

COMPLEMENTARY BASIC EDUCATION PROGRAMME



Baseline Report

**Submitted to:
Management Unit, CBE Programme**

**Submitted by:
CARE Ghana**

December 6, 2016

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Acronyms and Abbreviations

CBE	Complementary Basic Education
DA	District Assembly
DEO	District Education Office
DFID	Department for International Development
GSS	Ghana Statistical Service
GES	Ghana Education Service
OOSC	Out of School Children
SFL	School for Life

1.0 EXECUTIVE SUMMARY

CARE International Ghana is among the group of implementing partners delivering an annual cycle of the Complementary Basic Education (CBE) Program in Ghana which is providing to a pre-determined number of out-of-school children aged 8-14 years with access to an accelerated numeracy and literacy program in their mother tongue and targeted to their needs, and to thereby enable them to acquire the basic knowledge and skills required for admission to formal education. Over the past two years, CARE delivered two cycles of the CBE program in collaboration with the District Assembly and the Education Directorate to serve more than the expected 11000 OOSC. CARE reached out to 11771 out of school of children (OOSC) in over 200 communities within Sekyere Afram Plains District in Ashanti Region, and West Mamprusi and East Mamprusi Districts in the Northern Region of Ghana. The results show that at least 90% of the above OOSC were able to complete the CBE program and also transition into the formal school in September 2015 and 2016.

In FY2016, CARE will continue to reach out to more OOSC in West Mamprusi in the Northern Region, and Tain and Nkoranza North Districts in the Brong –Ahafo Region in Ghana. CARE is expected to reach out to at least 2900 OOSC within the three partner districts. At least 95% of these learners are expected to transition into the formal school in their respective partner communities in September 2017.

To encourage awareness, commitment and far reaching participation among stakeholders at the community level to effectively deliver the Complementary Basic Education program, CARE International Ghana in collaboration with the District Assembly and Education Directorate conducted community animation exercises by employing the Participatory Learning Action (PLA) methodology within 101 selected communities in the three partner districts. The PLA enabled the CARE team to conduct a study on the out of school situation in the above communities.

Objectives of the study

The main objectives of the study include the following

- To have a better understanding of the out of school children situation in the partner districts
- Identify factors contributing to children either not attending school or dropping out of school
- Collect information on potential schools which can receive the CBE Learners
- Identify the community school profile and major economic activities
- Identify and collect information on volunteers who will be willing to be facilitators

Sampling Methodology

The total number of communities visited was 38 in West Mamprusi, 33 in Tain, and 30 in Nkoranza North District. Purposive sampling was used to identify the communities, and key informants at the community. These included traditional authorities, assembly persons, SMC/PTA, men, women and children. A team of at least two were assigned to visit the sampled communities to interact with the traditional authorities, assembly members, community members, men, women, children etc. They met with these groups to administer the PLA protocol. These platforms enabled them to capture the needed data for the study

Main Findings

Over the past two years, CARE delivered two cycles of the CBE program in West Mamprusi District to serve 3955 OOSC within 70 partner communities. This was more than the expected 3826 OOSC. With more funds, CARE could have reached out to more OOSC who were willing to be part of the program. Considering the milestones of the CBE program in West Mamprusi, the results showed that out of the enrolled, 3905 OOSC or 95% were able to complete the CBE program and 3527 or 89% transitioned into the formal schools. In addition 93% of those who graduated were able to transition into the formal school in September 2016. Considering performance by gender, the results showed that out of the 1880 girls' original enrolled unto the program 1821 or 97% graduated and 1692 representing 90% of those enrolled and 93% of those who graduated transitioned into the formal schools.

According to the EMIS 2014/15 results out of every 100 children aged 12-14 years in each of the partner districts, the number of children of the same age group accessing JHS is approximately 33 in Tain; 28 in Nkoranza North , and 56 in West Mamprusi. In each of the partner districts, the results indicate the fact that a number of children accessing all the levels of education at an advanced age. It can be inferred that despite the gains made in each district on the CBE program and the Capitation grant scheme a significant number of out of school children aged 8-14 years are still not participating in basic education.

To address this challenge, CARE International Ghana is expected to implement the fourth cycle of the program to serve 2900 out of school children in the three partner districts as shown in Table 1.1. At least 95% of these children are expected to transition into the formal school.

Table 1.1 -ENROLMENT TARGET BY DISTRICT

	DISTRICT	TARGET
1	West Mamprusi	1300
2	Tain	800
3	Nkoranza North	800
	TOTAL	2900

During the community animation exercise, the number of OOSC identified was more than the expected in each of the partner districts. Comparing the current number of OOSC who have been selected to participate in the fourth cycle of the CBE program with the number of OOSC reveal the fact that more OOSC exist in especially Tain and West Mamprusi which can be considered for the next cycle of the CBE program. According to the results, over 4000 OOSC was estimated to exist by the community members within the selected communities. However the total number of OOSC engaged during the community visits is 2500 in West Mamprusi, 1700 in Tain and 800 in Nkoranza North District. Due to limited resources, some of the partner communities will not be able to participate in the fourth cycle of the CBE program even-though they have the required number of OOSC. Unfortunately CARE will not be able to build on the gains made in some of the above communities in West Mamprusi

In October 2016, the total number of potential OOSC who enrolled to participate in the fourth cycle of the program is 1406 in West Mamprusi, 1050 in Tain, and 774 in Nkoranza North District. Out of the enrolled 3230, 2039 representing 63% have never been to school before. The female proportion who have never been to school before is 971 representing 48%. The never been to school OOSC cuts across all the ages (8-14). Most of them are among the 8-11 years age group.

We can infer that the 12-14 years of age among the OOSC should have been at the primary level of education. This group of OOSC can encounter societal challenges due to their age and being in the same class with children younger than them. These children will be managed by equipping the community facilitators and Local Committed with learner management skills to sustain their desire to be part of the CBE program and also to transition successfully into the formal school. The female proportion of this specific age group is exposed to teenage pregnancy and elopement which can affect their retention in the CBE program. To address this issue, CARE Ghana will collaborate with the GES and the District Assembly in reviewing and implementing the suite of key activities within the Gender Action Plan.

The main reason for not being in school or dropping out of school include socio-cultural issues such as elopement, early marriage, teenage pregnancy and attitude of parents towards their wards education; social and economic barriers including inadequate school infrastructure; long distances to the nearest schools; lack of schools in the communities; natural barriers (streams, dams, flooding of roads and footpaths during the rainy season); inadequate teachers; lack of basic educational materials and lack of resources to facilitate commuting. Other factors include child labor and inability of parents to meet the basic school needs of their wards

Primary schools exist in most of the communities selected to participate in the CBE program. However there are urgent issues that need to be address to support effective teaching and learning. The issues include inadequate number of teachers, teacher's refusal to stay in the community, multi grade classes, poor school infrastructure, some schools are inaccessible during the rainy season.

Some of the communities in each partner districts do not have schools within 5km radius. Most of these communities have embraced the CBE program. They claim their request for a school has not been attended by the GES and the District Assembly. To address this, CARE Ghana will engage the District Assembly and the District Education Office to post teachers and to provide the needed school infrastructure

Communities without schools perceive the CBE class as their own form of school. We can infer that these people might be unwilling to allow their wards to move to a school in another community. CARE will employ the needed community mobilization strategies to address this.

Local Committee has been formed for each of the communities. Community Action Plans to support the effective delivery of the CBE program has been developed by the Local Community Members and the community. They intend supporting the program by providing a place for the CBE class, supporting the facilitator, visiting the CBE class to monitor and to motivate the facilitator

127 community volunteers have been selected by the community members to be trained as facilitators to manage the CBE classes in 92 partner communities. Most of them have SHS has their highest level of education. The current number of potential facilitators is made up of volunteers who have extensive experience in managing the CBE class which was acquired under the first cycle of the CBE program and also during the School for Life CBE PROGRAM. The female proportion of the potential number of facilitators is 25%.

The major economic activity of the parents and guardians in all the partner districts is farming. Some of the children are casual workers on farms.

Recommendation

To encourage awareness, commitment and far reaching participation among the key stakeholders, CARE will collaborate with the District Assembly and the Education Directorate to conduct District Review Meetings to disseminate and discuss the survey results. The District Assembly is expected to use the results to support the provision of school infrastructure in communities which do not have a school. The District Education Directorate will attend in a timely manner to the request for the establishment of a school in the above communities. The need for more teachers will also be addressed. To address the question of why some of the OOSC have enrolled unto the program even-though a formal school is within the community, CARE will engage these CBE Learners through the facilitators and the field supervisors.

CARE will collaborate with the above to conduct Remobilization Activities in each of the participating communities, to address the key factors which hinder the retention of the learners and their transition into the formal school. This will build community support towards building an appropriate structure which will accommodate the CBE learners after the nine months of study

CARE will train the LOCAL Management Committee to support the facilitators and also relate effectively with other community members. This will support them to engage the CBE learners to retain them in school until they transition into the formal school. All the District Coordinators are expected to use the results to build and sustain the partnership with the leadership of the District Assembly and Education Directorate.

To sustain the gains made across gender, CARE will implement the Gender Action Plan

2.0 METHODOLOGY

To identify partner communities and build their support towards the effective implementation of the CBE program, CARE collaborated with the District Assembly and Education Office to conduct community animation exercises in 101 communities made up of 38 in West Mamprusi, 30 in Nkoranza North and 33 in Tain District. CARE employed the Participatory Learning Action (PLA) methodology to conduct animation exercises in all the partner communities in each of the districts.

Purposive sampling was used to identify the communities, and key informants at the community. These included traditional authorities, assembly persons, SMC/PTA, men, women and children. A team of at least two were assigned to visit the sampled communities to interact with the traditional authorities, assembly members, community members, men, women, children etc. They met with these groups to administer the PLA protocol. These platforms enabled them to capture the needed data for the study. The teams collected data on the following

- Partner Community Profile
- Community out of school children (8-14years)situation
- Potential CBE facilitator profile
- Potential CBE Local Committee Profile
- Major socio-economic activities
- Contributing Factors accounting for children not attending school
- Availability of schools within communities and their profile

CARE engaged the Statistics Department and the District Assembly to capture data on access to education within the partner districts. The EMIS data was also considered.

Limitations-The main limitation is that due to budgetary and time constraints, the number of OOSC for each of the communities is based on the number available during the data collection exercise. This might not be the actual number of OOSC in each of the communities.

3.0 FINDINGS

The economic and social conditions in each of the three partner districts are influencing the willingness and ability of parents and guardians to enroll and retain their wards and the development of educational infrastructure. This has contributed to a significant number of out of school children existing in each of the districts despite the gains made in delivering the Complementary Basic Education program, the Capitation grant scheme and other school access intervention programs within the districts.

Comparing the Gross Enrolment Rate (GER) and the Net Enrolment Rate (NER) for each level of education as captured in Table 3.1 based on the 2014/15 EMIS results, reveals the fact that a significant proportion of the children accessing all the different levels of education in each of the three districts are advanced in age beyond the specific age group for each level. This means some of the children are entering school at an advanced age. These children are at risk of leaving the system later on before completing primary or JHS cycle.

TABLE 3.1- ENROLMENT RATES BY DISTRICT

	KG (4-5years)		PRIMARY (6-11years)		JHS (12-14years)	
YEAR	GER (%)	NER (%)	GER (%)	NER (%)	GER (%)	NER (%)
2013/14	109.4	87.0	93.7	85.4	77.9	52.2
2014/15	111.5	70.4	95.8	83	76	53.5

SOURCE: EMIS 2014/15 results

Considering the extent of participation in the JHS level of education of children aged 12-14 years, the Net Enrolment Rate (NER) based on the EMIS 2014/15 data of children aged 12-14 years accessing JHS is 33.9% in Tain; 28% in Nkoranza North; 56.1% in West Mamprusi. This means out of 100 children aged 12-14 years in each of the partner districts, the number of children accessing the JHS level is approximately 33 in Tain; 28 in Nkoranza North, and 56 in West Mamprusi District. Out of 100 girls aged 12-14 years, the number of them accessing the JHS level is approximately 31 in Tain; 29 in

Nkoranza North , and 56 in West Mamprusi. We can infer that the girls among the OOSC who are 12-14 years of age should have been at the primary level of education. This group of OOSC can encounter societal challenges due to their age and being in the same class with children younger than them. These children will be managed by equipping the community facilitators and Local Committee with learner management skills to sustain their desire to be part of the CBE program and also to transition successfully into the formal school. The female proportion of this specific age group is exposed to teenage pregnancy and elopement which can affect their retention in the CBE program. CARE will implement the suite of activities spelt out within the Gender Action Plan by collaborating with the GES and the District Assembly of the partner districts.

CBE MILESTONES

Over the past two years, CARE delivered two cycles of the CBE program in West Mamprusi District to serve 3955 OOSC which is more than the defined expectation within 70 partner communities.

Considering the milestones of the CBE program in West Mamprusi, the results showed that out of the enrolled, 3905 OOSC or 95% were able to complete the CBE program and 3527 or 89% transitioned into the formal schools. In addition 93% of those who graduated were able to transition into the formal school. Considering performance by gender, the results showed that out of the 1880 girls' original enrolled unto the program 1821 or 97% graduated and 1692 representing 90% of those enrolled and 93% of those who graduated transitioned into the formal schools.

TABLE 3.2 CBE PROGRAM MILESTONES IN WEST MAMPRUSI

	NUMBER OF CBE LEARNERS							
	ENROLMENT		GRADUATED			TRANSITION TO THE FORMAL SCHOOL		
	TARGET	ACTUAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
FY2014/15	2826	2850	1436	1262	2698	1365	1219	2584
FY2015/16	1000	1105	533	559	1092	464	473	937
GRAND TOTAL	3826	3955	1969	1821	3790	1829	1692	3521

The out of school situation is still pronounced in the CBE partner communities.

To address this challenge, community animation exercises was conducted in 101 communities in the three partner districts. According to the community members, over 4000 of 8-14 year old OOSC exist in these communities. However the PLA team was able to identify and engage over 3000 OOSC against the set target of 2900 during the community visit. As shown in Table 3.3, the number of identified OOSC is more than the overall defined target.

Due to resource constraints, CARE will not be able to implement the current cycle of the CBE program in all partner communities

In October 2016, the fourth cycle of the CBE classes began to serve 3230 OOSC within 92 communities in the three partner districts. According to the contractual agreement, CARE is expected to enroll 2900 OOSC with at least 50% or 1450 being females aged 8-14 years. Comparing the actual figures with the planned target based on the contractual agreement, the overall female proportion is 1556. The total number of participating communities and classes is 92 and 127 respectively.

TABLE 3.3 NUMBER OF OOSC WHO ENROLLED TO ATTEND THE CBE CLASSES

DISTRICT	TARGET	FEMALE TARGET	NO. OF COMMUNITIES	NO. OF CLASSES	CURRENT ENROLMENT		
					MALE	FEMALE	TOTAL
Tain	800	400	32	42	544	566	1050
Nkoranza North	800	400	22	29	373	401	774
Mamprusi West	1300	650	38	56	757	649	1406
	2900	1450	92	127	1674	1556	3230

According to the survey results the children who enrolled to participate in the CBE classes were made of OOSC who either dropped-out of school or have never been to school before. As shown in Table 3.5, out of the total number of OOSC (3230) who have enrolled, 2039 representing 63% have never been to school before. 971 representing 48% of those who have never been to school are females.

TABLE 3.4 TYPE OF OOSC BY DISTRICT

	NEVER BEEN TO SCHOOL			DROPOUT		
DISTRICT	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Tain	397	395	792	147	111	258
Nkoranza North	180	178	358	193	223	416
Mamprusi West	491	398	889	266	251	517
GRAND TOTAL	1068	971	2039	606	585	1191

3.1 FACTORS CONTRIBUTING TO CHILDREN ACCESS TO SCHOOL

The main reason for not being in school or dropping out of school include socio-cultural issues such as elopement, early marriage, teenage pregnancy and altitude of parents towards their wards education; social and economic barriers including inadequate school infrastructure; long distances to the nearest schools; lack of schools in the communities; natural barriers (streams, dams, flooding of roads and footpaths during the rainy season); inadequate teachers; lack of basic educational materials and lack of resources to facilitate commuting. Other factors include child labour and inability of parents to meet the basic school needs of their wards

Gender-related issues

In each of the partner districts, the results of the study indicated the fact that economic and social conditions are influencing the willingness and ability of parents and guardians to enroll and retain their wards. The main factors contributing to girls not being in school or dropping out of school include socio-cultural issues such as elopement, early/forced marriage, teenage pregnancy and altitude of parents towards their wards education; social and economic barriers including inadequate school infrastructure; long distances to the nearest schools; lack of schools in the communities; natural barriers (streams, dams, flooding of roads and footpaths during the rainy season); inadequate teachers; lack of basic educational materials and lack of resources to facilitate commuting and the inability of parents to meet the basic school needs of their wards.

In addition some of the children leave school to do “kayayo” in bigger cities to generate income for themselves and their family. With no education, no family support these girls resort to a life on the streets, making them vulnerable to abuse and exploitation. The opportunity costs of schooling also have a greater effect on children. Some of the identified OOSC are involved in income generating activities to support the household which have an immediate and visible financial outcome for the family, especially when children perform agriculture, domestic and market tasks. Changes in household living arrangements, especially related to the death of a parent, forces children to drop out of school in order to earn an income for themselves and other family members. Migration also contributes to long absence from school, low academic performance and eventual drop out. Parents who migrate in search of livelihood activities outside their original settlement face a greater risk that their children will not stay in school.

Culturally and socially, there is endemic mind-sets that the male is as an asset, being heads of families therefore qualifying for most of the available family resources while the female is seen as baby-making machines, housekeepers and farm labourers thus not much resources is needed to build their capacity for these roles. Adolescent girls face specific challenges to staying in school and learning. In many contexts, as girls approach puberty, their opportunities shrink compared to those of their brothers’, underpinned by harmful gender norms which impose restrictions on their mobility. Girls and young women also face a disproportionate burden of domestic work, and face greater risk of violence, including sexual violence.

The results show that some of the identified OOSC reside in communities which have public schools within them but have decided to be part of the CBE program. This trend cuts across all the partner districts. The question that arises is why are they are willing to attend the CBE classes and not the public school within the community? CARE will continue to engage the partner communities to have a better understanding of this anomaly.

3.2. POTENTIAL FACILITATORS

CARE worked with the District Education Office, District Assemblies and the Local communities to identify and train 127 CBE Community Facilitators who will manage the CBE classes within 92 partner communities. The number of facilitators is 56 in West Mamprusi, 29 in Nkoranza North, and 42 in Tain. Overall the female proportion is 25% against the set target of 20%. Considering their educational qualification, the results show that the highest level of qualification for most of them is SHS. This group of people might have plans to further their education or engage in other income generating activities to build their financial base to support themselves and their families. The support of the facilitator in cash or kind by each of the communities was addressed extensively during the PLA.

TABLE 3.2.1 COMMUNITY FACILITATORS

DISTRICT	MALE	FEMALE	TOTAL
Tain	25	4	29
Nkoranza-North	33	9	42
Mamprusi West	37	19	56
GRAND TOTAL	95	32	127

The results also show that 45 out of the 56 facilitators in Mamprusi West were once trained and used by School For Life (SFL) and CARE International during the previous cycles of the CBE program. They bring their awesome experience gained in managing the CBE classes to bear on this current program.

3.3 SCHOOL AND CLASSROOM FACILITIES

The main findings which were made when the partner community school profile in each district was considered include the following.

Mamprusi West

- In West Mamprusi, the number of primary and JHS schools is 83 and 36 respectively
- 37 out of the 38 selected communities had formal schools within them. Some of the schools within these communities do not have good facilities for effective teaching and learning. Multi-Grade classes exist in some of the schools within the above communities
- The community members were really glad to be selected to participate in the CBE program. They consider the CBE program as their own form of school for their children to attend. It can be inferred that if a public school is not established it will be very difficult for them to allow their wards to attend schools in another community

NKORANZA NORTH

- The district is divided into 6 circuits with 55 primary and 42 JHS schools.
- There is no formal school within 8 out of the 22 partner communities.

Table 3.3.2-COMMUNITIES WITHOUT SCHOOLS-NKORANZA NORTH

	COMMUNITIES	NO. OF CBE CLASSES	COMMUNITIES WITH SCHOOLS WITHIN 5KM
1	DAGOMBA	1	NO
2	ASUOGYA	2	NO
3	KABRE	2	NO
4	TAAHO	1	NO
5	KONKOMBA	1	NO
6	BAAFI ANYINOREANO	1	NO
7	MUTASE	1	NO
8	FREDE	1	NO

- The community members were really glad to be selected to participate in the CBE program. They consider the CBE program as their own form of school for their children to attend. It can be inferred that if a public school is not established it will be very difficult for them to allow their wards to attend schools in another community.

TAIN DISTRICT

- This district is divided into 10 circuits and there are 73 primary and 44 JHS schools
- 14 out of the 33 communities visited do not have formal schools within them. The nearest schools can be located within 3-5km in 10 out of the above 14 communities.

Table 3.3.3-COMMUNITIES WITHOUT SCHOOLS-TAIN

No	COMMUNITY	NO. CBE CLASSES	COMMUNITIES WITH SCHOOLS WITHIN 3-5KM
1	KRUYYAAKURAA	1	NO
2	ABODWISE	1	YES
3	BANDAWAI	2	YES
4	TAIN-ANNO	1	NO
5	KWESI-KUMAH	1	YES
6	ABOURSO	1	YES
7	YAWBENNE	1	YES
8	BEBONSUA	1	NO
9	KUNTUTADIE	1	YES
10	DROBO	2	YES
11	FABEWOSO	1	YES
12	GYANSUKROM	1	NO
13	KOJOKROM	1	YES
14	SULAAGE	1	YES
	TOTAL	16	

3.4 LOCAL MANAGEMENT COMMITTEE

To build community support towards the effective implementation of the CBE program in all the partner communities, Local Management Committees were formed during the PLA exercise in each of the three districts. The number of LCM is 22 in Nkoranza North , 56 in Mamprusi West , and 42 in Tain District. The total number of LCM members is 360 females and 240 males. The female proportion is 60%. These LCMs teamed up with the rest of the community members to develop the Community Action Plans (CAP) to support the implementation of the program. The main activities that cuts across most of the

CAPS is identification and motivation of the facilitator, setting up a place for the CBE classes, visiting the CBE class to discuss facilitator and learner welfare and monitor the learner and facilitator attendance. To ensure that all the potential learners transition into the formal schools, the LCM will work with the community members to prepare a place for the establishment of a formal school.

4.0 SUMMARY, CONCLUSION AND RECOMMENDATION

CARE Ghana has been able to identify more than the expected number of OOSC. The training and the use of the officials from the District Assembly and District Education Directorate to conduct community animation exercises by employing the PLA methodology in each of the partner communities contributed to the identification of more OOSC than expected. During the current cycle of the program CARE plans to deliver this program to serve more of the OOSC than the expected. Over the past year, through the above partnership CARE was able to serve more OOSC than expected by providing them with access to nine month numeracy and literacy classes in their mother tongue language to prepare them for entry or re-entry into the formal school. Over 90% of the OOSC who enrolled were able to graduate and then transition into the formal school in September 2016 in their respective districts. Considering the performance of the CBE girls the results indicate over 90% of the girls who enrolled graduated and transitioned into the formal school.

Despite the gains made, a significant number of OOSC still exist in each of the partner communities. The EMIS 2014/15 results reveals the incidence of advanced aged children to each level of basic education in each of the three districts. These children are at risk of dropping out. In addition out of every 100 children aged 12-14 years, the number that are accessing JHS is 56 in Mamprusi West , 28 in Nkoranza North and 33 in Tain District. This trend was confirmed during the community animation exercise in 101 communities in each of the partner districts.

Most of the identified OOSC have never been to school before. We can infer that most of the identified OOSC who are 12-14 years of age should have been at the primary level of education. This group of OOSC can encounter societal challenges due to their age and being in the same class with children younger than them. These children will be managed to sustain their desire to be part of the CBE program and also to transition successfully into the formal school. The female proportion of this specific age group is exposed to teenage pregnancy and elopement which can affect their retention in the CBE program. CARE Ghana will employ the needed strategy by collaborating the Girls Education Unit of the partner districts

The main reason for not being in school or dropping out of school include socio-cultural issues such as elopement, early marriage, teenage pregnancy and altitude of parents towards their wards education; social and economic barriers including inadequate school infrastructure; long distances to the nearest schools; lack of schools in the communities; natural barriers (streams, dams, flooding of roads and

footpaths during the rainy season); inadequate teachers; lack of basic educational materials and lack of resources to facilitate commuting. Other factors include child labour and inability of parents to meet the basic school needs of their wards

During the PLA, the required number of Facilitators was identified by CARE PLA team by involving the community members. The highest level of education for most of the facilitators is SHS. This group of people might have plans to further their education or engage in other income generating activities to build their financial base to support themselves and their families. The support of the facilitator in cash or kind by each of the communities was addressed extensively during the PLA. CARE intends building the capacity of the LCM in how to establish and sustain a strong working relationship with the facilitators

There are primary schools in most of the communities selected to participate in the CBE program. However there are urgent issues that need to be address to support effective teaching and learning. The issues include inadequate number of teachers, teachers' refusal to stay in the community, multi grade classes, poor school infrastructure; some schools are inaccessible during the rainy season. Some of the communities in each partner districts do not have schools within 5km radius. Most of these communities have embraced the CBE program. They claim their request for a school has not been attended to by the GES and the District Assembly. To address this, CARE Ghana will engage the District Assembly and the District Education Office to post teachers and to provide the needed school infrastructure

Communities without schools perceive the CBE class as their own form of school. We can infer that these people might be unwilling to allow their wards to move to a school in another community. CARE will employ the needed community mobilization strategies to address this.

To build community support towards the effective implementation of the CBE program in each of the communities Local Committee Management teams have been formed. Community Action Plans to support the effective delivery of the CBE program has been developed by the Local Community Members and the community. They intend supporting the program by providing a place for the CBE class, supporting the facilitator, visiting the CBE class to monitor and to motivate the facilitator.

RECOMMENDATION

The following steps will be taken to support the effective implementation of the program

- To have a better understanding of the baseline results, the CARE team will disseminate the information with the District Assembly, and the District Education Directorate by conducting District Review Meetings. This will build the needed support towards the effective implementation of the CBE program. The District Assembly is expected to use the baseline results to support the provision of school infrastructure in communities which do not have a school. The District Education Directorate will attend in timely manner to the request for the establishment of a school in the above communities. The need for more teachers will also be addressed
- CARE will collaborate with the above to conduct Remobilization Activities in each of the participating communities, to address the key factors which hinder the retention of the learners and their transition into the formal school. This will build community support towards building an appropriate structure which will accommodate the CBE learners after the nine months of study
- CARE will train the LOCAL Management Committee to support the facilitators and also relate effectively with other community members. This will support them to engage the CBE learners to retain them in school until they transition into the formal school
- All the District Coordinators are expected to use the baseline results to build and sustain the partnership with the leadership of the District Assembly and Education Directorate.
- To sustain the gender distribution related to the learners, facilitators, and LCM, CARE will implement the developed GENDER action plan.

ANNEX A- CBE PARTNER COMMUNITIES-MAMPRUSI WEST

	COMMUNITIES	NO. OF CLASSES	LANGUAGE OF INSTRUCTION
1	ARIGU	1	MAMPRULI
2	BOAMASA	1	MAMPRULI
3	BOAYINI	1	MAMPRULI
4	BUGYA PAALA	2	MAMPRULI
5	BULBIA	1	MAMPRULI
6	CHAMA	2	MAMPRULI
7	DABOYA	1	MAMPRULI
8	DIANI	1	MAMPRULI
9	DUU	1	MAMPRULI
10	GBANI	2	MAMPRULI
11	GBIMSI	2	MAMPRULI
12	GUABULGA	2	MAMPRULI
13	GUAKODOW	2	MAMPRULI
14	JAGSI	1	MAMPRULI
15	JANGA	4	MAMPRULI
16	KATABANAWA/GAAGBINI	1	MAMPRULI
17	KPARIGU	1	MAMPRULI
18	KUKUA	1	MAMPRULI
19	KURUGU	1	MAMPRULI
20	LOAGRI	1	MAMPRULI
21	MIMIMA	2	MAMPRULI
22	MISHO	1	MAMPRULI

23	NABARI	1	MAMPRULI
24	NABULUGU	1	MAMPRULI
25	NASIA	1	MAMPRULI
26	NAYORKU	1	MAMPRULI
27	SAGADUGU	1	MAMPRULI
28	SALUGU	1	MAMPRULI
29	SANDANFONGO	2	MAMPRULI
30	SARIBA	1	MAMPRULI
31	SHELINVOYA	2	MAMPRULI
32	SOOBA	1	MAMPRULI
33	TINGURI	2	MAMPRULI
34	WULUGU	2	MAMPRULI
35	WUNGU	4	MAMPRULI
36	YAMA	1	MAMPRULI
37	ZANGU VUGA	2	MAMPRULI
38	ZANGUM	1	MAMPRULI

ANNEX B-CBE PARTNER COMMUNITIES- NKORANZA NORTH

NO	COMMUNITIES	NO. CBE CLASSES	LANGUAGE OF INSTRUCTION
1	ASUOGYA/ONE	2	DAGAARE
2	BAAFI	1	ASANTE TWI
3	BAAFI ANYINAREANO	1	ASANTE TWI
4	BOABENG	1	ASANTE TWI
5	BONO MANSO/ONE	2	ASANTE TWI
6	DOMEABRA	1	ASANTE TWI
7	DROBOAGYA	1	DAGAARE
8	DROMANKUMA/ONE	2	ASANTE TWI
9	DWINEWOHO	2	DAGAARE/SISAALE
10	FIEMA	1	ASANTE TWI
11	FREDE	1	DAGAARE
12	JUNCTION/ AMANGOASE	1	ASANTE TWI
13	KABRE/ONE	2	ASANTE TWI
14	KOKROMPE	1	ASANTE TWI
15	KONKOMBA/ONE	2	ASANTE TWI
16	KRANKA/ONE	2	ASANTE TWI
17	KUNSO	1	LIKPAKPA
18	MEMPEASEM/ DAGOMBA	1	DAGBANI
19	MUTASE	1	ASANTE TWI
20	PROSO NO. 2	1	ASANTE TWI
21	SENYA	1	ASANTE TWI
22	TAAHO	1	DAGBANI

ANNEX C-CBE PARTNER COMMUNITIES- TAIN

NO	COMMUNITY	NO. OF CBE CLASSES	LANGUAGE OF INSTRUCTION
1	ABEKWAE	1	ASANTE TWI
2	ABODWISEKROM	2	ASANTE TWI
3	ABOURSO	2	ASANTE TWI/DAGAARE
4	AGYAWIAM	1	DAGAARE
5	BANDAWAI	2	ASANTE TWI
6	BEBONSUA	1	ASANTE TWI
7	BRODI	1	ASANTE TWI
8	BROHANI	2	ASANTE TWI
9	DEBIBI	1	ASANTE TWI
10	DEGEDEGE	3	ASANTE TWI
11	DROBO	2	ASANTE TWI/DAGAARE
12	FABEWOSO	1	DAGAARE
13	GYANSUKROM	1	DAGAARE
14	KOJO GBOKO	2	ASANTE TWI
15	KOJOKROM	1	ASANTE TWI
16	KRUYAAKORA	1	ASANTE TWI
17	KUNTUNTADIE	1	DAGAARE
18	KWADENDEN	2	ASANTE TWI
19	KWADWOWALOGO	1	DAGAARE
20	MAAMPEHIA/ KWASIKUMAH	1	ASANTE TWI
21	MEMJI	1	ASANTE TWI
22	MMOAKWAYE	1	DAGAARE

23	NAMASA	1	ASANTE TWI
24	NJAU	1	ASANTE TWI
25	NKONAKWAJA	1	ASANTE TWI
26	NKONTAKURA	1	DAGAARE
27	NSAWKWAW	2	ASANTE TWI
28	OHENNIGUASE	1	DAGAARE
29	SEIKWA	1	ASANTE TWI
30	SULAAGE	1	ASANTE TWI
31	TAIN-ANNO	1	DAGAARE
32	TANOSO	1	ASANTE TWI