

MINISTRY OF EDUCATION



COMPLEMENTARY BASIC EDUCATION POLICY FRAMEWORK

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FOREWORD

In the 20 years since the 1992 constitution came into force, Ghana has consistently invested a greater proportion of its budget towards education access and development. The Ministry of Education with the Ghana Education Service has spearheaded reforms designed to improve access to quality education, with a focus on basic education. These education programs have implemented activities designed to address many of the common obstacles to education: school construction, teacher training, curriculum reform, materials production, community participation, girls' education, decentralization, and many other macro strategies for improving access, equity, and the quality of education.

The introduction of the capitation grants since 2004 removed the last formal barrier to access to education. By and large, these efforts have been successful in addressing some of the most serious barriers to access. Since 1990, Ghana's primary gross enrolment rate has increased from 75% to the current 107.3%.

These achievements have been possible because the state has over the years partnered with communities, the private sector, NGOs and civil society to ensure that every child of school going age has the opportunity to learn. NGOs and Civil Society Organisations utilising complementary basic education models have played critical roles in ensuring that out of reach and hard to reach populations where the formal school system is not serving also obtain access to education. It is on record that in some districts in Northern Ghana complementary basic education reaches approximately 25% of the communities, targeting those locations where there is no formal school, or where there is very low enrolment in the public primary school.

Over the years, the Ministry of Education has made commitments to supporting CBE. The Education Strategic Plans 2003- 2015 and 2010- 2020 both acknowledge the contribution of CBE in the education sector. In recognition of these contributions and to ensure a real partnership between the Ministry of Education and non-state actors in the sector, it is important to harmonise these efforts and ensure that there is a policy framework that sets out how complementary basic education is run in Ghana. This policy document thus provides a blue print for how complementary basic education is implemented, the roles and responsibilities of stakeholders and the standards for quality assurance.

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Acronyms

CBE:	Complementary Basic Education
CBO:	Community-Based Organisation
CC:	Community Committee
DANIDA:	Danish International Development Agency
DFID:	United Kingdom Department for International Development
DP:	Development Partner
ESP:	Education Sector Plan
FCUBE:	Free Compulsory Universal Basic Education
GES:	Ghana Education Service
GoG:	Government of Ghana
MoE:	Ministry of Education
MoU:	Memorandum of Understanding
NGO:	Non-Governmental Organisation
NFED:	Non-Formal Education Division
NSS:	National Service Scheme
UNICEF:	United Nations Children's Fund
USAID:	United States Agency for International Development

SECTION 1 BACKGROUND

1.1. Introduction

- 1.1.1 Article 25 (a) of the 1992 Constitution of the Fourth Republic of Ghana states that ‘*basic education shall be free, compulsory and available to all*. Basic education covers primary education (grades 1 to 6) and junior secondary education (grades 7 to 9). Children are expected to enter grade 1 at age 6. However, in 1992, just over half of children aged 6 to 11 were enrolled in a primary school in Ghana.¹ By 2012, as a result of the policy of Free Compulsory Universal Basic Education (FCUBE), the proportion of primary age children not enrolled in school had fallen to 18.3%, yet with large regional variations. However, still 540,127 children within the 6-14 age range have never attended school or have dropped out based on the 2010 census.²
- 1.1.2 Out-of-school children tend to live in remote rural areas, experience social/economic barriers to entry, have disabilities, and/or are from poor households often engaged in labour activities to support their parents. They include children who have initially enrolled and then dropped out, whether temporarily or permanently. Some will enrol late and be older than 6 when they enrol in grade 1. However, some will never enrol: according to the 2013 UNICEF Out of School Report for Ghana 24% of 8-14 year olds in the northern region of Ghana are out of school. Many children in these areas are hard to reach because of their location and/or the social, economic and cultural barriers to their inclusion. Once children have missed the initial years of primary education, they do not have the literacy and numeracy skills needed to enter school at a higher grade.
- 1.1.3 Complementary Basic Education (CBE) Programmes provides a second chance for these out-of-school children to enter primary education. CBE Programmes develop the basic mother-tongue literacy and numeracy skills required for access to grades 3 or 4 of primary school through an accelerated approach specially targeted to their needs.
- 1.1.4 Over the past 15 years, a number of non-state organisations have provided 150,000 out-of-school children with access to CBE, and around 80% of these children have transitioned to formal primary education on completion.³ Many of these initiatives have also been supported by financing from the Government’s Development Partners.⁴ The largest CBE non-state organisation – School for Life – offers a 3 hour literacy and numeracy class a day for 9 months delivered by volunteer facilitators from the community. The CBE class develops the child’s literacy and numeracy skills normally developed in the first 3 years of primary education at one third of the cost. In 2011, School for Life joined with a number of other non-governmental organisations to launch a Complementary Basic Education (CBE) Alliance, with a first orientation workshop in April 2012.⁵ The Government sees the CBE Alliance as an important partner in the implementation of the CBE Policy.
- 1.1.5 The Ministry of Education is committed to the expansion of CBE to reach all out-of-school children as part of its Education Strategic Plans (ESPs). The 2003-2015 ESP states that: ‘*Those that are ‘out-of-school’ and ‘hard to reach’ are not forgotten. The Ministry realises that more support should be given to initiatives that are underway to capture these groups*’. The 2010-2020 ESP notes that: ‘*various forms of NGO-supported complementary education ... have*

¹ UNICEF, Division of Policy and Practice, Statistics and Monitoring Section, http://www.childinfo.org/files/WCAR_Ghana.pdf accessed June 2013.

² Ghana Statistical Service (2010) Ghana Population and Housing Census, Accra, Ghana

³ Organisations currently providing CBE in Ghana include School for Life, IBIS, Partners in Participatory Development and Roots and Futures.

⁴ DANIDA, DFID, UNICEF and USAID are examples of Development Partners financing non-state provision of CBE in Ghana.

⁵ The founding members of the CBE Alliance are the School for Life, the Ghana National Education Campaign Coalition, IBIS-Ghana, the Ghana Institute of languages Literacy and Bible Translation and the Northern Network for Education Development.

demonstrably improved literacy and enabled out-of-school children to join mainstream classes. These CBE programmes are of: *'extremely good value for money and should be supported in the ESP.'* Therefore, the Ministry of Education and Ghana Education Service wishes to expand the provision of CBE throughout the country.

- 1.1.6 Government seeks to retain the advantage of community-based, non-state provision of CBE. To this end, it is establishing a partnership with non-state providers including those currently supporting CBE implementation, and has included this as a programme for funding through the Global Partnership for Education. For the first time, government officials at district level will work in partnership with non-state providers to deliver CBE to out-of-school children.
- 1.1.7 This Policy Framework establishes the parameters and governing structures that will apply to this national programme for CBE. The aim is to ensure a harmonised approach that maintains the quality and cost-effectiveness of current CBE provision whilst encouraging its expansion to cover all remaining out-of-school children in Ghana.

1.2. Vision

- 1.2.1 The vision of Complementary Basic Education is to provide all out-of-school children with access to an accelerated numeracy and literacy programme in their mother tongue language and targeted to their needs, and to thereby enable them to achieve the basic knowledge and skills required for admission to formal education.

1.3. Core Values

- 1.3.1 Complementary Basic Education in Ghana shall reflect the Government's commitment to:
 - ✓ Out-of-school children, providing them with an accelerated programme to access formal basic education;
 - ✓ Value-for-money, using an approach costing far less than it would to provide the full, formal primary education the children have missed, yet at the same time providing children with the basic literacy and numeracy needed to be able to transition to grades 3 or 4 primary schooling;
 - ✓ Effective and efficient management, partnering with non-state CBE providers who are themselves committed to effective and efficient programme delivery;
 - ✓ Equitable and inclusive access for children to the programme, especially in terms of gender and disability; and
 - ✓ High quality instruction based on learner-centred approaches and tailored to the expressed needs of the community.

1.4. General Philosophy

- 1.4.1 Complementary Basic Education in Ghana shall build on the lessons learned from current provision and be guided by the principles of:
 - ✓ Partnership between Government and non-state organisations;
 - ✓ Community ownership and management; and
 - ✓ A learning-centred curriculum.
 - ✓ Flexible and accessible to excluded children in need.

1.5. Goals

1.5.1 This Complementary Basic Education policy aims to:

- ✓ Facilitate the expansion of CBE to cover all out-of-school children aged 8 to 14 (the age range for basic education);
- ✓ Harmonise existing CBE provision through a Government-approved approach for the delivery of CBE by non-state providers;
- ✓ Ensure effective non-state provision and governmental management of the programme;
- ✓ Ensure quality of teaching and learning outcomes;
- ✓ Strengthen community ownership; and
- ✓ Through these means, achieve the FCUBE goal and thereby strengthen:
 - Social and economic development of the poorer regions of Ghana;
 - Social integration in these regions with a consequent reduction in urban migration, unemployment and crime;
 - Gender equity and its associated quality of life, health and other benefits; and
 - Improved opportunities for children with disabilities.

1.6. International Policies on Basic Education

1.6.1 This policy framework meets the requirements of Ghana's own constitution with regard to FCUBE, and is guided by Ghana's commitments to international policies on basic education. These include:

- ✓ The Education for All goals agreed in Dakar in 2000, in particular:
 - *'Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality'*.
 - *'Ensuring ... that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills'*.
- ✓ The Millennium Declaration agreed in New York in 2000, in particular to *'ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.'*
- ✓ The UN Convention on the Rights of the Child, including a commitment to *'make primary education compulsory and available free to all'* and *'to ensure that the disabled child has effective access to and receives education ... in a manner conducive to the child's achieving the fullest possible social integration and individual development'*.

1.6.2 This Complementary Basic Education policy framework is in line with international best practice in using non-state provision of CBE to help achieve Universal Basic Education. There are well-established CBE programmes operated by non-state providers acting in partnership with Government in West Africa (Burkina Faso and Mali), East Africa, Egypt, India and Bangladesh. Research on these programmes has shown the importance of the partnership between governments and non-state providers, an effective curriculum, provision of teaching and learning materials, training of facilitators, regular supervision and local government monitoring of programme activities and outcomes.

SECTION 2 CORE POLICY AREAS

2.1 The Regulatory Framework

- 2.1.1 Article 25 (a) of the 1992 Constitution of the Fourth Republic of Ghana provides the legal imperative for ensuring that all children have access to Free Compulsory Universal Basic Education.
- 2.1.2 Article 2 (3) of the 2008 Education Act requires District Assemblies to *'provide the necessary infrastructural needs and any other facilities for the education of the population in the areas of its authority.'*
- 2.1.3 Article 4 of the 2008 Education Act states that Ghana Education Service (GES) *'is responsible for the coordination of the approved national policies and programmes relating to pre-tertiary education.'* In accordance with this Article, GES shall be responsible for operationalising the Ghana Complementary Basic Education Policy.
- 2.1.4 In operationalising the Ghana CBE policy, GES shall work in partnership with District Assemblies, non-state CBE providers, Development Partners providing technical and financial support to CBE, and other stakeholders. GES shall establish and chair a CBE Steering Committee to take forward this CBE partnership.

2.2 Definition of Complementary Basic Education in Ghana

- 2.2.1 Complementary Basic Education in Ghana shall be a Government-led programme implemented by Government approved non-state CBE providers:
- ✓ Operating under a partnership agreement between Government and non-state CBE providers;
 - ✓ Comprising a nine-month cycle for out-of-school children aged 8-14;
 - ✓ Covering children of this age who have never enrolled and those who have dropped out of school after initial enrolment; and
 - ✓ Developing literacy, numeracy and life skills to a level needed for the children to adapt well to at least the third year of primary education.
- 2.2.2 Successful completion of the nine-month cycle and attainment of basic literacy skills shall qualify a learner for admission into grade 3 or grade 4 of primary education or higher based on performance. The criteria for successful completion, skill attainment and level of admission shall be determined by the GES and applied through its District Education Offices.

2.3 Curriculum

- 2.3.1 Complementary Basic Education shall employ a Government-approved curriculum that:
- ✓ Comprises literacy, numeracy and life skills as core areas;
 - ✓ Is taught in the local language of the community from which the children are enrolled;
 - ✓ Has a flexible schedule and timetable as determined by the community;
 - ✓ Uses participatory, interactive teaching and learning approaches meeting Government standards; and
 - ✓ Encourages the involvement of the local community.

2.4 Teaching Environment

- 2.4.1 Complementary Basic Education programmes shall be grounded in the community in which implementation takes place and:
- ✓ Has a class size not exceeding 25 learners;
 - ✓ Has a gender balance of boys and girls, except that there may be a larger number of girls than boys where this reflects the proportion of out-of-school girls to boys;
 - ✓ Be taught by a facilitator who is a resident community member, who may be a community-supported volunteer, and who can read and write in the local language of the community; and
 - ✓ Uses the standard package of low cost teaching and learning materials approved by GES with not less than one book per student.

2.5 Complementary Basic Education Providers

- 2.5.1 Providers of Complementary Basic Education may include:
- ✓ International non-governmental organisations (NGOs) and their respective community-based organisation (CBO) partners;
 - ✓ Ghanaian NGOs and their respective CBO partners; and
 - ✓ Contracted private sector bodies with the understanding that they shall not charge fees or require any other user or community contribution beyond those specified in this policy.
- 2.5.2 All CBE Providers shall:
- ✓ Operate through Community Committees (CCs), as specified in section 3.2 below, to ensure that the community is fully committed to CBE provision and is able to ensure its adaptation to local needs;
 - ✓ Require approval by GES to ensure that they have the necessary capacity, resources and commitment to the core values and principles of this CBE policy; and
 - ✓ Operate under GES supervision.
- 2.5.3 Government may finance CBE Providers to serve a number of districts depending on the needs and priorities as determined by GES and on the availability of resources. Criteria for districts to receive support may include:
- ✓ The number of children that are out of school within that district;
 - ✓ The operation of existing providers within the district; and
 - ✓ Cost-effectiveness criteria such as the potential to finance a significant number of classes within the district to secure economies of scale.
- 2.5.4 Districts that meet the GES criteria, and for which funding is available, will either procure the services of non-state CBE providers in accordance with the Global Partnership for Education Programme requirements or the GES Headquarters will undertake the procurement
- 2.5.5 Government may contract a single CBE Provider to cover a number of districts. In this case, the desired deliverables for each district shall be clearly spelt out in one set of Terms of Reference. One district shall be designated as the lead district for the coordinating the procurement, but each district shall sign an individual contract with the CBE Provider.

2.6 Costs and Financing

- 2.6.1 Costs to be financed by non-state CBE providers shall cover:
- ✓ Management and administration;
 - ✓ Allowances for facilitators;
 - ✓ Community gatherings and other initiatives to mobilise additional community resources and general community-level support for CBE;
 - ✓ Curriculum development, under the guidance of GES; and
 - ✓ Monitoring the suitability and use of the standard package of instructional materials with GES.
- 2.6.2 Costs to be financed by GES, over and above any funding for contracted providers, shall cover:
- ✓ Management of the national CBE programme including staffing costs in the Basic Education Division of GES;
 - ✓ Procurement of non-state CBE providers;
 - ✓ Assessment of students at the end of the nine-month cycle and supporting their effective integration into primary schools;
 - ✓ Monitoring the national CBE programme through regional and district education offices with data coordinated at the centre;
 - ✓ Development of CBE materials;
 - ✓ Training of facilitators and community committee (CCs); but mobilisation by National Service Personnel; and
 - ✓ Public awareness and resource mobilisation.
- 2.6.3 District Assemblies shall allocate a proportion of the district assembly common fund to support the operation of CBE classes. Students attending CBE classes shall receive one year's capitation grant at the same level as students in primary school. Communities and District Assemblies shall jointly provide physical facilities and furnishings, whether by construction or use of existing GES premises, including free use of existing school premises outside school hours. District Assemblies may also provide additional resources for CBE in addition to these required contributions.

SECTION 3 ORGANISATIONAL STRUCTURE FOR COMPLEMENTARY BASIC EDUCATION

3.1 Non-State Partners

- 3.1.1 Non-state organisations working in different areas of the country who wish to start providing CBE programmes shall apply to the National CBE Steering Committee for approval. Organisations already approved by GES and those applying to start programmes shall sign an agreement with GES to implement the standard package in accordance with this Policy and, in the case of those receiving Government funding, at the agreed costs.

3.2 Community Committees

- 3.2.1 The Community Committee (CC) shall comprise five members of the local community, three of whom shall be women and two shall be men. All shall have equal voting rights, including the election of the chair from within the Committee.

- 3.2.2 The CC shall be responsible for the enrolment and recruitment of learners and identification of facilitators, and shall prioritise the recruitment of older children and the CBE providers.
- 3.2.3 The CC shall also be responsible for the day-to-day management of CBE classes with support from the GES District Education Office.
- 3.2.4 The CC shall encourage support from other members of the community, for example in securing appropriate accommodation and furnishing for the classes. The CC shall raise the awareness of the community in relation to the nature, purpose and importance of the CBE programmes.

3.3 District Level Agreement

- 3.3.1 GES shall identify a District CBE Desk Officer in each District Education Office to coordinate all CBE activities at district level. This CBE Desk Officer shall be the focal person to liaise with the District Assembly, traditional chiefs, communities and all non-state providers working within the sector. The CBE Desk Officer shall negotiate and agree a Memorandum of Understanding (MoU) between GES, district assemblies and CBE Providers. The MoU shall specify detailed respective roles and arrangements for:
 - ✓ Assessment of completers and their entry to primary schools;
 - ✓ Arrangements for use of GES schools after hours; and
 - ✓ Detailed monitoring and evaluation arrangements.

3.4 National Programme Management and Monitoring

- 3.4.1 GES shall ensure a partnership approach to its oversight of the National CBE programme through a National CBE Steering Committee. This Committee shall be chaired by the Office of the Chief Director of MoE and include, as participants, District Education Officers, representatives from GES and other relevant Agencies, a Development Partner representative, academic researchers, and other key stakeholders as identified by the Steering Committee.
- 3.4.2 GES shall manage the national programme through a CBE Management Unit within the GES Basic Education Division, and through the nominated district desk officers. The responsibilities of the CBE Management Unit shall include:
 - ✓ Leading the national programme through an appointed CBE desk officer;
 - ✓ Developing, monitoring and ensuring the implementation of detailed standards for CBE providers;
 - ✓ Provision of training for CBE facilitators, CBE providers and CCs;
 - ✓ Ongoing development and provision of the standard set of educational materials;
 - ✓ Establishing systems for financing and procurement of CBE providers; Public awareness to advance public support for CBE;
 - ✓ Facilitating financial support for CBE from the Government's own resources and from international Development Partners as well as other national sources;
 - ✓ Supporting CBE providers in their efforts to secure district and community level resources; and
 - ✓ Evaluating CBE programmes, including an annual assessment, and feeding lessons learned into future training and guidelines.

SECTION 4 SUPPORT MECHANISMS FOR COMPLEMENTARY BASIC EDUCATION

4.1 Training

- 4.1.1 The GES CBE Management Unit shall establish a system of preparatory and ongoing training of CBE facilitators, non-state CBE providers and CCs. CBE providers may provide the training for CBE facilitators and CCs; an example is the three-week intensive training course and follow-up refresher training workshops for facilitators provided by School for Life. Where this is not feasible, or where additional training is required, this shall be undertaken by GES. Training for CBE providers by the GES Basic Education Division shall include the dissemination and use of this Ministry of Education CBE Policy Framework and related GES CBE guidelines.

4.2 Development of Curriculum Materials

- 4.2.1 The GES CBE Management Unit shall undertake the ongoing development and provision of a standard package of instruction materials. The materials shall mainly be in the local language of the beneficiary community. This ongoing development of the package shall take account of feedback from the monitoring of CBE by providers and any associated curriculum development undertaken by the providers.

4.3 Public Awareness and Resource Mobilisation

- 4.3.1 The GES CBE Management Unit, working in partnership with the CBE Alliance, shall undertake media promotion for CBE, starting with launch of the Policy and support CBE providers in raising community awareness, in mobilising community and other resources, and in establishing and maintaining systems of community-based monitoring of CBE.

4.4 Technical and Financial Support

- 4.4.1 The Government of Ghana (GoG) encourages a continuation and strengthening of financial support from its Development Partners. GoG shall establish a mechanism to channel funds from Development Partners to support CBE at central and district levels. Development Partners may also, if they prefer and in close liaison with GES, channel funds directly to CBE providers or communities.
- 4.4.2 GoG also encourages a continuation of technical support from its Development Partners. This will include the development and implementation of a GES technical assistance and capacity building plan which will in part focus on developing the procurement systems to contract non-state providers. The contracting of non-state providers is currently being piloted across the country.

ANNEX A CBE POLICY CONSULTATION PAPER

In 2006, the Ministry of Education decided to conduct a study on Complementary Education Programmes (CEP) in Northern Ghana. CEP programming mainly through School for Life, in partnership with a few Development Partners in Ghana, was already implementing large scale CEP programmes in the north since 1995. An impact evaluation on School for Life's work was undertaken in 2006 which suggested significant impact of CEP on the literacy attainment of learners and their ability to transition to formal primary education on completion, particularly for girls.

The findings from these evaluative events led to the drafting of the CBE Policy, which was prepared for comment by School for Life and several other key stakeholders including researchers and consultants working in the education sector. During the subsequent year, School for Life brought together several key stakeholders in the Northern Region including GES and other civil society partners to consult on the draft Policy document, and continued to dialogue with its partners. The draft Policy was then widely disseminated by both GES and School for Life during 2007/2008. The MoE, through its Planning Budgeting, Monitoring and Evaluation Division and the Basic Education Division of GES, facilitated several national and regional consultations to draft the CBE action plan which would be costed for the MoE to implement the CBE Policy. The inclusion of CBE in the MoE's Education Strategic Plan (2010-2020) followed these action planning sessions. These consultations also led to more research, investment and consultation that were part of the Annual Education Sector Reviews in 2011 and 2012, which involved several development partners including civil society. The consultation process, advocacy and wide scale involvement of civil society in awareness creation of the draft Policy and impact of CBE in closing the MDG2 gap resulted in the 2013 budget allocations for CBE in the national budget.

In 2010, School for Life along with a few other NGOs implementing CBE initiated the formation of a CBE Alliance and partnered with several civil society groups in order to advocate for the national roll out of the CBE Policy and position themselves for the planned roll out of the National CBE programme. This coalition has continued to demonstrate scalability of the CBE Policy programme across the country. The CBE Alliance also met with the Parliamentary Select Committee on Education in 2012 to brief them on the policy which was followed by consultations across the three Regions and districts of the North. Radio and television at national and regional levels have also been used to inform the general public on the CBE approach and programme.

Key recommendations arising from the Policy Consultations

- ✓ Free basic education should be the right of all children and CBE is a route to achieving *Free, Compulsory, Universal Basic Education* and MDG2 in Ghana. The Capitation Grant should be used to support CBE learners in their various communities.
- ✓ Implementation of the CBE programme should build on the vast experience in Ghana of using private public partnerships. The Government should partner with civil society in the implementation of the CBE policy programme.
- ✓ Metropolitan, Municipal, District Assemblies should capture CBE programmes under their composite budgets and ensure that the national budget for education financing is allocated to CBE programming on a yearly basis.
- ✓ Due to the marginalization and deprivation of children in some poverty areas of Ghana, the language of instruction for CBE should remain flexible enough to reach the children who remain out of reach by formal education.

ANNEX B POLICY COSTINGS

This paper attempts to estimate the cost of the CBE Policy. The analysis of the cost components is based on Section 2.6 of the CBE Policy. Cost estimates have been calculated based on the budgets of the nine non-state providers operating under the CBE programme in the period June 2013 – July 2014.

This cost analysis is based on the 772,000 children of primary school age who were not enrolled in primary school in 2012.⁶

Cost components

a. Inception activities

Mapping and sensitization of communities; community animation; recruitment and orientation of staff and desk officers; local community training.

Community development: Most of the expenditures grouped here are for establishment of CBE local committees/PTAs/SMCs, meetings with community members, and support to establishment and management of community committees.

b. Training

Facilitators' training cost includes the cost of training (i) master trainers, (ii) initial training of facilitators (21 days), (iii) 1st refresher training for facilitators (10 days), and (iv) 2nd refresher training for facilitators (7 days).

c. CBE package of teaching and learning materials

The programme has a set of literacy and numeracy materials with related facilitators' manuals, in each of the local languages of implementation.

d. Operational activities

Facilitators' allowances: Facilitators are typically paid an allowance of GH¢45 per month. There are also incentive package provided to facilitators either in the course of or at the end of the programme.

Other operational activities: Expenditures grouped here include cost of distributing teaching and learning materials, organisation of stakeholder meetings and award ceremonies, graduation of learners, etc.

e. Capacity building

Training of CBE local committee members/SMC members/ PTA, training of teachers to support the transition of learners into formal schools and capacity building of various district education officers (circuit supervisors, M&E staff, and capacity building for the non-state providers).

f. Monitoring and evaluation

This cost component covers the conduct of baseline assessment studies, as well as the costs to non-state providers of gathering data at project-level and assessment of learner's outcomes.

g. Knowledge management and public awareness

Includes advocacy and information, education and communication activities, as well as semi-annual reviews and reflections with the non-state actors.

h. Capital costs

⁶ The Report on Basic Statistics and Planning Parameters for Basic Education in Ghana 2011/2012, Ghana Ministry of Education, April 2012, Table 3.2.4 shows the national population of 6 to 11 year olds as 4,112,511 and those enrolled in primary education as 3,201,541.

It has been assumed that existing GES classrooms as well as chapels, mosques and other community facilities will be used as learning centres. Capital cost is therefore limited to the provision of vehicles, motorbikes, office equipment and furniture to the non-state actors implementing the programme. The vehicles and motor bikes would be allocated to the non-state actors and the equipment and furniture will be used to set up offices in the districts.

i. Management

The expenditures grouped in this cost component are for the management and administrations of project by non-state actors, as well as the management of the national CBE programme including staff costs in the Basic Education Division of GES. It has been assumed that the cost of managing the national CBE programme is approximately 5% of the total value of the programme.

Costs

Expenditure Category	Unit	Unit Cost GH¢	Total cost GH¢
Costs to be financed through non-state CBE providers:			
Community Development & Inception Activities	Learner	24.64	19,018,220
Training and Facilitation	Learner	86.62	66,870,640
Operational activities	Learner	50.49	38,978,280
Capacity building	Learner	15.55	12,000,740
Monitoring and Evaluation	Learner	34.23	26,425,560
Knowledge management & Public awareness	(Budget)		150,000
CBE Package of Training & Learning Materials	Learner	20.12	23,252,640
Capital Costs: vehicles & motor bikes	Non-state actor	103,217.00	2,850,425
Capital Costs: equipment & furniture	District	4,878.00	1,121,940
Management (5%)	(Budget)		9,533,422
Sub-total			200,201,867
Cost to be financed by GES, over and above any funding for contractual providers:			
Management of the national CBE programme	H/O, Region & districts	10,651.00	2,566,891
Assessment of students at the end of CBE cycle		46.00	35,512,000
Sub-total			38,078,891
TOTAL COST			238,280,758