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## **Ghana Education Outcomes Project Baseline**

This report presents the processes and key outcomes of the support and orientation provided to the Standards, Assessment and Quality Assurance Directorate of the National Council for Curriculum and Assessment

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## List of Abbreviations

|       |  |
|-------|--|
| ALP   | Accelerated Learning Programme                 |
| CBE   | Complementary Basic Education                  |
| GEOP  | Ghana Education Outcomes Project               |
| KPMG  | Klynveld Peat Marwick Goerdeler                |
| OOSC  | Out of School Children                         |
| NaCCA | National Council for Curriculum and Assessment |

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## 1. Introduction

As part of the preparatory activities/processes towards the conduct of the Ghana Education Outcomes Project (GEOP) 'Out of School Children' (OOSC) baseline study<sup>1</sup>, a series of technical meetings were organised at the offices of the Standards, Assessment and Quality Assurance Directorate of the National Council for Curriculum and Assessment (SAQA - NaCCA). The sessions were facilitated by Justice Agyei-Quartey of the **Bureau for 360 Research and Innovation (BRI 360)** of C410/2, Techie Tawiah Avenue, Adabraka, Accra<sup>2</sup>. The assignment was aimed at providing technical support to the Standards, Assessment and Quality Assurance Directorate in relation to the standards, requirements and processes to the roll-out of the baseline study.

### 1.1 Expected Outputs - specific outputs of the assignment were to:

- Share with NaCCA, OOSC test instruments in all 12 languages;
- Assist NaCCA to recruit competent and reliable test administrators for the pilot and baseline data collection;
- Assist NaCCA to develop measurable indicators for the OOSC test analysis; and
- Promptly sharing with NaCCA every necessary documents and information needed to deliver on the OOSC Project objectives
- This report presents the processes and outcomes, as well as the observations and recommendations on the way forward.

## 2. Processes and outcomes

### 2.1 Share with NaCCA, OOSC test instruments in all 12 languages

The consultant shared all the CBE-developed test items in the various languages of instruction that are being used in the delivery of literacy and numeracy on the GEOP. These languages comprised Asante Twi, Dagbani, Dagaare, Likpakpaaln, Ewe, Mampulli, Birfour, Gonja, Kasem, Kusaal, Sisaali and Gurene. However, only eight of these languages were used in administering the baseline assessment. The Moar and the Anufor languages being used as a medium of instruction in some communities in the Bunkpurugu, Nasuan and the Chereponi areas have no assessment materials developed and so were not used in the baseline assessment.

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<sup>1</sup> Study was conducted across 5-regions: Oti, Northern, North East, Bono East and the Savannah Regions

<sup>2</sup> Technical lead for the Bureau for Research and Innovation – a social and development research firm based in Accra

## **2.2 Assist NaCCA to recruit competent and reliable test administrators for the pilot and baseline data collection**

The consultant recommended six experienced enumerators, mostly from the Ghana Education Service who had had extensive training in the Complementary Basic Education assessment processes and programme implementation. The enumerators were engaged to undertake the piloting of the test instruments in three languages (Mampulli, Asante Twi and Likpakpaaln) in the Sekyere Afram Plains District where the OOSC Programme has been running since 2014.

Further, eighty (80) enumerators were recommended by the consultant for the actual field data collection in all sampled GEOP classes/communities. These field teams were trained over a two-day period using a cluster training approach in Jasikan in Oti, Tamale in Northern and Walewale in the North East regions. An average of 10 field days was used to undertake field data collection.

## **2.3 Assist NaCCA to develop measurable indicators for the OOSC test analysis**

The consultant took the NaCCA team through the OOSC Logframe which has clear indicators for measurement on learner proficiency in literacy and numeracy including learner education status as well as the scoring processes of the test items to help determine learner proficiency level in terms of language and the sub-tasks.

## **2.4 Promptly sharing with NaCCA every necessary documents and information needed to deliver on the OOSC Project objectives**

Among the documents on OOSC programme submitted to NaCCA included the CBE cycle one to eight baseline and endline reports, CBE Logframe, CBE implementation model, CBE Assessment Framework including power point presentation on the assessment and guidelines.

**The literacy assessment sub-tasks include the following:**

1. Letter/sound identification
2. Familiar word fluency
3. Difficult word/unfamiliar fluency
4. Reading comprehension
5. Fluency in reading
6. Phonemic awareness
7. Word writing
  - a) Creative writing/sentence formation

**The numeracy assessment sub-tasks include the following:**

1. Number identification: Single-digit
2. Number identification: Two-digits

3. Number identification: Three-digits
4. Problem solving: One-digit addition
5. Problem solving: One-digit subtraction
6. Problem solving: Two & three-digit addition
7. Problem solving: Two & three-digit subtraction
8. Problem solving: Multiplication
9. Problem solving: Division

### **3. Sampling processes**

Due to slight delays in receiving the sample from the client, the consultant supported the NaCCA team to generate a draft sample (Table 1) which was subsequently submitted to KPMG (Klynveld Peat Marwick Goerdeler) for review. KPMG however, submitted a slightly different sample at a later date which was used for the baseline exercise (*See below the sample approach and the sample by the team*).

- a. The baseline study purposively projected to target 45 percent of the ALP out of the over 14,000 beneficiary learners. In line with this, the study adopted a systematic stratified sampling approach in selecting the beneficiary districts, languages, communities, classes/centres and learners.
- b. First, all the 697 beneficiary classes/centres were stratified by language of instruction into 10-languages: *Anufor, Brifor, Dagaare, Dagbani, Ewe, Gonja, Likpakpaln, Moar and Asante Twi*. Anufor and Moar were subsequently dropped because of the unavailability of standard CBE materials for these 2-languages.
- c. Further, 45 percent of the classes/centres were sampled, culminating into a total of 314 classes across the 8-languages of instruction (*7,851 learners*). The final stage of the sampling process was to select classes and learners using 'proportional to size' approach – adopting the 45 percent mark as the base. On the basis of an average of 25 students per centre, the number of classes for each district was determined and selected for the study.
- d. At the centre/class level, all students present at school on the day(s) of assessment were covered.

**Table 1: Sample for GEOP Baseline study**

| Language     | Lot 1      | Lot 2      | Lot 3      | Lot 4      | Lot 5      | Lot 6      | Total number of ALP classes for Year 1 | 45% base   | Redistribution of Anufor and Moar classes | Additions | Final sample (classes) | Sample (students) |
|--------------|------------|------------|------------|------------|------------|------------|--|------------|---|-----------|------------------------|-------------------|
| Anufor       | 0          | 0          | 0          | 9          | 0          | 0          | 9                                      | 4          | -   | -         |                        |                   |
| Brifor       | 0          | 0          | 0          | 0          | 56         | 0          | 56                                     | 25         | 25  |           | 25                     | 625               |
| Dagaare      | 0          | 0          | 0          | 0          | 12         | 0          | 12                                     | 5          | 8   | 3         | 8                      | 200               |
| Dagbani      | 53         | 11         | 120        | 0          | 20         | 0          | 204                                    | 92         | 92  |           | 92                     | 2300              |
| Ewe          | 0          | 0          | 0          | 0          | 7          | 13         | 20                                     | 9          | 12  | 3         | 12                     | 300               |
| Gonja        | 0          | 0          | 0          | 0          | 12         | 0          | 12                                     | 5          | 8   | 3         | 8                      | 200               |
| Likpakpaalan | 48         | 88         | 0          | 32         | 18         | 90         | 276                                    | 124        | 124                                       |           | 124                    | 3100              |
| Mampruli     | 0          | 0          | 0          | 66         | 0          | 0          | 66                                     | 30         | 33  | 2         | 33                     | 825               |
| Moar         | 0          | 0          | 0          | 23         | 0          | 0          | 23                                     | 10         |   |           |                        | 0                 |
| Twi          | 0          | 2          | 0          | 0          | 0          | 17         | 19                                     | 9          | 12  | 3         | 12                     | 300               |
| <b>Total</b> | <b>101</b> | <b>101</b> | <b>120</b> | <b>130</b> | <b>125</b> | <b>120</b> | <b>697</b>                             | <b>314</b> | <b>314</b>                                | <b>14</b> | <b>314</b>             | <b>7851</b>       |

#### 4. Training of Trainers (ToT) Orientation

The consultant facilitated a day's training/orientation for about 15 core NaCCA staff at the conference room of the institution (at the Science Resource Centre, Labone). The officers were oriented on the importance of the Complementary Basic Education (CBE) programme, the implementation processes and the OOSC learner assessment protocols in all eight languages for the assessment. Participants were also oriented on the literacy and numeracy sub-tasks and the assessment processes as well as community entry processes. They were also oriented on safeguarding in the CBE classes and communities and discussions held to deepen their understanding. All officers were provided with the power point presentation and assessment guide to help them conduct the training of the enumerators. Paired practical sessions were also done to deepen understanding of the team. Questions and contributions during the orientation showed their understanding of the processes.

#### 5. Observations and Recommendation

One key challenge that may have contributed to the delays in the community-level data collection exercise was the delay in the release of the final sample:

- Delays in the release of the final sample, especially the classes on the part of KPMG team contributed to late notification of the appropriate stakeholders at the field level. The field teams therefore recommended that the provision of the sample and communication to the classes from KPMG/NaCCA should be done in a timely manner to avoid delays as experienced during the data collection. The sample of the

communities should have been submitted to NaCCA at least two clear weeks prior to the data collection to enable NaCCA to prepare the communities ahead of time. This slightly affected the conduct of the assessment in terms of community mobilisation time. It is therefore recommended that samples be generated ahead of time in subsequent assignments. This will ensure sampled communities are properly informed prior to the visit of the field teams.

## 6. Appendix 1: Training PowerPoint



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on\_GEOP Baseline L

## 7. Appendix 2: Training Programme



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Programme\_GEOP Ba