



Ghana Accountability for Learning Outcomes Project (P165557)

AFRICA | Ghana | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2020 | Seq No: 1 | ARCHIVED on 07-Feb-2020 | ISR40035 |

Implementing Agencies: Ministry of Finance, Ministry of Education

Key Dates

Key Project Dates

Bank Approval Date: 24-Oct-2019

Effectiveness Date: --

Planned Mid Term Review Date: --

Actual Mid-Term Review Date:

Original Closing Date: 31-Dec-2024

Revised Closing Date: 31-Dec-2024

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 \$63.00 M)
Strengthen accountability systems for learning:(Cost \$47.00 M)
Technical Assistance, institutional strengthening, monitoring, and research:(Cost \$13.90 M)

Overall Ratings

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

Implementation Status and Key Decisions

9. The project is yet to be declared effective. The Bank team is in the process of preparing the effectiveness notice which will declare effectiveness by early February 2020. The project has one effectiveness condition per the GALOP Financing Agreement: *Article IV 4.01. Prepare and adopt a Project Implementation Manual (PIM) in satisfactory form and substance to IDA.* Following the mission, the government team has submitted a revised PIM to the Bank team which include includes further details on safeguards based on comments received by World Bank safeguards specialists and grievance redress mechanism (GRM), as well as the complete list of targeted beneficiary basic schools by level, districts and regions. Implementation is progress is satisfactory and the project is on track to achieve the Project Development Objective.

10. Implementation progress. Substantial progress has been made towards meeting five of the year zero disbursement linked results (DLRs). Specifically: lesson observation tools have been harmonized and digitized by the National Inspection Board (NIB) and a zero draft of the National Assessment Framework has been developed with support from DfID and TA from Cambridge Assessments International Education. These will be submitted to the World Bank for review. Progress on three other year zero DLRs is satisfactory. These include the finalization of list of targeted



schools, development of guidelines for learning grants and development of accountability for learning framework. The project should focus on ensuring that the remaining two DLRs are met on time (development of INSET framework and teacher deployment and transfer strategy).

11. Progress by Components

(i) Training on the new curriculum was completed for all basic education schools before the start of the academic year in September 2019. The National Teaching Council (NTC) has developed a Continuous Professional Development (CPD) Framework that includes a point-based training and licensing system. It is supported by an online teacher portal where teachers can register for trainings and monitor points accrued for training obtained.

(ii) **Key implementation progress under Component 2.** MOE and GES have prepared the draft guidelines for the administration and utilization of learning grants, which is being reviewed by the World Bank. The learning grants will be directly disbursed to school bank accounts using the Ghana Integrated Financial Management Information System (GIFMIS) for improved transparency and financial management. JICA will roll out the 'Compass Model', its SMC training project starting in March 2020, which will lay the foundation for cascade training on SMC strengthening and engagement across all GALOP targeted schools.

(iii) **Key implementation progress under Component 3.** MOE undertook a mapping of existing accountability structures with technical assistance from Ark Education Partnerships Group (EPG) and the RISE Programme. A follow up workshop with Ark EPG is planned for January 2020 to identify key information to be tracked. This will enable finalization of the Accountability for Learning Framework and provide key indicators for the accountability dashboard. The National Assessment Framework was developed and is aligned with the new curriculum. NaCCA will work closely with the World Bank to improve international benchmarking of its national census assessments. The review of establishment positions at the school-level is currently underway. Results from the review will inform the setting of norms for teacher deployment. Ongoing discussions with Teacher Unions will also inform the strategy.

(iv) **Key implementation progress under Component 4.** For the digitized school inspection and EMIS, a school inspection and lesson observation tool based on the revised National Inspection Handbook has been harmonized for national, regional, district and school level monitoring. The MOE identified the need for Technical Assistance (TA) for test item development by NaCCA, accountability dashboard, digitized EMIS, targeted instruction, school leadership and management, communications strategy among others. TORs for these consultancies are to be finalized by February 28, 2020.

12. Project Management. The GALOP mainstreamed in the Ministry of Education (MOE) and the Ghana Education Service (GES). It was agreed that the MOE would establish a Project Technical Team (PTT) which will see to the day to day implementation and Project Oversight Committee (POC) which will oversee the GALOP by February 28, 2020.

13. Leveraging global initiatives to support project implementation. The MOE confirmed Ghana's readiness to participate in the new Global Education Policy Dashboard (GEPD). This would be a way of gaining access to a comprehensive set of internationally-comparable data and can be leveraged to facilitate the process of creating the accountability dashboard. Ghana will also participate in a Policy Linking workshop to improve international benchmarking of national standardized assessments. This will facilitate capacity building in test item development and roll out of the national assessments under GALOP. It was further recommended that the EMIS department use an open-source, non-propriety software for tablet-based data collection and automated analysis like Survey Solutions, which is currently being used in large-scale projects across the world.

Risks

Systematic Operations Risk-rating Tool

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



Overall □ Substantial -- □ Moderate

Results

PDO Indicators by Objectives / Outcomes

Improve quality of education in low performing basic schools				
IN00786713				
► 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	25.00
Date	30-Aug-2019	--	18-Dec-2019	31-Dec-2024
Comments:	Percentage point increase from baseline (to be determined in 2020) in percent of targeted schools with "good" inspection score (averaged score of 3 or higher, averaged across Math and English lessons observed)			
IN00786721				
► Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	2,328,750.00
Date	30-Aug-2019	--	18-Dec-2019	31-Dec-2024
□ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	1,164,375.00
Strengthened education sector equity				
IN00786714				
► 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	90.00
Date	31-May-2019	--	18-Dec-2019	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				
IN00786715				
▶ 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	15,000.00
Date	03-Jun-2019	--	18-Dec-2019	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				
IN00786724				
▶ Teachers recruited or trained (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	76,000.00
Date	31-Jul-2019	--	18-Dec-2019	30-Dec-2024
□ Number of teachers trained (Number, Corporate Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	76,000.00
Date	31-Jul-2019	--	18-Dec-2019	30-Dec-2024
□ Teachers recruited or trained - Female (RMS requirement) (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	35,000.00
□ Number of teachers recruited (Number, Corporate Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	0.00
Date	31-Jul-2019	--	18-Dec-2019	30-Dec-2024
IN00786734				
▶ Share of targeted schools using targeted instruction TLMs (percentage) (Percentage, Custom)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	100.00
Date	03-Jun-2019	--	18-Dec-2019	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

IN00786725

► 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	9,000.00
Date	30-Aug-2019	--	18-Dec-2019	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.			

IN00786727

► Number of targeted schools with continuous coaching and mentoring support (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	10,000.00
Date	30-Aug-2019	--	18-Dec-2019	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

IN00786723

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

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	--	No	Yes
Date	30-Aug-2019	--	18-Dec-2019	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.			

IN00786726

► 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	10,000.00
Date	30-Aug-2019	--	18-Dec-2019	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.			
IN00786729	► Percentage decrease from baseline in national teacher absenteeism rate (Percentage, Custom)			
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	30.00
Date	30-Aug-2019	--	18-Dec-2019	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.			
IN00786731	► Percentage increase from baseline in national student attendance rate (Percentage, Custom)			
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	25.00
Date	30-Aug-2019	--	18-Dec-2019	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.			
IN00786733	► Timely disbursement of capitation grants (Yes/No, Custom)			
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Yes	--	Yes	Yes
Date	30-Aug-2019	--	18-Dec-2019	31-Dec-2024
Comments:	Timely disbursement implies a delay of no more than one term			

Data on Financial Performance

Disbursements (by loan)

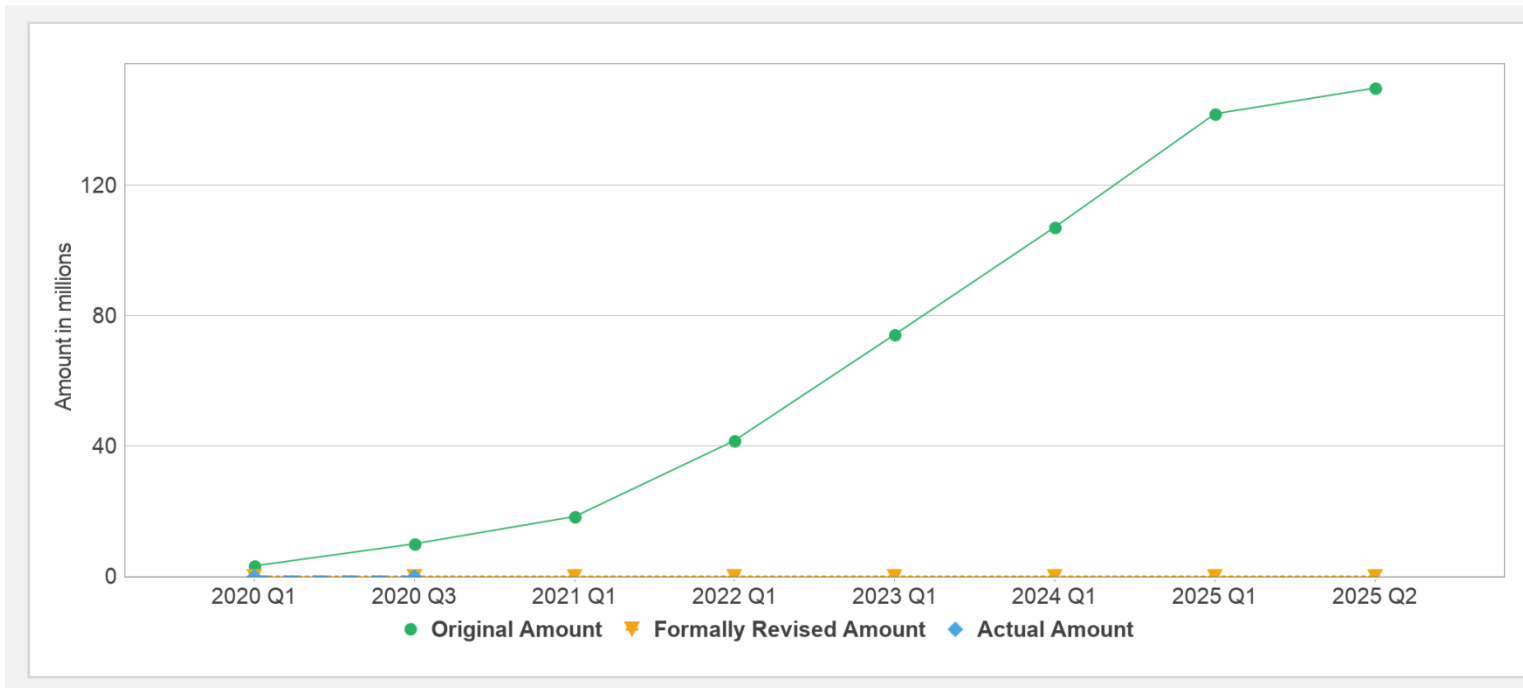
Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P165557	IDA-64820	Not Effective	USD	150.00	150.00	0.00	0.00	148.58	0%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P165557	IDA-64820	Not Effective	24-Oct-2019	17-Jan-2020	--	31-Dec-2024	31-Dec-2024



Cumulative Disbursements



Restructuring History

There has been no restructuring to date.

Related Project(s)

P173282-Ghana Education Outcomes Fund