

Cover Note for COVID-19 Accelerated Funding Request

OVERVIEW	
Country:	Ghana
Grant agent(s):	World Bank
Coordinating agency(ies):	DFID
Program name:	Additional Financing to Ghana Accountability for Learning Outcomes Project (GALOP)
COVID-19 Accelerated Funding amount requested:	USD 15,000,000
Agency fees amount (additional to COVID-19 Accelerated Funding amount requested): ¹	USD 262,500
Agency fees as % of total COVID-19 Accelerated Funding requested:	1.75%
COVID-19 Accelerated Funding application date:	4/29/2020
Estimated COVID-19 Accelerated Funding program start date:	5/29/2020
Estimated COVID-19 Accelerated Funding program closing date (must be last day of the month, e.g. June 30 , 2021):	11/30/2021
Expected submission date of completion report (At the latest 6 months after program closing date):	5/29/2022
Grant modality - (please enter 'X')	<input type="checkbox"/> Sector Pooled
	<input type="checkbox"/> Project Pooled/ Co-financed
	<input checked="" type="checkbox"/> Project/ Stand-alone

¹ General agency fees are additional to the Accelerated Funding amount requested and determined by the grant agent's own internal regulations. They are paid to the agency's headquarters and relate to overhead costs and are typically used to assist in the defrayment of administrative and other costs incurred in connection with the management and administration of grant funds. These fees are pre-determined in the Financial Procedure Agreement (FPA) between the grant agent and the GPE Trustee.

Table of Contents

Cover Note	1
A. Introduction.....	3
B. Rationale for the application.....	4
C. Project Development Objective and Components.....	5
D. Equity Considerations and Safeguards.....	9
E. Monitoring and Evaluation Arrangements and Results Framework.....	10
Learning from Evidence.....	10
F. Project Financing.....	16
G. Implementation Arrangements.....	16
H. Financial Management Arrangements.....	18
I. Key Risks and Mitigation Measures.....	19
J. Grant Agent Selection.....	20
K. Application Endorsement.....	21
Annex 1: Ghana Education Development Partner support for COVID-19 Education Response	22
Annex 2: Disbursement Linked Indicator, Funding and Verification Protocols	25
Annex 3: Implementation Budget and Timeline	28

A. Introduction

1. Following the identification of positive cases of COVID-19 in Ghana, the Government of Ghana introduced a partial lockdown and mandated the closure of all schools, colleges and universities on March 16, 2020. This affects an estimated 9.2 million students in KG to Senior High School for both public and private schools, as well as 0.5 million tertiary education students and 450,000 teachers in public and private institutions. The Government of Ghana plans to implement a set of immediate actions to: (i) ensure continuity of learning during the crisis, (ii) prepare school systems to reopen once the pandemic subsides, and (iii) build resilience for a possible resurgence of the pandemic and other future crises. The longer children are out of school, the greater the impacts on learning and the higher the risks that vulnerable children will not return to schools. Being out of school places children, especially girls, at increased risk of pregnancy, sexual abuse, child marriage and other dangers. These negative impacts will be significantly higher for children with disabilities, from deprived rural areas, and from low-income households.
2. To mitigate the impact of this situation, the Ministry of Education (MOE) and the Ghana Education Services (GES) have been working to establish practical distance learning options for learners at home and to continue providing guidance to teachers. They have also been working closely with the Ministry of Health on communications and an operational plan for the sanitization and safety of schools once they reopen. The MOE and GES launched the *COVID-19 Coordinated Education Response Plan for Ghana* in April 2020. The first part covers the education response during the COVID-19 outbreak including remote learning, psychosocial support and prevention of gender-based violence (GBV), coordinated approach, and improved communication initiatives. It further outlines post COVID-19 measures including a Back to School campaign; improved health conditions of schools; fumigation of schools; awareness on hygiene and safety of schools; accelerated education, remedial and catch-up programs; and building a resilient education system that is future ready. While the response plan mitigates against immediate and short-term effects of the pandemic, the MOE has also put great focus on the recovery and resilience phase. With support from the Education Development Partners (EDPs), the MOE has started to operationalize the Response Plan.
3. With the submission of this proposal, Ghana wishes to apply for additional funding of US\$15 million from the Global Partnership for Education (GPE) emergency Coronavirus disease 2019 (COVID-19) Accelerated Funding Window. Based on the decision made on April 9, 2020 at the EDP meeting with MOE chaired by the Minister for Education, the MOE and GES selected the World Bank as the Grant Agent. The present proposal is fully aligned with the *COVID-19 Coordinated Education Response Plan for Ghana* and further guided by the GPE eligibility guidelines.
4. The GPE COVID-19 Education Response Grant (application for US\$15 million of which US\$200,000 would be for supervision fees) will finance the proposed Additional Financing to the Ghana Accountability for Learning Outcomes Project (GALOP) to support the *COVID-19 Coordinated Education Response Plan for Ghana* for continued learning, recovery and resilience in basic education. The proposed AF will be implemented over an 18-month period ending in November 30, 2021. The GALOP is co-financed by an IDA credit of US\$150 million and a GPE Education Sector Plan Implementation Grant (ESPIG) of US\$24.4 million (of which US\$500,000 is supervision fees). The GALOP is currently being restructured to incorporate an Education Outcomes Fund Additional Financing of a US\$25.5 million grant from the Global Partnership for Results-Based Approaches (GPRBA) Trust Fund and US\$4.5 million financing from the Government of

Ghana (GoG). As such, the proposed COVID-19 Education Response AF funding will be supplementary to the ongoing education sector response and can be leveraged to accelerate the disbursement of critical funds to the government. In addition, interventions from EDPs to support the *COVID-19 Coordinated Education Response Plan for Ghana*, have been gaining momentum. Annex 1 presents the list of EDP interventions and committed funding.

B. Rationale for the application

5. **The education sector response to COVID-19 has been gaining momentum; additional resources would strengthen this and increase the focus on equity.** The MOE and GES have rolled out the iCampus (an online learning platform developed under the World Bank supported – Secondary Education Improvement Project (SEIP)) which provides access to learning resources to over one million Senior High School (SHS) students. Currently, about 60,000 SHS students access the iCampus platform on a daily basis. Lessons for SHS students are currently being broadcasted on Ghana Learning TV. The GES is developing digital content for kindergarten (KG), primary and Junior High School (JHS) students which is expected to be launched in early May 2020. Focusing on digital technologies offers an opportunity for continued learning for a significant proportion of students. However, requiring access to smartphones, tablets and computers or internet connectivity creates a considerable risk in terms of equity among urban and rural students, students from low income households, children with disability and other marginalized groups. To this end, the MOE and GES have partnered with MTN Foundation and Vodafone to zero-rate digital content, and intend to provide content over TV, radio, online, paper-based materials, and through SMS messaging using USSD codes to increase access. About 90 percent of 15-49 year-olds have mobile phones, 60 percent have access to TV or radio, 22 percent have internet at home and 15 percent have computers.² Radio has smallest gap in coverage between urban/rural areas. Further targeted interventions will be required once schools reopen as marginalized children are more likely to drop out of school after the pandemic.

6. **The shift to remote and digital education also raises concerns about teachers' preparedness to work with these technologies, especially in rural and vulnerable areas.** Teacher education for 32,000 student teachers with 1,500 teacher educators in 46 colleges of education is continuing on virtual platforms; however, support to prepare teachers to facilitate remote and distance education need to be integrated in pre-service training. This is even more critical for the approximately 450,000 in-service teachers in public and private schools, many of whom would require more in-depth digital literacy skills to help them use these technologies in teaching.

7. **Though enrolment rates are high in Ghana, roughly 450,000 children aged 6-14 years old were estimated to be out of school as of 2016.³ This number is likely to increase (particularly for girls, children with disabilities, and low-income households) owing to national school closures during the COVID-19 outbreak in Ghana.** The Government of Ghana aimed to achieve universal primary education by 2015, but challenges in meeting this goal means that the estimated 452,984 children are out of school with the highest concentration of out-of-school children (OOSC) in the Northern, Greater Accra and Ashanti

² UNICEF. 2019. Ghana Multiple Indicator Cluster Survey 2017/18.

³ Sabates, Ricardo. October 5, 2018. Moving Beyond Aid in Education: The Case of the Complementary Basic Education Programme in Ghana, accessed at https://www.riseprogramme.org/blog/beyond_aid_accessed_on_April_25,_2019.

regions.⁴ This number is likely to increase because of the COVID-19 pandemic, as evidenced from previous crises in other countries such as Sierra Leone during the Ebola crisis. Prolonged school closures in Sierra Leone during the Ebola outbreak leading to a doubling of adolescent pregnancies and increased female dropout as girls then faced barriers to re-enrolling in school if they were visibly pregnant. Data from crises in the 1980s and 1990s shows that falling per-capita income was associated with reductions in enrollment in both primary and secondary education, as it also led to lower attainment levels for the cohorts that experienced the crises compared to the cohorts before or after them. Moreover, some research has shown there is variation in enrollment rate reductions by income status. For example, data showed that the decrease in enrollment rates in Indonesia in the crisis of late 1990 was twice as much for the children of the poorest quartile as compared to the overall population.

8. In Ghana, the COVID-19 pandemic is likely to disproportionately impact girls, disadvantaged and marginalized students. The GES is continuing small-group socially-distanced classes with community-based facilitators, for 21,000 vulnerable children in rural and remote areas, who were previously out-of-school but enrolled in 9-month accelerated learning Complementary Basic Education (CBE) classes. Further, the GALOP, the parent project, is being restructured to include another additional financing which will focus on improving access for out-of-school children (OOSC) through remedial and accelerated learning through the use of education outcomes funding. This will allow the GoG to mobilize additional resources from social investors as well as use innovative methods to reach marginalized OOSC, with approximately 75,000 OOSC beneficiaries.

C. Project Development Objective and Components

9. **Project Development Objective (PDO).** The PDO of the parent GALOP is to improve the quality of education in low performing basic education schools and strengthen education sector equity and accountability in Ghana. The proposed AF is well aligned with the parent project and shares the same PDO.

10. The GALOP includes four components and under the proposed AF, a fifth component would be added as shown and described in further detail below:

- a. Component 1: Strengthen teaching and learning through support and resources for teachers;
- b. Component 2: Strengthen school support, management and resourcing;
- c. Component 3: Strengthen accountability systems for learning; and
- d. Component 4: Institutional strengthening, technical assistance, monitoring and research.
- e. **Component 5: Supporting COVID-19 Coordinated Education Response Plan for Ghana for continued learning, recovery and resilience in basic education**

11. While GALOP was designed prior to the outbreak of the COVID-19 pandemic, existing interventions under GALOP that are likely to support the *COVID-19 Coordinated Education Response Plan for Ghana* include the project's support to: (a) in-service teacher capacity building on digital literacy and targeted remedial instruction under Component 1; (b) water, sanitation and health (WASH) interventions supported through school learning grants and strengthened community engagement under Component 2; and (c) development of national standardized assessment tests under Component 3 that can be used to identify learning gaps once schools reopen.

⁴ Updated Analysis of Out of School Children in Ghana, Crown Agents and Management Unit, 2016

12. The sub-objectives of the proposed AF will support the *COVID-19 Coordinated Education Response Plan for Ghana* to:

- a. Enable continuity of learning for basic education during intermittent school closures using education technology as well as low-tech and no-tech solutions, with a special focus on equity considerations⁵;
- b. Develop teaching and learning resources for distance and remote education;
- c. Strengthen teacher capacity to participate in distance and remote teacher professional development and develop skills to facilitate and deliver home-based, distance and remote education;
- d. Ensure wellbeing, health and safety of students and teachers during school closure, and upon return to school;
- e. Ensure equity, inclusion and targeted support for the most vulnerable children (girls, children with disabilities, children in rural and remote areas, and from low-income families), to mitigate risks to their learning, safety, wellbeing, and re-entry to school; and
- f. Strengthen education system resilience and responsiveness to future emergencies.

13. **Proposed new Component 5: Supporting the COVID-19 Coordinated Education Response Plan for Ghana for continued learning, recovery and resilience in basic education (Estimated project financing: US\$14.8 million⁶).** The proposed component would: (a) strengthen remote education service delivery; (b) support safe school re-opening and re-entry; and (c) strengthen management for education sector resilience. The proposed component would also support government policy reform around the use of digital devices in basic education schools.

14. **Proposed sub-component 5.1: Strengthening remote education service delivery (Estimated project financing: US\$6.7 million).** The proposed sub-component would support: (a) content reform and delivery; and (b) in-service teacher training. Content reform would include: the development and deployment of accessible and inclusive tutorials through television and radio (including subtitles, sign language, captions); establishment of an online and offline (toll-free helpdesk) for teacher and student remote assistance; deployment of pre-loaded content devices (targeted at approximately 10,000 students with special education needs); and uploading of all education content on enhanced Digital Library linked to the Learning Management System (LMS)⁷. The development of content for delivery through radio will be aligned with ongoing interventions supported by UNICEF and USAID. While approximately 60 percent of children in Ghana can be reached through TV or radio, an additional 500,000 children (or 10 percent of public basic education enrollment) who do not have access to TV, radio or other technologies, will be reached through the printing and distribution of teaching and learning materials.

15. In-service teacher training would be supported to improve teacher capacity in digital literacy and

⁵ For girls, children in rural and remote areas, low-income groups, and children with disabilities

⁶ Total GPE emergency COVID-19 Accelerated Funding Window grant amount is US\$15.0 million including US\$200,000 which goes to the Supervising Entity (WB) for supervision.

⁷ All online educational content will be zero-rated meaning that users access it for free and will not be charged in data, phone or internet bills for accessing a website or mobile application. For improved uptake of this content, zero-rating will be clearly communicated to users through the TV, radio and online programming as well as through the communications campaign supported under sub-component 5.2.

the delivery of lessons through innovative platforms. This would incorporate training on facilitation of remote and distance learning; online tools including Zoom, WhatsApp, SMS, TV and radio; use of smart devices and online learning platforms; remote student assessment; and the LMS and Knowledge and Skills Bank. These would be supplemented by training on inclusion, accessibility and safeguarding during school closures. Teachers would also be trained to support crisis management, health, psychosocial wellbeing and child wellbeing in response to the COVID-19 pandemic. Further, teachers would be trained to rapidly assess student learning and deliver remedial and accelerated learning for when schools reopen to respond to learning losses resulting from school closures.

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

17. A public awareness and communications campaign would be conducted on public health and safety with regards to the COVID-19 pandemic targeting students currently out of school. The awareness campaign would also engage communities on safeguards against gender-based violence and adolescent pregnancy during the intermittent school closures, and provide psychosocial support for students, parents and communities. Once schools reopen, an enrolment drive or back to school campaign would be undertaken, with emphasis on preventing the dropout of girls, children with disabilities and children from low-income households. Efforts will be made to ensure that all communications are designed in a way that are child-friendly, accessible to persons low literacy, persons with disabilities, people in rural remote areas, and people who lack technology.

18. When schools reopen, it is likely that there will be a need to address the learning gap created or exacerbated during the shutdown. Although the MOE and GES are putting in place substantial distance learning interventions, slower learning progress is expected to happen during the closure of schools and disadvantaged students (including girls, the poorest, those with disabilities, children in rural remote areas, and who lack access to technology) are likely to fall further behind. As such, this sub-component would provide remedial and accelerated learning support for at-risk and poor performing students once schools reopen. The MOE and GES piloted a remedial education program with support from UNICEF which is being rolled out to 10,000 schools (approximately half of all public basic education schools) under GALOP. This sub-component would support the rollout of remedial education in an additional 5,000 schools. The remaining approximately 5,000 schools will be reached through MOE support. At-risk and poor performing students will be identified through a national census assessment at the P4 level and sample assessment at other grade levels.

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

20. The Ghana National Knowledge and Skills Bank would enable the curation of all education content linked to the new curriculum (including e-textbooks, interactive lessons, video lessons and audio content). It would further allow for the aggregation of third-party education content through the GhLA and provide curated and approved audio content accessible through toll free calls and USSD short codes playback. National and school biodata would be strengthened to link them to the LMS and the Ghana National Knowledge and Skills Bank. This sub-component would also support capacity building for the Center for National Distance Learning and Open Schooling (CENDLOS) and GhLA to adapt, curate and develop learning content and teacher training materials. The Knowledge and Skills platform will be funded in phases over a period of 24 to 36 months. The GPE COVID-19 contribution will be for the initial set up and to acquire about 30% of the curated content from third party content developers. The MOE, GES, GhLA, and NaCCA are also working to digitize the national curriculum which will also be hosted in the Knowledge Bank.

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

22. While the MOE and GES are undertaking substantial interventions to deliver distance and remote education using innovative technologies, there is a need to align education policies to ensure an enabling policy environment and sustainability of these interventions. This sub-component would support: (a) the review of the draft GES Policies on Technology Use in Schools, Data and Child Protection Policy, Bring Your Own Device Policy, and Policy on Digital Intelligence and Digital Quotient for staff and students; (b) implementation of a rapid survey on teacher and student accessibility to mobile SMS, internet, TV, radio,

social media and other digital technology; (c) development of an operational plan to expand internet connectivity to all basic education schools and coordinate with telecommunications companies to zero rate educational materials, including access to the LMS and the Ghana National Knowledge and Skills Bank. The activities under this sub-component will be closely aligned with the National Digital Literacy Project which will supply equipment to teachers and students.

D. Equity Considerations and Safeguards

23. **Gender and Gender-Based Violence (GBV).** The COVID-19 crisis presents additional risks of gender inequalities, GBV, and adolescent pregnancy and marriage as women and young girls may face greater expectations to care for children and relatives at home instead of studying and teaching, and are more prone to domestic abuse under stay-home orders without regular access to school, teachers, and other support systems in the community. Rates of GBV, especially intimate partner violence have increased as people stay at home and change behavior in response to the spread of COVID-19. Women and girls are also vulnerable to other types of GBV including physical and sexual exploitation and abuse and sexual harassment. The project activities present a low risk of GBV but there is an opportunity to support initiatives that seek to address: (i) the gender gaps and disparities in access and learning achievement for boys and girls; (ii) GBV on in and out of school children; and (iii) to ensure inclusion of children with disabilities. The proposed AF supports key interventions to mitigate these risks such as teacher training on gender, girls' education, GBV prevention, and safeguarding. The use of mass broadcasting tools such as radio, mobile SMS, and television will generate consciousness and support for girls at increased risk of violence as well as to prevent violence against girls, female teachers and other vulnerable groups during stay-at-home orders.

24. **Disability inclusion.** The onset of the COVID-19 pandemic can cause stress, anxiety and fear, and create or exacerbate mental health issues in adults and children. Sources of stress at the household level may arise as children stay at home and create competing demands for time, and income decreases due to job loss or wage cuts. The pandemic can also increase fear from lack of information or misinformation. Persons with disabilities are at risk of not being adequately included in risk communications, health and safety measures, and distance learning. The project will leverage ongoing government and partner-led interventions on disability inclusion in schools, as may be necessary. The proposed AF has identified several entry points to support inclusion in the *COVID-19 Coordinated Education Response Plan for Ghana*, such as deployment of pre-loaded content devices (with audio-visual, text-to-speech and text magnification features) for students with special education needs; teacher training on inclusion, accessibility and safeguarding; disability-friendly WASH facilities; text-to-speech functionality for all education content uploaded on the GhLA Digital Library; and targeting students with disabilities as a key target group under the back-to-school and gender sensitization campaign.

25. **Citizens' engagement.** The GALOP has a Stakeholder Engagement Plan (SEP) to ensure early, continuous, and inclusive (including vulnerable/disadvantaged groups) stakeholder engagement, which will be expanded to incorporate interventions under the proposed AF. Under sub-component 5.1, the GES will establish a toll-free helpdesk as well as an online platform for remote assistance to teachers and students on the use of education technologies being rolled out. The Grievance Redressal Mechanism (GRM) established for the parent project GALOP will be used for reporting of safeguarding and child protection issues. Under sub-component 5.2, the GES will undertake a child-friendly nationwide communications campaign on public health and safety with regards to COVID-19 and a Back to School

campaign engaging students and community stakeholders through interactive radio programs. Further, the LMS developed under sub-component 5.3 will enable parent and community engagement in student learning for those with internet access. Rapid automated assessment of the data collected through interactions on the LMS with students, teachers, parents and community members will provide continuous feedback to the GES on adapting and improving interventions under the project and framing education guidelines and policies. The annual citizen engagement survey financed under the SEP for GALOP will be expanded to include feedback on the COVID-19 response. This will be administered through a phone survey if the partial lockdown persists, and will be particularly important for parents, teachers, students and communities that do not have access to radio or the internet.

E. Monitoring and Evaluation Arrangements and Results Framework

26. Results monitoring will be integrated in the existing monitoring and evaluation (M&E) systems of the MOE. The Planning, Budgeting, Monitoring, and Evaluation (PBME) Division in the MOE will have the overall responsibility of reporting on the Results Framework. The division will be guided by the AF Results Framework detailed in Table 1 below. M&E arrangements for the GALOP parent project will encompass monitoring for Component 5 since Component 3 of the parent project is implemented systemwide and will offer a nationally representative sample to report on the indicators under the AF. Where possible, the use of remote data collection will supplement physical data collection if the partial lockdown persists or re-emerges. Figure 1 represents the Theory of Change for the proposed AF and how it is aligned with GALOP.

27. The Grant Agent (GA) will complete a bimonthly survey on implementation progress on GALOP AF activities, including reporting on core indicators (as data becomes available). The GA will submit an implementation completion report within six months of the closing date of the GALOP AF grant using the standardized template. Further, the GA will provide quality assurance on the M&E arrangements as well as reporting on the results framework throughout the implementation period.

Learning from Evidence

28. The project has an in-built monitoring for learning agenda. Teacher training under sub-component 5.1 will be delivered through an online portal and will provide automated reports on progress and feedback from teachers. The LMS developed under sub-component 5.3 will enable tracking of student learning and utilization of digitized material. These rapid feedback loops integrated in the LMS will allow for continuous evidence-based learning that can be used adaptively to improve the delivery of the teacher training program, teacher and student participation and student learning. Additionally, the project supports an online and offline (toll-free helpdesk) system for remote teacher and student support. Information gathered through this system will allow for continuous program improvement.

29. The LMS supports a platform for parent engagement that will allow the GES to collect information on student support for learning at home and how effectively students engage with distance learning delivery modalities including paper-based, online, TV and radio dissemination. The citizen engagement survey conducted under the parent GALOP will be expanded to incorporate the following areas: (a) relevance of project interventions and whether they responded to stakeholder needs; and (b) whether they effectively reached girls, CWDs and the most marginalized children. A national level census

assessment to be administered at the P4 level is funded under the parent GALOP. This will be expanded to sample students from other grades to provide insight into learning losses as a result of the pandemic. This will inform targeted remedial education programs. Further, the MOE and GES will document all lessons right from the formative phases of the project to the end, covering areas of relevance, effectiveness and efficiency of the use of the GALOP AF funds. These lessons will be shared during the monthly Local Education Group (LEG) meetings and will form the basis for knowledge generation and sharing for COVID-19 response grants.

Table 1: Proposed AF Results Framework

No.	Indicator	Core	Description	Baseline	End Target	Methodology for data collection	Responsibility
1	Number of lesson modules developed for radio, TV or online dissemination for basic education (disaggregated by grade and subject)		This will cover lesson modules developed to support remote and distance learning aligned to the new curriculum for at least two subjects in each grade from KG to JHS3	0	100	Verification on the enhanced Digital Library	GES
2	Number of children (and % of children in the relevant age-group in the program area) supported with distance or homebased learning (disaggregated by gender and children with disabilities)	✓	Measured as the number of children with access to TV, radio, online programming, pre-loaded digital devices or printed materials disseminated through the project	0	3,500,000	Based on materials developed and distributed under sub-component 5.1	GES
3	Number of teachers trained in using distance learning methods (disaggregated by gender)	✓	The integrated digital literacy course will incorporate distance learning trainings under sub-component 5.1	0	40,000	Check for understanding assessment inbuilt in the online integrated digital literacy course	GES
4	Number of teachers (and % of teachers in program area) trained to provide accelerated programs to mitigate loss of learning during school closure (disaggregated by gender)	✓	Measured as total number of teachers that received training on the remedial and accelerated learning program targeting poor performing students through sub-component 5.2	0	40,000	Based on data from the online teacher training platform	GES
5	Percentage of children previously enrolled who return to school once schools reopen (disaggregated by	✓	Measured as a ratio of enrolment when schools reopen and pre-COVID-19 enrolment in the academic year 2019/20	0	80%	Annual School Census	PBME

Table 1: Proposed AF Results Framework

No.	Indicator	Core	Description	Baseline	End Target	Methodology for data collection	Responsibility
	gender and children with disabilities)						
6	Number of children in targeted schools provided access to functional hand washing facilities (cumulative)	✓	Measured as the total enrollment of targeted schools that receive support for hand washing facilities. Each school must have at least two handwashing points with a safe water supply source	0	1,500,000	Project reporting	PBME
7	Percentage of teachers who return to school once schools reopen (disaggregated by gender)	✓	Measured as a ratio of current number of teachers and pre-COVID-19 number of teachers in the academic year 2019/20	0	85%	Annual School Census	PBME
8	Number of children (and % of children in the relevant age-group in the program area) provided access to programs and sensitization campaigns that aim at minimizing the negative impacts of school closure like psychological impacts, gender-based violence, and issues related to unequal social norms (disaggregated by gender and children with disabilities)	✓	Measured as number of children who received public awareness and communications campaign for school safe reopening and reentry interventions through sub-component 5.2	0	60%	Phone-based sample survey	PBME
9	Establishment of functional Learning Management System		The LMS will be hosted online and will enable delivery of e-courses for teacher professional development, teacher and student interaction	No	Yes	Verification of LMS online	GES

Table 1: Proposed AF Results Framework

No.	Indicator	Core	Description	Baseline	End Target	Methodology for data collection	Responsibility
			platform, student tracking and remote student assessment				
10	Government policy on Technology Use in Schools and Bring Your Own Device reviewed and endorsed		Policy document is to be reviewed, approved and endorsed by senior management	No	Yes	Memo and minutes of meeting endorsing policy document	GES
11	Number of children whose learning was assessed to evaluate loss of learning during school closure (disaggregated by gender and children with disabilities)	✓	Measured as total number of children assessed to evaluate loss of learning	0	500,000	NaCCA and school-based sample assessment	NaCCA

Figure 1. GALOP Theory of Change (including the proposed AF)

Challenges	Activities/Inputs	Outcomes	Impact
<p>Education service delivery: Discontinuity of learning given school closures, with greater impacts on marginalized children</p> <p>Availability of educational content for remote education delivery</p> <p>Inadequate capacity of teachers to facilitate and deliver remote learning</p>	<p>Component 1: Strengthen teaching and learning through support and resources for teachers</p> <p>1.1: Teacher capacity building and innovative delivery of in-service training</p> <p>1.2: School-based support and instructional leadership.</p> <p>1.3: Provision of teaching and learning materials (TLMs)</p>	<p>Improved teaching practices in schools</p> <p>Strengthened school level accountability through sharing of key data</p>	<p>Improved quality of education in low performing basic education schools</p>
<p>Access and quality: Large number of out-of-school children, especially in the northern regions with likely exacerbation due to COVID-19</p> <p>Poor learning outcomes in basic education</p>	<p>Component 2: Strengthen school support, management and resourcing</p> <p>2.1: Learning grants to support activities focused on learning</p> <p>2.2: Strengthening district education management capacity.</p> <p>2.3: Strengthening SMCs for enhanced citizen engagement</p> <p>2.4: Strengthening support for schools and OOSC through education outcomes funding</p>	<p>Improved literacy and numeracy outcomes and readiness for school</p> <p>Sustained retention of out-of-school children</p>	<p>Strengthened education sector equity and accountability</p> <p>Improved learning outcomes are sustained beyond the project period</p>
<p>Systems and accountability: Inadequate systems for education sector resilience to crises</p> <p>Lack of accountable school-based management and data for improved decision-making</p>	<p>Component 3: Strengthen accountability systems for learning</p> <p>3.1: Development and implementation of an accountability for learning framework</p> <p>3.2: Development and implementation of a national assessment strategy</p> <p>3.3: Policy reforms for efficient education sector human resource management, administrative and leadership practices</p>	<p>Continuity of learning during school closures</p> <p>Improved capacity of teachers to facilitate digital education</p>	<p>Improved effectiveness of future Government and donor expenditure on learning outcomes</p>
<p>Policy: Inadequate policy architecture to support digital education and domestic resource mobilization</p>	<p>Component 4: Technical assistance, institutional strengthening, monitoring, and research</p>	<p>Safe reopening of schools and safeguarding of students post-COVID-19</p>	<p>Improved capacity of the education sector to respond to shocks</p>
<p>School health and child protection: Inadequate health and safety resources for safe school reopening</p> <p>Safeguarding students against GBV and early pregnancy given school closures</p>	<p>Component 5: Supporting the COVID-19 Coordinated Education Response Plan for Ghana for continued learning, recovery and resilience in basic education</p> <p>5.1: Strengthening remote education service delivery</p> <p>5.2: Support to safe school re-opening and re-entry</p> <p>5.3: Strengthening management for education sector resilience</p>	<p>Strengthened education system management for resilience against future shocks</p>	

F. Project Financing

30. The proposed AF will be financed by a US\$15 million grant (of which US\$200,000 will be allocated as supervision fees) from the GPE COVID-19 Accelerated Funding Window. The release of GALOP AF funds will be linked to an additional Disbursement Linked Indicator (DLI) added under the parent GALOP, DLI7: Strengthened support for continuity of learning, recovery and resilience in basic education. The parent project (GALOP) will release US\$36 million through the achievement of seven year zero DLRs in early May 2020. The MOE and GES will be able to leverage existing government funds, development partner interventions and the GALOP parent project, as the GALOP AF is aligned with the national COVID-19 education response plan. The GALOP includes a mixture of input and output based DLRs to ensure smooth disbursement of funds. DLR 7.1 and 7.2 focus on immediate response through the development of lesson modules, and training of teachers for remote and distance learning respectively; DLR 7.3 focuses on recovery interventions under WASH and community awareness for when schools reopen; and finally DLR 7.4 incentivizes the establishment of the LMS that will support resilience in the face of future shocks. This will ensure that funds are disbursed smoothly over the implementation period. All activities planned under Component 5, as well as disbursements under DLI 7, will be fully financed by the GPE AF. The disbursement linked results, targets, funding allocations and verifications protocols are elaborated in Annex 2. While the project will be implemented over a 12 to 18-month period, funds are expected to be disbursed within the first year. The table below shows the expected disbursement schedule of the proposed AF funds. The implementation budget and timeline are elaborated in Annex 3.

Table 2: Expected Disbursement Schedule for the proposed AF funds

Timeline	Expected disbursement amount (US\$ millions)	Cumulative disbursement percentage (%)
First three months (Q1)	3.46	23.4
Second three months (Q2)	10.38	93.5
Third three months (Q3)	0.96	100
Total	14.8	100

G. Implementation Arrangements

31. The proposed AF is expected to be effective by late May/early June 2020 and will be implemented over an 18-month period. The implementation timeline is presented in Annex 3.

32. A GALOP AF technical team will be established with representation from MOE, GES, Center for National Distance Learning and Open Schooling (CENDLOS), GhLA, National Teaching Council (NTC) and the Reform Secretariat. The team will be supported by a dedicated operational team. It will receive further support and oversight from the Financial Management, Safeguards and Procurement teams within the MOE and GES. Implementation arrangements will be mainstreamed in the MOE and GES following the arrangements under GALOP. A GALOP Project Technical Team (PTT) has been established with representation from Ministry of Finance (MOF), MOE, GES, National Council for Curriculum and Assessment (NaCCA), National Teaching Council (NTC), National Inspectorate Board (NIB) and the Non-Formal Education Directorate (NFED). The PTT will implement under the direction of a Project Oversight Committee (POC) made up of the key management of the MOE and GES, chaired by the Minister of

Education comprising deputy ministers, chief director, director general, and deputy director generals of GES. The GALOP AF technical team will report to the Project Oversight Committee through the GALOP Secretariat. The role of the GALOP Project Coordinator (under the PTT) will expand to cover the GALOP AF; they will liaise with management on approval of agreed activities for speedy implementation. Figure 2 below depicts the implementation arrangements for the GALOP AF and how it is aligned with the ongoing implementation arrangements under GALOP.

Figure 2. Implementation Arrangements for GALOP AF (COVID-19 Response Technical Team)



33. Key institutions for the implementation of the GALOP AF include the MOE, GES, CENDLOS, GhLA, NTC and the Reform Secretariat. These institutions are critical to the delivery of remote and distance education and capacity building for teachers to support the transition to digital education. Where necessary, the project will support capacity development of CENDLOS and GhLA to produce and curate digital content and training materials for teachers. Support will also be provided to integrate teacher training with the NTC portal of points-based continuous professional development. Table 3 below presents the key responsible agencies for implementation by sub-component.

Table 3: Key Responsible Agencies for Implementation by Sub-Component

Sub-component	Responsible Agencies
Sub-component 5.1	GES (with support from decentralized District Education Offices), NaCCA, CENDLOS, GhLA, NTC and Special Education Division (SpED)
Sub-component 5.2	GES (with support from decentralized District Education Offices, Girls Education Unit and Guidance and Counselling Unit), NaCCA, CENDLOS, GhLA, NTC and National Inspection Board (NIB)
Sub-component 5.3	MOE, GES, NaCCA, CENDLOS, GhLA, NTC and NIB

34. **Response Coordination Mechanism.** There is a high level of coordination between MOE, GES and EDPs in response to the COVID-19 pandemic. This will be continued through quarterly Sector Working Group meetings, chaired by the MOE and co-chaired by the EDP lead (DFID). In light of the COVID-19

pandemic, the country organizes monthly EDP meetings and weekly COVID-19 meetings between DPs and the MOE.

H. Financial Management Arrangements

35. The implementation of Financial Management (FM) arrangements under the GALOP AF will follow country system arrangements with oversight responsibilities by the Ministry of Finance (MOF) and Controller and Accountant General's Department (CAGD), and a supervisory role for the MOE. While the implementing agencies include the MOE, GES, CENDLOS, GhLA and NTC, the MOE will be the only implementing agency receiving GALOP AF funds. With this arrangement, the MOE's Director of Finance, together with CAGD staff, will be responsible for various aspects of the project's FM arrangements. Throughout implementation, the MOE will be required to ensure that there are adequate FM arrangements and the project complies with the financial covenants detailed in the Grant Agreement. The World Bank undertook an FM assessment during the appraisal mission on April 23-24, 2020 and found that the FM arrangement of the project is adequate and meets the minimum requirements per World Bank policy on Investment Project Financing. The World Bank will provide continuous FM support and will follow its fiduciary quality assurance procedures during project implementation.

36. From an FM perspective, the key strength of the project is that there is a solid foundation for a strong legal and regulatory framework for public financial management (PFM) in Ghana and this is exemplified by the various laws, regulations, and manuals already in place, for example, the Public Financial Management Act (PFMA), (Act 921). In its quest to improve the robustness of the PFM systems and processes, the Government continues to pursue the implementation of actions to prevent an uncontrolled accumulation of arrears by introducing the commitment control module of the Ghana Integrated and Financial Management Information System (GIFMIS), and strengthening the cash forecasting and management processes along with the funds release management process, to have a better impact on predictability of resource flows to service delivery agencies – a feature which will be very critical to the success of the RBF modality adopted for implementation of this project.

37. The MOE has a functioning internal audit unit which helps to promote a sound control environment for transaction processing. All 22 agencies under the MOE are mandated to provide copies of their financial reports to the MOE HQ Chief Internal Auditor for review. The internal audit team is required to periodically perform risk-based audits to monitor project activities and provide periodic internal audit reports. The MOE will maintain a fixed assets log for assets to be acquired or created using project funds. The internal audit will submit at least one internal audit report to the World Bank during the GALOP AF implementation period. The external audit and procurement arrangements under the parent project GALOP will apply to this GALOP AF, with no changes required from the COVID-19 situation.

38. Given the urgency to support GALOP AF interventions to respond to the COVID-19 pandemic, the MOE will, on a quarterly-basis, provide satisfactory documentary evidence including (a) acceptable IFRs; (b) EEP spending reports as verified by the Auditor General and in compliance with the verification protocol; (c) evidence of independent verification of the set of DLRs for that year which have been achieved; and (d) acceptance of results by the World Bank. It is expected that results will be reported quarterly; however, at any point that the MOE has met results that have been validated, they may submit a Withdrawal Application, supported by all the documents listed above.

I. Key Risks and Mitigation Measures

39. The overall risk of the project is considered to be substantial given the uncertainties around school closure and timeline for reopening related to the COVID-19 outbreak, impact on numbers of out of school children and learning levels with widening inequity for marginalized groups, and contracting of Ghana's economy, and subsequently constraints on the education sector budget, due to the global and local effects of the pandemic. The fiduciary risk assessment and mitigation measures under the parent project GALOP apply to this AF.

40. **Macroeconomic and Governance.** The Ghanaian economy grew by 6.7 percent in the first three quarters of 2018, compared with the same period in 2017; and a GDP rebase in 2018 roughly increased the recorded size of the economy by one quarter.⁸ However, owing to the COVID-19 outbreak and subsequent control measures, GDP growth is now estimated to reduce to 2.6 percent without a lockdown and 1.5 percent with a partial lockdown. The overall fiscal balance was expected to remain contained guided by the new fiscal rule capping the budget deficit at 5 percent of GDP, which is critical to curbing public expenditure in the run up to elections. However, as a result of the COVID-19 crisis and impact of control measures the fiscal deficit is estimated to increase from 4.7 percent to 7.8 percent. The contracting of Ghana's economy is expected to have an adverse effect on education sector budget and therefore on the quality of education service delivery. Presidential elections planned in 2020 may lead to staff turnover in key ministries, departments, and agencies. These risks will be mitigated by ensuring wide stakeholder involvement in program design and implementation especially at decentralized levels and would be further supported by an integrated communications strategy. The World Bank and DFID (as EDP lead) will leverage technical assistance and advocate for increased financial resource flows to the sector.

41. Teacher training modules will be made available online to teachers from public and private schools; once the LMS is set up and there is curated educational content, private schools may access this material at no cost. While these interventions will not require an additional regulatory framework, the MOE has a regulatory framework for private schools under NIB as well as a draft Partnership Framework between CSOs and MOE which is under review.

42. **Environmental Safeguards.** The project will support civil works involving minor rehabilitation of WASH facilities and provision of boreholes in select schools under the proposed AF. The project interventions are expected to be limited to existing school compounds. However, some due diligence is required to mitigate against potential issues of land boundary disputes or impact on livelihoods. These activities and risks are expected to be site-specific, without likelihood of impacts beyond the project footprint and not likely to be significant with low probability of serious adverse effects. ESS 5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement is applied to provide appropriate mitigation measures. The Project will update and redisclose the Resettlement Policy Framework of GALOP prior to effectiveness to guide the preparation of Resettlement Action Plans (RAPs), Abbreviated Resettlement Action Plans (ARAPs) or Livelihood Restoration Plans as may be required.

⁸ International Monetary Fund. April 2019. *Ghana: Seventh and Eighth Reviews under the Extended Credit Facility Arrangement and Request for Waivers of Nonobservance of Performance Criteria – Press Release; Staff Report; and Statement by the Executive Director for Ghana*. IMF Country Report No. 19/97. Washington, DC: International Monetary Fund.

43. **Social Safeguards.** The project interventions directly respond to the risks of exclusion of marginalized groups through the following measures: (a) incorporating text-to-speech features for digital content like e-books; (ii) deployment of pre-loaded content devices for children with special education needs; (iii) deployment of content through TV, radio and USSD short code programs and printed materials where there are gaps in internet connectivity and access to devices; (iv) focused communications around prevention of GBV and early-pregnancy through a media campaign; and (v) increased communications and special emphasis to be given on integration of children with disabilities and vulnerable girls in the Back to School campaign. Female teachers are likely to take up a larger share of household responsibilities during the lockdown. The project will support their participation in the teacher training program under sub-component 5.1 through targeted communication. Further, key project indicator on the share of students returning to schools is disaggregated by gender and children with disabilities.

44. **Procurement Management.** The procurement risk for the AF is rated substantial given that as a result of the COVID-19 pandemic there may be low responses to bidding opportunities, availability of fewer goods and services providers, bidding and evaluation procedures may be implemented through virtual processes, and beneficiaries may experience late deliveries of goods and services. For the proposed Component 5 of the AF, streamlined procedures for approval of emergency procurement and decision making by the MOE have been agreed and these will be monitored during Implementation Support Missions. The government will only use emergency procedures and later conduct Procurement Post Review exercises. A fast-track emergency procurement approach will be adopted by government for the required goods, works, and consulting services. Key measures to fast track procurement include use of simplified procurement and selection methods; procurement of off-the-shelf standard goods where applicable; use of existing framework agreements and new framework agreements, UN Agencies, procurement agents, force account; increased thresholds for Request for Quotations (RFQ), and so on. Bid Securing Declaration may be used instead of the bid security. Performance Security may not be required for small contracts. Advance payment may be increased while secured with the advance payment guarantee. The time for submission of bids/proposal can be shortened in competitive national and international procedures, and to 3-5 days for the RFQs depending on the value and complexity of the requested scope of bid. Financial management risks and mitigation measures from the parent project GALOP apply to the AF and are covered under Section H of the application.

J. Grant Agent Selection

45. The Minister of Education nominated the World Bank as the Grant Agent for these funds on April 9, 2020, at a weekly COVID-19 technical meeting between the Ministry of Education and Education Development Partners organized by the Local Education Group (LEG). The nomination was endorsed by the LEG during this meeting and there were no objections from any Development Partners. The World Bank has a long-standing relationship with the MOE in Ghana, having been engaged in the country's education sector for the last 28 years. The World Bank was also the Grant Agent for all three of the former Education for All - Fast Track Initiative (EFA-FTI)/GPE-funded interventions in Ghana: the US\$75.5 million Ghana Partnership for Education Grant (GPEG- P129381); the EFA-FTI US\$32.2 million Catalytic Fund allocation (the first two grants -US\$8 million in 2005 and US\$11 million in 2007 were for direct budget support to improve the quality of basic education). The third grant (P116441) in the amount of US\$14.2 million in 2009 was a sector investment grant. Further, the World Bank is the Grant Agent for the existing \$24.4 million GPE grant under GALOP (P165557) which will be implemented from 2020-2024. The World

Bank has the institutional knowledge and in-house financial, safeguards and other technical expertise to administer the GPE grant. The World Bank is an active member of the Ghana Education Sector Working Group (SWG) and LEG.

K. Application Endorsement

The application was discussed with the LEG and the MOE in a meeting led by the Minister of Education on April 9, 2020; in a Weekly DP Meeting on April 22, 2020; and during the GPE COVID-19 Accelerated Financing Appraisal Mission held on April 23-24, 2020. The draft Application was circulated for further review and comments amongst all DPs; the final Application incorporates the comments received from the DPs during the above meetings and the DP Lead (DFID). The Application was formally endorsed by the SWG on April 29, 2020.

Annex 1: Ghana Education Development Partner support for COVID-19 Education Response

Programme	Implementer	Grant Agent	Donors	Amount	Focal Areas
GALOP Implementation Grant	MoE/GES	World Bank	World Bank IDA & GPE (UK, USA, Japan, France key donors)	\$36 million (available now)	Results based project – GoG has flexibility to use funds to support activities identified in the COVID-19 response plan. Specific activities supported by the project that can be adapted to COVID response include teacher training, targeted and remedial education when schools reopen, assessment of students, tracking of key indicators through the accountability dashboard, M&E and public awareness campaigns.
GPE COVID-19 Planning Grant	MoE/GES	UNICEF	GPE (UK, USA, Japan, France key donors)	\$70,000	Education rapid risk assessment to understand the impact of COVID-19 on the education system, and support finalizing MoE/GES COVID-19 response plan
GPE COVID-19 Response Grant	MoE/GES	World Bank	GPE grant (UK, USA, Japan, France key donors)	\$15 million	Strengthen remote education service delivery, support safe school reopening and re-entry, strengthen management for education sector resilience
GALOP Additional Financing – Education Outcomes Fund	MoE/GES	World Bank	World Bank GPRBA Trust Fund (financed by UK) and GOG	\$6 million for Year 1 tbc (to be available June 2020)	Support from non-state actors and social investors for vulnerable children previously out of school, children who struggle to participate in distance learning during school closure, additional vulnerable children who do not re-enter when schools reopen, distance teaching and learning, accelerated/remedial learning once schools reopen
UNICEF	MoE/GES, MoGCSP	UNICEF	UK, USA and other key donors	\$tbc	Child-friendly risk comms; alternative options for school feeding; cash transfers for poor households and children; Radio distance learning lesson broadcasts for KG-SHS for children in hard-to-reach communities, procurement of radios, use of mobile SMS; implementation of Safe Schools guidelines (re-entry, protection from violence during school closure, reopening); re-enrolment for all, data

Programme	Implementer	Grant Agent	Donors	Amount	Focal Areas
World Bank	MoE/GES	World Bank	UK, USA, Japan, France key donors	\$10 million	SEIP iCampus materials and platform being used for SHS students; Lesson-learning to support Edtech for primary-JHS; e-Transform project - Internet and ICT support for 150 SHSs; African Centres of Excellence – support to Noguchi on C-19
UNESCO	MoE/GES	UNESCO	UK, Japan, France, AFDB, Korea, UNICEF key donors	\$199,000	Capacity-building for teachers on how to plan and deliver distance learning lessons (via TV, radio, online), keep connected with students, and monitor student’s learning; production of guidance for teachers on how to plan and conduct home-based teaching for distance learning; web portal for reaching all teachers; awareness-raising around GBV among learners; processes geared towards establishment of Open University Ghana
UNHCR	MoE/GES, MoGCSP, MMDAs	UNHCR	UK, USA, Japan, France key donors	\$10,000	Focus on refugee camps in Central, Western and Bono regions. Providing handwashing facilities; feeding vulnerable children linked to continuation of GoG school feeding programme; Procuring TVs for distance learning in camp schools (in line with GES activities). Potential support for community radio lessons
WFP	MoGCSP	WFP	USA, Japan, UK key donors	\$350,000	Technical support and digitization of monitoring tools for emergency school feeding in vulnerable areas post-closure; Handwashing equipment to schools in vulnerable areas; Support adolescent girls with incentives when schools reopen
DFID	MoE/GES, T-TEL, Plan Intl, ImpactEd, WEI (& NGOs)	DFID	DFID	£1.8 million reallocated	Technical support for MoE/GES COVID-19 response planning, coordination, M & E via Reform Secretariat, T-TEL, Education Workforce Initiative; Plan Intl studio space, master teachers, technicians and production expertise to enable <i>Ghana Learning TV</i> broadcasts; Risk comms, handwashing facilities, safeguarding, and access to distance learning (TV, radio, online, print) for 140,000 children (mainly girls and out of school children)

Programme	Implementer	Grant Agent	Donors	Amount	Focal Areas
					supported by GES and GEC partners; Risk comms, and continuity of virtual learning for 32,000 student teachers and 1,500 tutors in 46 colleges of education; Quality distance learning curriculum content for KG-JHS and teacher education B.ED
USAID	Non-state project partners	USAID	USAID	\$10 million reallocated	E-resources for early grade reading (KG-P4) local language and Transition to English lessons for P1-P3 sent to MoE/GES, for distance learning across platforms (TV, radio, online); Radio distance learning lessons in local language for KG-P4 for children in hard-to-reach communities; MoE/GES National Distance Learning project, to reach rural remote areas and promote equity
JICA		JICA	JICA	\$21 million	Construction of Advanced Research Centre for Infectious Diseases at Noguchi Memorial Institute for Medical Research (NMIMR), supply of logistics and equipment; Training to enhance laboratory skills for infectious diseases; Technical advice on engage parents and SMCs in home learning
Mastercard Foundation	MoE/GES	UNICEF	Mastercard Foundation	\$tbc	Working on a concept note with UNICEF on how to support distance learning for hard-to-reach communities (e.g. via radio, print), and KG-JHS Learning Management System
Ghana National Education Campaign Coalition (GNECC)	GNECC partners	GNECC	Osiwa	tbc	Translate information on COVID-19 and curriculum for distance learning programmes into accessible formats (braille, text-to-speech, large print, sign language videos) in English and 6 local languages for 200 children with visual and hearing disabilities

Annex 2: Disbursement Linked Indicator, Funding and Verification Protocols

Proposed DLR #	Disbursement Linked Results (DLRs)	Indicative Timeline	Scalable	Amount of Financing (US\$ millions)	Disbursement and Verification Protocol
DLI 7: Strengthened support for continuity of learning, recovery and resilience in basic education					
DLR 7.1	Number of lesson modules developed for radio, TV or online dissemination for basic education	2020 – 2021	✓	5.1	<p>The GES and GhLA will lead the development of lesson modules for delivery through radio, TV or online modalities, in collaboration with NaCCA and CENDLOS. GhLA compiles all materials developed on the enhanced Digital Library.</p> <p>For each lesson module developed for radio, TV or online dissemination disburse US\$51,000.</p> <p>Funding formula: US\$51,000unit cost * number of lesson modules developed in years 2020 and 2021 up to a ceiling of US\$5.1 million.</p> <p>The MOE (PBME) verifies the number of lesson plans uploaded on the GhLA Digital Library and submits a report for endorsement by the Chair of the LEG.</p> <p>Target: 100 lesson modules developed (covering an average of ten lesson modules in each grade from KG to JHS3)</p>
DLR 7.2a	Teacher training modules on digital literacy developed and uploaded online	2020		0.4	<p>The integrated digital literacy course will be delivered through an online portal.</p> <p>Disburse 100 percent of eligible resources when the training modules are developed and uploaded on an online teacher training portal, and the report is signed off by MOE (Chief Director) and is satisfactory to the World Bank.</p> <p>Achievement on this DLR can roll over one year in to 2021 if not met in 2020.</p>

Proposed DLR #	Disbursement Linked Results (DLRs)	Indicative Timeline	Scalable	Amount of Financing (US\$ millions)	Disbursement and Verification Protocol
DLI 7: Strengthened support for continuity of learning, recovery and resilience in basic education					
DLR 7.2b	Number of teachers trained in using distance learning methods	2020 – 2021	✓	1.2	<p>The integrated digital literacy course will be delivered through an online portal and will cover distance learning courses as described in sub-component 5.1. The online portal will generate an automated report on teacher participation and completion on the digital literacy course with unique identifiers for each teacher.</p> <p>For each teacher completing the online integrated digital literacy course disburse US\$30.</p> <p>Funding formula: US\$30unit cost * number of teachers completing the online integrated digital literacy course in years 2020 and 2021 up to a ceiling of US\$1.2 million.</p> <p>The MOE (PBME) submits the automated report to the World Bank which will be verified by the World Bank and the Chair of the LEG through the online portal.</p> <p>Target: 40,000 teachers</p>
DLR 7.3	Back to school media campaign broadcasted in all 16 regions	2020		4.1	<p>The Back to School media campaign will incorporate messages on health and safety related to the COVID-19 pandemic, importance of continuity of education with a specific focus on girls and children with disabilities, and prevention of GBV and early pregnancy. These will be broadcasted for at least 15 days across TV and radio platforms in all 16 regions within 60 days of government reopening schools.</p> <p>GES will submit a complete media campaign operational plan for verification including the following: (a) the MoU between the GES and the broadcasting stations covering all 16 regions; (b) operational plan with sample messages and content; and (c) schedule from broadcasting stations.</p>

Proposed DLR #	Disbursement Linked Results (DLRs)	Indicative Timeline	Scalable	Amount of Financing (US\$ millions)	Disbursement and Verification Protocol
DLI 7: Strengthened support for continuity of learning, recovery and resilience in basic education					
					<p>Disburse 100 percent of eligible resources when the operational plan meets the above criteria, signed off by MOE (Chief Director) for implementation and is satisfactory to the World Bank.</p> <p>Achievement on this DLR can roll over one year in to 2021 if not met in 2020.</p>
DLR 7.4	Establishment of a functional Learning Management System	2020		4.0	<p>The Learning Management System would be considered functional if it is hosted online and at least has the following features enabled: delivery of e-courses for teacher professional development, teacher and student interaction platform, student tracking and remote student assessment.</p> <p>Disburse 100 percent of eligible resources when the LMS is fully developed and functional. This DLR will be achieved when the LMS: (a) is hosted online; (b) has a feature for delivery of e-courses for teacher professional development; (c) has a feature enabling teacher and student interaction; and (d) allows for student tracking and remote student assessment.</p> <p>IVA verifies achievement of four criteria of the DLR. Disburse 100 percent of eligible resources when the IVA report verifies meeting of four criteria described above, is signed off by MOE (Chief Director) for implementation and is satisfactory to the World Bank.</p> <p>Achievement on this DLR can roll over one year in to 2021 if not met in 2020.</p>
Total DLI Value (USD millions)				14.8	

Annex 3: Implementation Budget and Timeline

Activity	Budget	Timeline																	
		Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 5			Quarter 6		
		M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18
Sub-component 5.1: Strengthening remote education service delivery	6,700,000																		
A. Content reform and delivery for KG to JHS3	5,100,000																		
1. Development and deployment of tutorials through television and radio	1,500,000	x	x	x	x	x	x												
2. Distribution of printed teaching and learning materials where appropriate	2,000,000	x	x	x	x	x	x												
3. Establishment of an online and offline (toll-free helpdesk) for teacher and student remote assistance	200,000	x	x																
4. Deployment of pre-loaded content devices (targeted at students with special needs)	1,200,000	x	x	x															
5. Uploading of all education content on enhanced Digital Library linked to the Learning Management System (LMS)	200,000			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
B. In-service teacher training for basic education teachers	1,600,000																		
1. Development and digitization of teacher training modules	400,000	x	x	x															
2. Teacher training on integrated digital literacy course	1,200,000				x	x	x												
Sub-component 5.2 Support to safe school re-opening and re-entry	4,100,000																		

Activity	Budget	Timeline																	
		Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 5			Quarter 6		
		M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18
A. Support to WASH interventions	3,000,000																		
1. Conduct situational analysis of WASH facilities in school using EMIS and other data	50,000	x																	
2. Sanitization of schools once they reopen	500,000			x	x														
3. Minor rehabilitation of WASH facilities	700,000			x	x	x	x	x	x	x									
4. School grants to support the provision of hand washing facilities or latrines in all schools	1,250,000			x	x														
5. Provision of boreholes in schools without access to water	500,000			x	x	x	x	x	x	x									
B. Public awareness and communications campaign	600,000																		
1. Awareness campaign on public health and safety on COVID-19 pandemic	100,000			x	x														
2. Community engagement to prevent student drop-out once schools reopen	300,000			x	x														
3. Back to School Campaign	200,000			x	x														
C. Remedial and accelerated learning program targeting poor performing students	500,000																		
Sub-component 5.3: Strengthening management for education sector resilience	4,000,000																		
A. Development of a Learning Management System	2,500,000	x	x	x	x	x	x												

Activity	Budget	Timeline																	
		Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 5			Quarter 6		
		M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18
B. Establish a Ghana National Knowledge and Skills Bank	1,000,000				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C. Align policy reforms to facilitate resilience in teaching and learning	300,000	X	X	X	X	X	X	X	X	X									
Monitoring and learning through the Learning Management System	200,000				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Grant Agent Supervision Fees	200,000																		
TOTAL	15,000,000																		