total enrolment in KG1 and KG2 divided by the total number of trained KG teachers in the school. Similarly, PTTR for each targeted primary school is total enrolment in P1 to P6 divided by the total number of trained primary teachers in the school. A trained teacher is one that has a Diploma in Basic Education or a higher qualification. The share of KGs with PTTR below 50:1 as a ratio of all targeted KGs and the share of primary schools with PTTR below 50:1 as a ratio of all targeted primary schools is averaged to report on this indicator.			

Strengthened education sector accountability				
► Increased number of schools using accountability dashboard data during cluster level meetings (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	15,000.00
Date	03-Jun-2019	31-Aug-2021	31-May-2022	31-Dec-2024
Comments:	Cluster level meetings will be held at least once a year to discuss data on key dashboard indicators (teacher absenteeism, student attendance, capitation grant amount, CS visits). These visits will be supported by the Districts. CSs will maintain minutes of the meetings, which will be collected at the district office.			

Intermediate Results Indicators by Components

Strengthen teaching and learning through support and resources for teachers				
► Teachers recruited or trained (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	77,000.00	77,000.00	76,000.00
Date	31-Jul-2019	31-Aug-2021	31-May-2022	30-Dec-2024



☐ Number of teachers trained (Number, Corporate Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	77,000.00	77,000.00	76,000.00
Date	31-Jul-2019	31-Aug-2021	31-May-2022	30-Dec-2024
☐ Teachers recruited or trained - Female (RMS requirement) (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	42,000.00	42,000.00	35,000.00
☐ Number of teachers recruited (Number, Corporate Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	0.00
Date	31-Jul-2019	31-Aug-2021	31-May-2022	30-Dec-2024
▶ Share of targeted schools using targeted instruction TLMs (percentage) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	100.00
Date	03-Jun-2019	31-Aug-2021	31-May-2022	31-Dec-2024
Comments:	Number of schools as a share of targeted schools that are observed using TLMs for targeted instruction during lesson observations conducted by Circuit Supervisors			

Strengthen school support, management and resourcing				
▶ Number of targeted schools utilizing at least 80% of learning grant (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	9,000.00
Date	30-Aug-2019	31-Aug-2021	31-May-2022	31-Dec-2024
Comments:	Number of targeted schools using 80% of the learning grant as a share of total targeted schools in each year. This indicator will be measured at the end of the school year.			
▶ Number of targeted schools with continuous coaching and mentoring support (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	10,000.00
Date	30-Aug-2019	31-Aug-2021	31-May-2022	31-Dec-2024



Comments: CSs conduct coaching visits based on classroom lesson observations. Each school must receive at least 3 coaching visits annually.

Strengthen accountability systems for learning

► Survey on beneficiary satisfaction conducted (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	30-Aug-2019	31-Aug-2021	31-May-2022	31-Dec-2024

Comments: This indicator will measure whether a survey on project beneficiary satisfaction was conducted and results uploaded to accountability dashboard for dissemination and monitoring during cluster-level meetings.

► Number of schools with SMC member attending cluster level meeting to discuss accountability dashboard data (Number) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	10,000.00
Date	30-Aug-2019	31-Aug-2021	31-May-2022	31-Dec-2024

Comments: Cluster level meetings will be held at least once a year to discuss data on key dashboard indicators (teacher absenteeism, student attendance, capitation grant amount, CS visits). These visits will be supported by the Districts. CSs will maintain minutes of the meetings, which will be collected at the district office. This indicator will measure those schools for which an SMC member attended the meeting.

► Percentage decrease from baseline in national teacher absenteeism rate (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	30.00
Date	30-Aug-2019	31-Aug-2021	31-May-2022	31-Dec-2024

Comments: This indicator will measure the number of teachers absent (without valid excuse/ permission from the school head) on a given day as a percentage of total teachers in a school.

► Percentage increase from baseline in national student attendance rate (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	25.00
Date	30-Aug-2019	31-Aug-2021	31-May-2022	31-Dec-2024

Comments: This indicator will measure the number of students present on a given day as a percentage of total enrolment in a school.

► Timely disbursement of capitation grants (Yes/No, Custom, PBC)

	Baseline	Actual (Previous)	Actual (Current)	End Target
--	----------	-------------------	------------------	------------



Value	Yes	Yes	Yes	Yes
Date	30-Aug-2019	31-Aug-2021	31-May-2022	31-Dec-2024
Comments:	Timely disbursement implies a delay of no more than one term			

Technical assistance, institutional strengthening, monitoring, and research (IPF)

► Number of research projects undertaken to support improved quality of education (cumulative) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	4.00
Date	24-Apr-2020	31-Aug-2021	31-May-2022	29-Dec-2023

Strengthening support for schools and OOSC through outcomes-based commissioning

► Number of OOSC placed into schools (cumulative) (disaggregated by gender) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	71,250.00
Date	07-Apr-2020	31-Aug-2021	31-May-2022	30-Dec-2025

► Average learning gains for OOSC (disaggregated by gender) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	0.00
Date	07-Apr-2020	31-Aug-2021	31-May-2022	30-Dec-2025

► Retention rate of previously OOSC in schools for one year (disaggregated by gender) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	85.00
Date	07-Apr-2020	31-Aug-2021	31-May-2022	30-Dec-2025

► Retention rate of previously OOSC in schools for two years (disaggregated by gender) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	72.00
Date	16-Apr-2020	31-Aug-2021	31-May-2022	30-Dec-2025



▶ Average Learning gains in numeracy and literacy at P2 in EOF beneficiary schools (disaggregated by gender) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	0.30
Date	14-Apr-2020	31-Aug-2021	31-May-2022	30-Dec-2025

▶ Average Learning gains in numeracy and literacy at P4 in EOF beneficiary schools (disaggregated by gender) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	0.40
Date	14-Apr-2020	31-Aug-2021	31-May-2022	30-Dec-2025

Support the national COVID-19 response for continued learning, recovery and resilience in basic educ				
▶ Number of lesson modules developed for radio, TV or online dissemination for basic education (disaggregated by grade and subject) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1,641.00	1,641.00	100.00
Date	24-Apr-2020	31-Aug-2021	31-May-2022	30-Nov-2021
▶ Number of teachers trained in using distance learning methods (disaggregated by gender) (cumulative) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	70,607.00	70,607.00	40,000.00
Date	24-Apr-2020	31-Aug-2021	31-May-2022	30-Nov-2021
Comments:	<p>Public primary trained school teachers covering grades KG1 and KG2 as well as P1 to P6: ~70,000 teachers The number of teachers trained was 70,607 (of which female teachers are 29,088 or 41.2%). This represents 74% of the total 96,000 teachers in the 10,000 GALOP schools. Training modules have been developed and uploaded on the Learning Management System. In 2021 an estimated 40,000 teachers will be trained representing 42 percent of teachers in program areas. Training of all 283,008 teachers in public basic school is scheduled to commence in September 2021. (this will include 46,895 KG teachers; 125,094 primary teachers; and 111,019 JHS or lower secondary teachers).</p>			
☐ Number of teachers trained in using distance learning methods (disaggregated by gender) Cumulative - Female (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	29,088.00	29,088.00	18,000.00
Date	24-Apr-2020	31-Aug-2021	31-May-2022	30-Nov-2021



► Percentage of children previously enrolled who return to school once schools reopen (disaggregated by gender and children with disabilities) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	98.00	80.00
Date	24-Apr-2020	31-Aug-2021	31-May-2022	30-Nov-2021
Comments:	An estimated 5,806,083 children are enrolled in basic schools (of which 2,874,367 are girls) are enrolled in basic schools in Ghana. 100% of them returned to school when schools reopened after the pandemic. The number of children who returned to school is estimated as the total enrollment in public basic education schools based on data used to disburse capitation grants.			
□ Percentage of children previously enrolled who return to school once schools reopen - girls (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	49.90	49.90	80.00
Date	24-Apr-2020	31-Aug-2021	31-May-2022	30-Nov-2021
□ Percentage of children previously enrolled who return to school once schools reopen - children with disability (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	0.00	80.00
Date	24-Apr-2020	31-Aug-2021	31-May-2022	30-Nov-2021
► Number of children in targeted schools provided access to functional hand washing facilities (cumulative) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	5,806,803.00	5,806,803.00	1,500,000.00
Date	24-Apr-2020	31-Aug-2021	31-May-2022	30-Nov-2021
► Percentage of teachers who return to school once schools reopen (disaggregated by gender) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	100.00	85.00
Date	28-Apr-2020	31-Aug-2021	31-May-2022	30-Nov-2021
Comments:	*Awaiting EMIS data collection - to be completed by end 2021 to report the number of teachers that returned to school after the school closures due to the COVID-19 pandemic.			
► Establishment of functional Learning Management System (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes



Date	24-Apr-2020	31-Aug-2021	31-May-2022	30-Nov-2021
Comments:	A Learning Management System (Edmodo LMS) established by the Ghana Education Service (GES) is adapted to host materials aligned to Ghana's curriculum. The Edmodo LMS was launched during the National Education Week on November 5, 2020 (www.edmodo.com.gh). The LMS provides a platform for online-learning and on-going communication and teacher between students, parents, and teachers. The MOE and GES plan to integrate the LMS platform with all existing distance learning modules and to make this available on laptops, tablets, and smart phones.			
▶ Government policy on Technology Use in Schools and Bring Your Own Device reviewed and endorsed (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	24-Apr-2020	31-Aug-2021	31-May-2022	30-Nov-2021

Performance-Based Conditions

▶ PBC 1 (In grant agreement (GA) PBC1.0a) Lesson observation tools harmonized by NIB and approved by MoE (Yes/No, Process, 8,000,000.00, 100.00%)				
	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	No	Yes	Yes	--
Date	--	25-Jun-2021	31-May-2022	--

▶ PBC 2 (GA: PBC1.0b) National INSET Framework developed by NTC and GES and approved by MoE (Yes/No, Process, 5,000,000.00, 100.00%)				
	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	No	Yes	Yes	--
Date	--	25-Jun-2021	31-May-2022	--

▶ PBC 3 (GA: PBC1.1) Baseline on teaching practices in targeted schools established (Yes/No, Process, 10,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	No	No	No	--



Date	--	25-Jun-2021	31-May-2022	--
------	----	-------------	-------------	----

►PBC 4 (GA: PBC1.2) Number of targeted schools trained in targeted instruction (Number, Output, 10,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	0.00	70,607.00	70,607.00	--
Date	--	25-Jun-2021	31-May-2022	--

►PBC 5 (GA: PBC1.3.1 - 1.3.4) Number of targeted schools with continuous coaching and mentoring support (Number, Output, 12,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	0.00	0.00	0.00	--
Date	--	25-Jun-2021	31-May-2022	--

►PBC 6 (GA: PBC1.4) Percentage point increase from baseline in percent of targeted schools with teaching practices meeting inspection standards of teaching practices (Percentage, Intermediate Outcome, 5,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	0.00	0.00	0.00	--
Date	--	25-Jun-2021	31-May-2022	--

►PBC 7 (GA: PBC2.0a) Agreed targeting criteria applied to list of public schools to identify targeted schools (Yes/No, Process, 6,500,000.00, 100.00%)				
	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	No	Yes	Yes	--
Date	--	25-Jun-2021	31-May-2022	--



►PBC 8 (GA: PBC2.0b) Guidelines for learning grants developed by GES and approved by MOE (Yes/No, Process, 6,500,000.00, 100.00%)

	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	No	Yes	Yes	--
Date	--	25-Jun-2021	31-May-2022	--

►PBC 9 (GA: PBC2.1) Number of targeted schools receiving first allocation of learning grants (Number, Output, 10,000,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	0.00	0.00	0.00	--
Date	--	25-Jun-2021	31-May-2022	--

►PBC 10 (GA: PBC2.2.1 - 2.2.4) Number of targeted schools utilizing at least 80% of learning grant (Number, Output, 40,000,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	0.00	0.00	0.00	--
Date	--	25-Jun-2021	31-May-2022	--

►PBC 11 (GA: PBC3.0) Accountability for Learning framework developed by participating agencies and approved by MoE (Yes/No, Process, 4,000,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	No	Yes	Yes	--
Date	--	25-Jun-2021	31-May-2022	--

►PBC 12 (GA: PBC3.1) Accountability dashboard developed by MoE and is functional (Yes/No, Output, 6,000,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
--	----------	-------------------	------------------	-------------------



Value	No	No	No	--
Date	--	25-Jun-2021	31-May-2022	--

► PBC 13 (GA: PBC3.2.1 - 3.2.4) Number of schools using accountability dashboard data during cluster-level meetings (Number, Output, 6,000,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	0.00	0.00	0.00	--
Date	--	25-Jun-2021	31-May-2022	--

► PBC 14 Timely disbursement of capitation grants (Yes/No, Output, 6,000,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	Yes	Yes	Yes	--
Date	--	31-Aug-2021	31-May-2022	--

► PBC 15 (GA: PBC4.0) National Assessment Strategy developed by NaCCA and approved by MoE (Yes/No, Process, 3,000,000.00, 100.00%)

	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	No	Yes	Yes	--
Date	--	25-Jun-2021	31-May-2022	--

► PBC 16 (GA: PBC4.1) Operational plan for rollout of P4 mathematics and English assessment developed by NaCCA (Yes/No, Process, 4,000,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	No	No	No	--
Date	--	25-Jun-2021	31-May-2022	--



►PBC 17 (GA: PBC4.2) Baseline on P4 mathematics and English proficiency in targeted schools established (Yes/No, Output, 4,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	No	No	No	--
Date	--	25-Jun-2021	31-May-2022	--

►PBC 18 (GA: PBC4.3) Increase from baseline established in PBC4.2 in percent of P4 pupils in targeted schools with proficiency in mathematics and English (Text, Outcome, 4,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	0.00	No	No	--
Date	--	25-Jun-2021	31-May-2022	--

►PBC 19 (GA: PBC5.0) Review of teacher deployment and transfer strategy completed by GES and approved by MoE (Yes/No, Process, 3,000,000.00, 100.00%)				
	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	No	Yes	Yes	--
Date	--	25-Jun-2021	31-May-2022	--

►PBC 20 (GA: PBC5.1.1 - 5.1.5) Percentage of targeted KG schools with PTTR below 50:1 (Percentage, Intermediate Outcome, 4,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	74.00	75.00	75.00	--
Date	--	25-Jun-2021	31-May-2022	--



►PBC 21 (GA: PBC5.2.1 - 5.2.5) Percentage of targeted primary schools with PTTR below 50:1 (Percentage, Intermediate Outcome, 3,000,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	75.00	75.00	75.00	--
Date	--	25-Jun-2021	31-May-2022	--

►PBC 22 (GA: PBC6.1) Improved placement, retention and learning gains for OOSC (Text, Outcome, 11,100,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	No	No	No	--
Date	--	25-Jun-2021	31-May-2022	--

►PBC 23 (GA: PBC6.2) Improved average learning gains in P2 and P4 numeracy and literacy in EOF-beneficiary schools (Text, Outcome, 13,900,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	No	No	No	--
Date	--	25-Jun-2021	31-May-2022	--

►PBC 24 (GA: PBC7.1) Number of lesson modules developed for radio, TV or online dissemination for basic education (disaggregated by grade and subject) (Number, Output, 5,100,000.00, 100.00%)

	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	0.00	1,641.00	1,641.00	--
Date	--	25-Jun-2021	31-May-2022	--

►PBC 25 (GA: PBC7.2a) Teacher training modules on digital literacy developed and uploaded online (Yes/No, Process, 400,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
--	----------	-------------------	------------------	-------------------



Value	No	No	No	--
Date	--	25-Jun-2021	31-May-2022	--

► PBC 26 (GA: PBC7.2b) Number of teachers trained in using distance learning methods (disaggregated by gender) (cumulative) (Number, Output, 1,200,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	0.00	70,607.00	70,607.00	--
Date	--	21-Jun-2021	31-May-2022	--

► PBC 27 (GA: PBC7.3) Back to school media campaign broadcasted in all 16 regions (Yes/No, Output, 4,100,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	No	Yes	Yes	--
Date	--	25-Jun-2021	31-May-2022	--

► PBC 28 (GA: PBC7.4) Establishment of functional Learning Management System (Yes/No, Output, 4,000,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	December 31, 2025
Value	No	Yes	Yes	--
Date	--	25-Jun-2021	31-May-2022	--

Data on Financial Performance

Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P165557	IDA-64820	Effective	USD	150.00	150.00	0.00	39.16	112.19	26%
P165557	TF-B0846	Effective	USD	23.90	23.90	0.00	0.00	23.90	0%

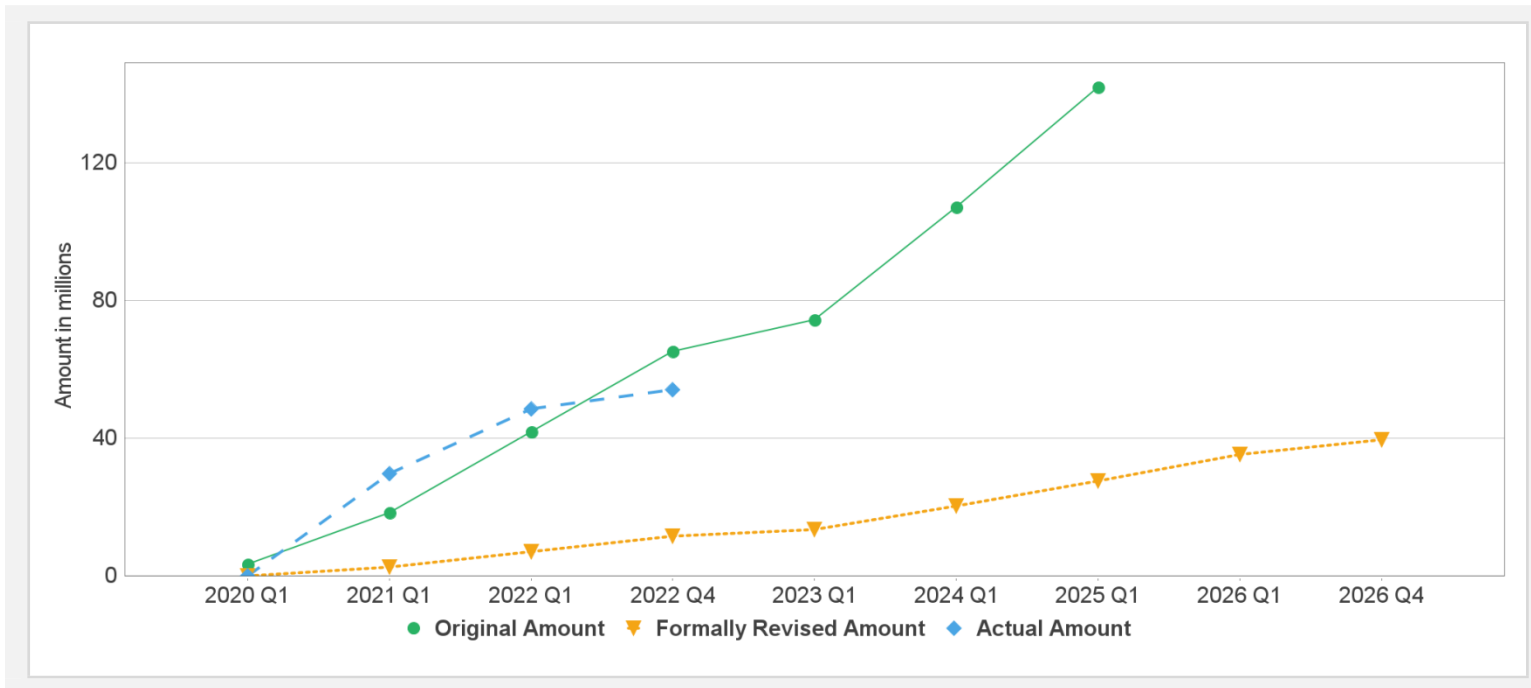


P165557	TF-B3009	Closed	USD	14.80	14.80	0.00	14.80	0.00	<div style="width: 100%; height: 10px; background-color: green;"></div>	100%
P165557	TF-B3026	Effective	USD	22.00	22.00	0.00	0.00	22.00	<div style="width: 0%; height: 10px; background-color: gray;"></div>	0%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P165557	IDA-64820	Effective	24-Oct-2019	17-Jan-2020	16-Apr-2020	31-Dec-2024	31-Dec-2024
P165557	TF-B0846	Effective	14-Apr-2020	14-Apr-2020	16-Apr-2020	31-Dec-2024	31-Dec-2024
P165557	TF-B3009	Closed	08-Jul-2020	21-Jul-2020	21-Jul-2020	30-Nov-2021	30-Nov-2021
P165557	TF-B3026	Effective	08-Jul-2020	21-Jul-2020	21-Jul-2020	31-Dec-2025	31-Dec-2025

Cumulative Disbursements



Restructuring History

There has been no restructuring to date.

Related Project(s)

P173282-Ghana Accountability for Learning Outcomes Project Additional Financing