



COMPLEMENTARY BASIC EDUCATION

FINANCING BRIEF

DECEMBER 2022

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List of **ACRONYMS**

CBE	Complementary Basic Education
CDD-Ghana	Ghana Centre for Democratic Development
FCUBE	Free Compulsory Universal Basic Education
CEA	Complementary Education Agency
GALOP	Ghana Accountability for Learning Outcome Project
GEOP	Ghana Education Outcomes Project
GoG	Government of Ghana
GER	Gross Enrolment Ratio
IMF	International Monetary Fund
JHS	Junior High School
MoE	Ministry of Education
NER	Net Enrolment Ratio
NFED	Non-Formal Education Division
OOSC	Out Of School Children
SHS	Senior High School

Summary of

FINDINGS AND RECOMMENDATIONS

Findings	Recommendations
Ghana's government spent less than 0.5 per cent of the education sector's budget on the Complementary Education Agency (CEA) from 2020 to 2022. Despite government's promise to commit 1 per cent of basic education's budgetary allocation to Complementary Basic Education (CBE), the Goods and Services budget line of the CEA (from which CBE programmes and activities are implemented) constitutes an average of 0.04 per cent of basic education's allocations from 2020 to 2022.	Government must increase CEA's share of the education sector budget to at least 2 per cent to enable the Agency have an improved Goods and Services budget line to effectively implement CBE.
From 2015 to 2020, except for 2018, the actual receipts of Non-Formal Education Division (NFED) (now CEA) compared to the allocations, fell short by 13.2 per cent (2015), 11.6 per cent (2016), 2.0 per cent (2017), 5.7 per cent (2019), and 0.6% (2020).	The Ministries of Education and Finance must work together to improve budget credibility of the CEA.
After 17 years of implementing Free Compulsory Universal Basic Education (FCUBE), most (75%) of the Out-Of-School-Children (OOSC) in Ghana are from rural communities due to low investment in infrastructure development in deprived districts and under-served communities.	To increase access to basic education in rural areas, government must prioritize the establishment of basic schools in under-served communities and deprived districts. This can be done through a purposive infrastructure plan for deprived districts and under-served communities.
The complementary funding of the CBE under the Ghana Education Outcomes Project (GEOP) has experienced a delay at a time the number of OOSC keeps increasing in under-served districts which have seen no CBE activity in four years.	Government must commit to its new schedule of starting the GEOP by the second quarter of 2023 to provide foundational skills for O O S C in under-served communities.
Eighteen (18) per cent of Ghana's pre-school children (age 4-5) are not in school. This is partly due to late enrolment.	To reduce the out-of-school rate at the kindergarten level, School Management Committees, in collaboration with Parents Associations and teachers, must heighten community sensitization on early-age-school enrolment.

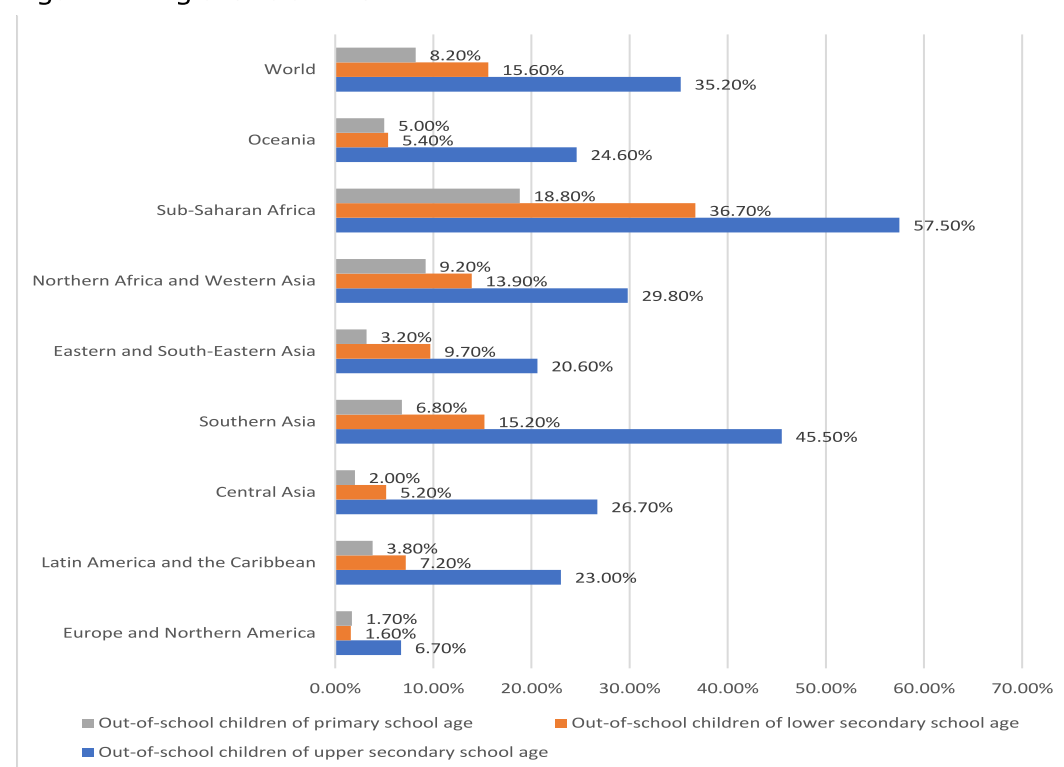
Out Of School Children – Global and Regional Outlook

The right to education is widely recognized as a fundamental human right and acknowledged in national and internal laws and conventions. However, access to education remains elusive for many children, adolescents and youth. Globally, 258.4 million children, adolescents and youth are out-of-school, representing one-sixth of the global population. Of the total, about 23 per cent are children of primary school going-age, 24 per cent are lower secondary school-aged adolescents, and about 53 per cent are upper secondary school-aged youth.

Sub-Saharan Africa remains the region with the highest out-of-school rates for all age groups – 18.8 per cent for primary school-age children, 36.7 per cent for lower secondary-aged children, and 57.5 per cent for upper secondary-aged children.

As depicted in Figure 1, Africa's 18.8 per cent (primary), 36.7 per cent (lower secondary), and 57.5 per cent (upper secondary) out-of-school rates are above the global rate of 8.2 per cent, 15.6 per cent and 35.2 per cent by 11, 21 and 22 percentage points, respectively.

Figure 1: Regional OOSC rates.



UNESCO UIS, 2019

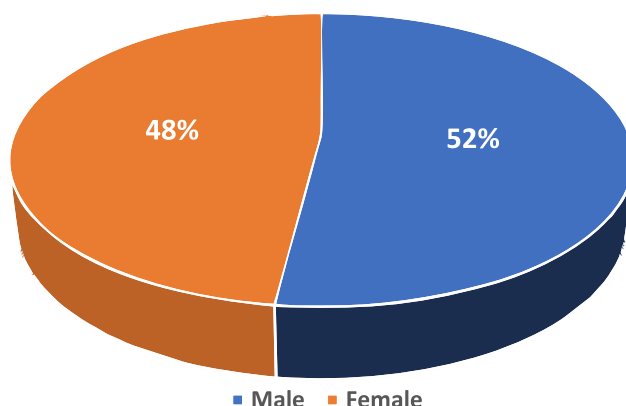
¹ UNESCO, 2019. New Methodology Shows that 258 million Children, Adolescents and Youth Are Out of School

Out Of School Children – Phenomenon in Ghana

Ghana has made significant progress in achieving universal primary education over the past two decades, as primary school enrolment increased from 2,586,434 in 2001 to 4,584,381 in 2020. The Net Enrollment Rate (NER) has also increased from 59 per cent in 2001 to 80 per cent in 2020. At the Junior High School (JHS) level, enrolment within the same period increased from 865,636 to 1,751,901, with the NER ratio increasing from 30 per cent to 46 per cent.

Despite the overall positive signs, 1,003,653 children (aged 4 to 18) have never attended school, constituting 9 per cent of the total age cohort population of 10,589,615. Stated differently, 1 out of every 11 children aged 4 to 18 in Ghana has never attended a school before. Boys constitute a greater number (52%) than girls (48%), as shown in Figure 2.

Figure 2: Percentage of boys and girls who have never been to school before



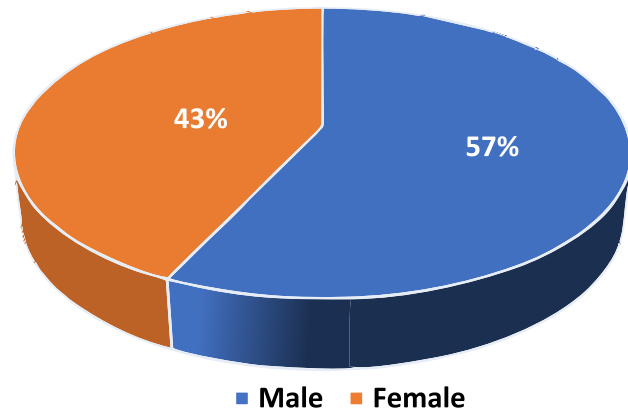
Source: Author's computation from Ghana Statistical Service's 2021 Population Census Report

According to the Ghana Statistical Service, another 400,000 children aged 4-18 who once entered school, dropped out. Girls, however, constitute the majority (57%) compared to boys (43%), as shown in Figure 3. Impliedly, at the start of education, the enrolment of girls is higher than that of boys, but more girls turn to drop out along the line compared to boys.

² Ministry of Education, EMIS 2001 and 2021

³ Ghana Statistical Service. 2021 Population Census Report

Figure 3: Percentage of boys and girls who entered school once, but dropped out.



Source: Author's computation from Ghana Statistical Service's 2021 Population Census Report

In Ghana, the following age categories exist within the pre-tertiary education system:

- Kindergarten (4-5)
- Primary (6-11)
- JHS (12-14)
- SHS (16-18)

Most (31.59%) of the OOSC are of secondary school age, followed by primary school age (28.92%), pre-school age (20.07%), and JHS going age (19.42%), as depicted in Table 1. Ghana's primary school-age out-of-school rate of 28.92 per cent is, therefore, 10 percentage points higher than the regional (Sub-Saharan Africa) rate of 18.8 per cent, and 20 percentage points higher than the global rate of 8.76 per cent, with the lower secondary school rate (19.42%) lower than the regional rate (36.7%) by 17 percentage points. Also, the upper secondary OOSC rate for Ghana (31.59%) is lower than the regional rate (57.5%) by 26 percentage points).

Except for the secondary-school age (16-18), where the proportion of out-of-school girls is slightly higher (53%) than that of boys (47%), the rate for out-of-school girls is observed to be somewhat lower than boys in the other age cohorts (48% for KG, primary ages, and JHS). This suggests that, the campaign over the years to get more girls enrolled in school has yielded a positive result. Notwithstanding, the fact that 52% of school dropouts are girls indicates challenges in their retention within Ghana's education system.

⁴ Our World in Data, 2020. Retrieve: <https://ourworldindata.org/grapher/share-primary-school-age-out-of-school>

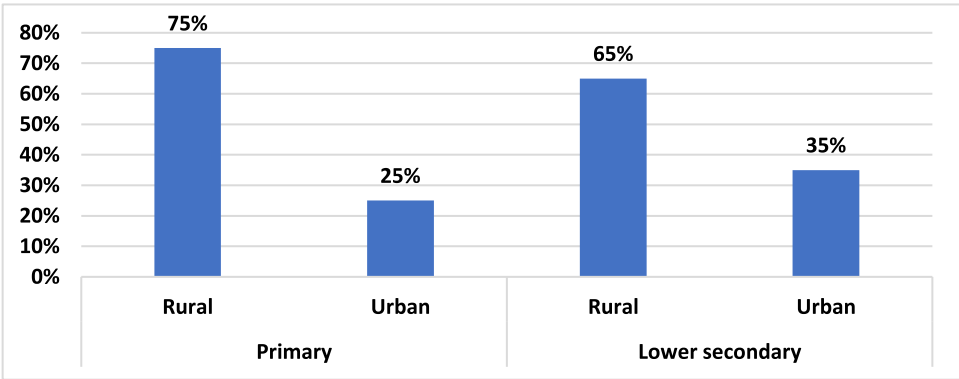
Table 1: Out-of-school rates by age group

Age group	Ghana Total	Ghana %	Female (%)	Sub- Saharan Africa (million)	Sub- Saharan Africa (%)
4-5 (KG)	287,228	20.07%			
6-11(Primary)	414,031	28.92%	48.0%	32.2	18.8%
12-15 (JHS age)	277,928	19.42%	48.1%	28.3	36.7%
16-18 (Secondary)	452,238	31.59%	53.1%	37.0	57.5%
Total	1,431,425			97.5	31.2%

Source: Author's computation from Ghana Statistical Service's 2021 Population Census Report and UNESCO UIS, 2019.

Typically, the marginalized, including the poor and remote rural populations, are the most denied an opportunity for schooling. As illustrated in Figure 4, at both primary and lower secondary school, i.e JHS levels, children from rural areas have higher out-of-school rates than those from urban areas. While children from rural communities constitute 75 per cent and 65 per cent of out-of-school rates at the primary and lower secondary levels, respectively, the out-of-school rate at the primary level for children in urban areas is 50 percentage points lower (25%) than the rural rate. At the lower secondary level, the rate is 30 percentage points lower (35%) for children in urban areas than that for children in rural areas.

Figure 4: Out-of-school rate by geographical locations.



Source: UNICEF MICS-EAGLE (Education Analysis for Global Learning and Equity) – 2020

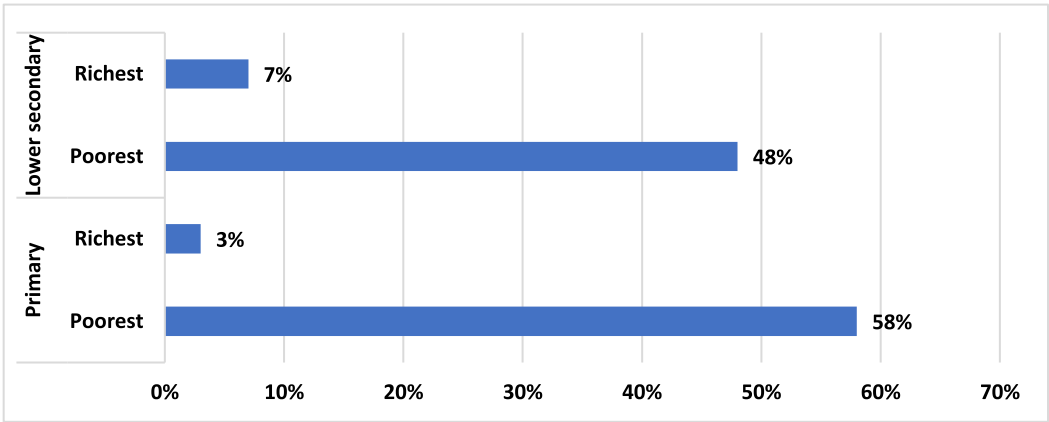
The high out-of-school rate in rural areas is attributed to poverty, limited investment and inequity in the distribution of education infrastructure.

Eduwatch and CDD-Ghana, in their assessment of the Education Sector Medium-Term Development Plan (2018-2021), observed that most of the 5,400 schools under trees, sheds and dilapidated structures, and 4,000 primary schools without JHSs were located in deprived rural regions. In the North-East, Savannah and Northern Regions, about 60 per cent of primary schools lacked a JHS, causing up to

40 per cent dropouts after primary school completion. Even where available, the poor state of most public basic schools in rural areas discouraged some parents from enrolling their children in school.

While children from the poorest wealth quantile constitute just 20 per cent of Ghana's population, they are the majority of those who are out of school. Figure 5 shows that, at the primary school level, children from the poorest wealth quantile constitute 58 per cent of OOSC in contrast to 3 per cent of children from the richest wealth quantile. At the JHS level, 46 per cent of OOSC are those from the poorest wealth quantile, while 7 per cent are from the richest quantile.

Figure 5: Out-of-school rate by wealth quantile



Source: UNICEF MICS-EAGLE (Education Analysis for Global Learning and Equity) – 2020

Partly, the reasons for children from the poorest quantile constituting the largest share of OOSC, despite basic education being free, can be ascribed to indirect cost of education such as cost of exercise books, writing materials, uniforms, transport, and also, distance commuted to school by foot, as transport systems are largely undeveloped in rural areas where the majority of the poor reside.

Eliminating OOSC requires both preventive and remedial measures, with some preventive measures including; increased government investment in basic education infrastructure, supporting right-age school enrolment, and expanding sustainable livelihood and poverty reduction measures. Complementary Education is a key remedial measure.

⁵ MIC Eagle

⁶ Montrose, 2022. Research to support Government of Ghana implementation of complementary basic education CBE Contextual Analysis Report 2

Complementary Education

In 2020, Ghana passed a Complementary Education Agency law (Act 1055) to establish the CEA to deliver Complementary Education, including CBE. Prior, CBE had been donor-led for about a decade.

Ghana's CBE programme

Between 2012 and 2018, donors and Non-State Actors provided support to the GoG to address the OOSC challenge under the CBE programme by providing accelerated learning in foundational literacy and numeracy skills within nine (9) months, to half a million OOSC aged between 8 and 14. About 90 per cent transitioned into formal basic schools.

The IMC Worldwide CBE tracer report of Cycle 1 graduates in 2018 indicates that, four (4) years after transitioning to the formal education system, about 91 per cent of the graduates showed progress in basic numeracy, while 87 per cent showed improvement in basic literacy. Also, most of the graduates (88.9%) remained in school, with 37.6 per cent continuing to upper primary and 41.4 per cent transitioning from primary to JHS. A low of 2.6 per cent were found to be either out of school or undertaking domestic duties.

In 2020, as part of efforts to take ownership of CBE funding and implementation after a decade of donor support, the MoE formulated the CBE policy to provide direction to the government as part of its strategy to increase the provision of CBE as an interim measure to deliver education to hard-to-reach children as stated in the 2010-2030 Education Strategic Plan. The government, through the CBE policy, promised to commit 1 per cent of the basic education budget to CBE implementation.

However, since the adoption of the CBE policy and the CEA law in 2020, the Agency, between 2020 and 2022 did not implement a CBE cycle due to funding constraints. However, in the 2023 budget, the government has approved an amount of GHC 2.1 million to the CEA for the implementation of CBE.

Key CBE policy issues in the 2020-2022 budget

The following are CEA and CBE funding-related pronouncements made in the 2020 and 2022 budgets. The 2021 budget did not mention anything related to CBE funding.

1. The 2020 National Budget: Education Outcomes Fund is supporting the MoE to roll out Ghana Sustainability Learning Outcomes Project aimed at supporting 170,000 OOSC to be brought back into the school system.

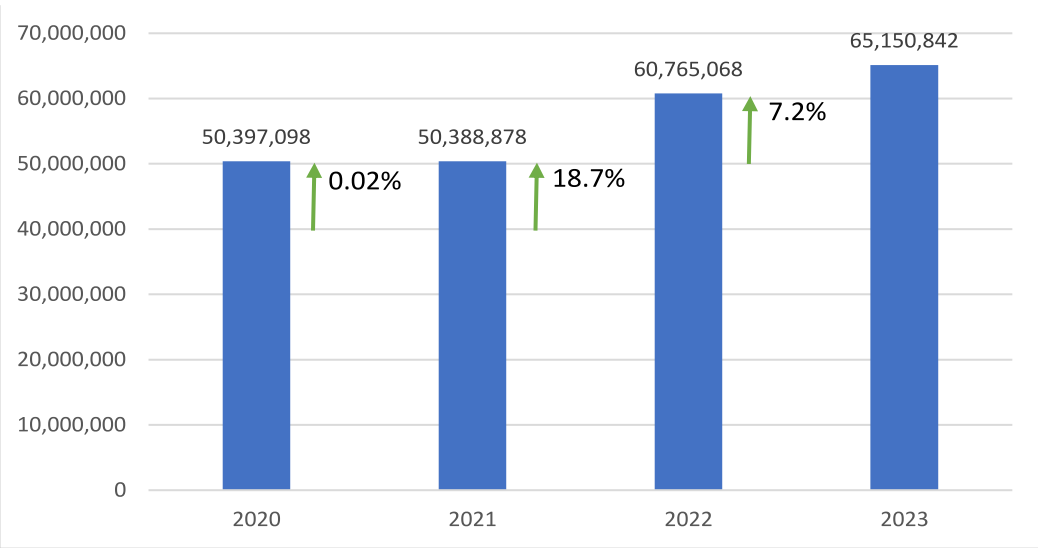
2. The 2022 National Budget: The CEA will open additional 253 classes to bring the total number of classes to 2,720 with 68,000 learners across the country.

Review of budgetary and expenditure allocations for CBE delivery

The amount of budgetary funding allocated to the CEA, the Agency mandated to implement CBE, is a strong indication of the priority the government attaches to CBE, and to a reasonable extent, the provision of education for OOSC.

The CEA is one of the most financially deprived agencies under the MoE, receiving less than 0.5 per cent of both the sector's budgetary allocation and expenditure since its establishment. In 2020 and 2021, a fixed allocation of GHC 50.3 million was made to the CEA, despite a 34.5 per cent increase in the total education budget over the same period. In 2022, the CEA received a budgetary allocation of GHC 60.7 million, representing an 18.8 per cent increase from the preceding year's as depicted in Figure 6. The 2023 allocation of GHC 65.1 million represents 7.2 per cent increment from the 2022 allocation.

Figure 6: CEA allocations in nominal value (2020-2023)



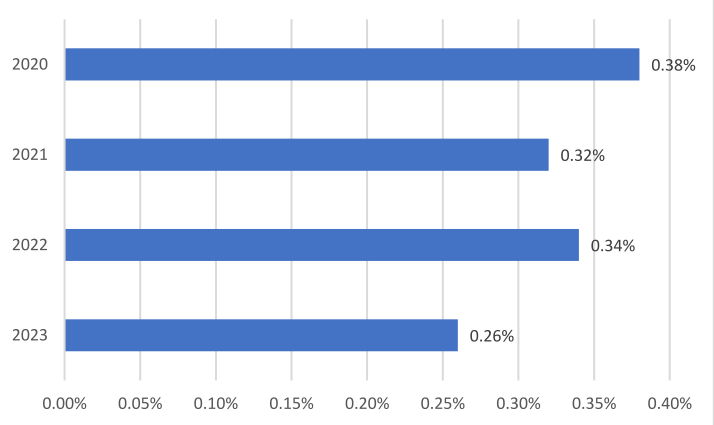
Source: Parliament of Ghana Appropriation Bills, 2020 - 2022

The CEA share of the education sector budget

The percentage of the sector's total allocation to CEA has been less than 0.5 per cent of the total education budget in each of the four years under review (i.e., 2020, 2021, 2022 and 2023). As depicted in Figure 7, the CEA has attracted 0.34 per cent (2020), 0.33 per cent (2021), 0.43 per cent (2022) and 0.26 per cent (2023) of the education sector budget in the last four years.

Eduwatch's 2022 Education Financing Brief observed that, the CEA would require at least 2 per cent of the sector's allocation to deliver on its complementary education mandate, including the CBE.

Figure 7: Percentage of CEA allocation relative to the total education budget (2020-2023)



Source: Author’s computation from various MoE Medium Term Expenditure Framework

To better appreciate the resource capacity of the CEA to deliver the CBE, it is important to analyse the Goods and Services component of its budget. Within the budgetary framework of MoE, programme activities are funded from agencies' Goods and Services budget lines.

As shown in Table 2, in 2023, the CEA received just 0.08 per cent of the Goods and Services component of the sector's budget. This represents a marginal decline from 0.1 per cent in 2022. In nominal terms, the amount allocated increased from GHC 2.9 million in 2022 to GHC 4 million in 2023. The GHC 4 million Goods and Services budget, representing 6.2 per cent of the total CEA budget, had a projected component from GETFund with GHC 2.1 million out of the GHC 4 million specifically meant for CBE implementation.

Table 2: CEA’s Goods and Services Budget Allocation -All Funding Sources 2021-2023

Level	2021	% Share	2022	% Share	2023	% Share	Ave. %
NFED/ CEA	1,600,000	0.04%	2,980,000	0.1%	4,043,440	0.08%	0.06%

While the 2023 Appropriation Bill remains unpublished, an analysis of CEA's Goods and Services budget lines for 2020, 2021 and 2022 indicates that the CEA goods and services budget constituted only 0.02 per cent, 0.03 per cent and 0.07 per cent respectively, of the basic education budgetary allocations over the period as represented in Table 3. The CEA, however, should be receiving a Goods and Services allocation equivalent to 1 per cent of the total budgetary allocation to basic education given the CBE funding benchmark of 1 per cent of the basic education budget as promised by the government.

⁸ Eduwatch, 2022. Education Financing Brief. Retrieve: <https://africaeducationwatch.org/publication/education-financing-brief-2022>

Table 3: CEA Goods and Services allocation relative to basic education budget (2020-2022)

Year	Allocation		
	Basic Education	CEA Goods & Services	%
2020	4,202,763,857	1,000,000	0.02%
2021	4,722,300,397	1,300,000	0.03%
2022	3,867,722,279	2,680,000	0.07%

Source: Author's computation from 2020-2022 MoE Medium Term Expenditure Framework

These percentages are not only far below the 1 per cent commitment the government made to support the CBE implementation but also constitute a very slim proportion of the CEA's budget, which is dominated by salaries and related expenditures.

The dominance of Compensation (salaries and related expenses) in the CEA's budget is at variance with the general budgetary structure of the MoE. For instance, while in 2020, 2021 and 2022, 79 per cent (2020), 67 per cent (2021) and 67 per cent (2022) of the total education sector budget were allocated for Compensation, the Compensation budget of the CEA constituted 98 per cent, 97 per cent, and 96 per cent of their 2020, 2021, and 2022 budgets respectively.

Table 4: The percentage of Salary and Compensation relative to the education sector and CEA budgets (2020-2022)

Year	Education Sector			CEA		
	Total Allocation	Salary & Compensation	%	Total Allocation	Salary & Compensation	%
2020	13,301,182,692	10,531,228,235	79%	50,388,878	49,397,098.00	98%
2021	15,631,637,855	10,522,033,109	67%	50,388,878	49,088,878.00	97%
2022	17,786,818,000	11,927,908,000	67%	60,765,068	58,085,068.00	96%

Source: Author's computation from 2020-2022 MoE Medium Term Expenditure Framework

As shown in Table 4, the CEA is virtually left with 2-4 per cent of its total budgetary allocation for implementing its activities, including CBE. Apart from this being inadequate, deficits in releasing allocated funds make the situation dire. It is, therefore, not surprising that the CEA could not implement a CBE cycle funded by the government in 2021 and 2022.

CEA budget credibility

Even before its re-constitution from the NFED to CEA, there were serious underfunding and budget execution issues. An analysis of the historical budget execution trends provides a much clearer picture of budget execution for complementary education.

The NFED's budgetary allocation relative to actual expenditure from 2015 to 2020 presents a negative trend of budget under-execution. Except for 2018, where the expenditure exceeded allocations by 2.8 per cent, 2015, 2016, 2017, 2019, and 2020 all recorded negative budget execution rates.

The 2015 and 2016 budgets had execution rates falling below 90 per cent – 87 per cent (2015) and 88 per cent (2016). Respectively, the 2017, 2019 and 2020 budgets were executed at the rates of 98 per cent, 94 per cent, and 99 per cent, as shown in Table 5. Out of the GHC 299,783,083 approved from 2015 to 2021, the total amount released (GHC 290,948,855) within the same period fell short of the approved amount by 3 per cent.

Table 5: Budget execution rate for CEA (2015-2021)

Year	Approved Budget (GHC)	Actual Receipt (GHC)	Budget Variance
2015	35,762,955.00	31,331,043.98	-13.2%
2016	37,041,068.00	32,989,997.18	-11.6%
2017	37,591,769.99	36,854,628.35	-2.0%
2018	41,112,265.00	42,283,530.91	2.8%
2019	47,489,050.00	44,877,288.75	-5.7%
2020	50,397,098.00	50,078,139.28	-0.6%
2021	50,388,878.00	52,534,226.72	4.2%
Total	299,783,083.99	290,948,855.17	-3.0%

Source: Author's computation from MoE reports

In all the six years that the CEA budget recorded negative budget executive rates, it is worth noting that the total education budget was consecutively overspent. For instance, in 2016, although the total education budget recorded a 39 per cent overspending, the amount released to CEA fell short by 11.6 per cent relative to the total amount approved, as shown in Table 5.

Similarly, in 2017, 2019, and 2020 where there was an average of 35.5 per cent overspending on the total amount allocated to the education sector as indicated in Table 6, the amount released to CEA compared to the amount allocated fell short by an average of 2.8 per cent. It is therefore telling that even when the sector's budget was overspent, it had no positive effect on the CEA's expenditure as the Agency's budget execution rate barely attained 100 per cent.

The CBE mandate of the CEA was conferred in 2020. Since then, the CEA has enjoyed a positive budget execution rate of 4.2 per cent in 2021, as evidenced in Table 5. However, preliminary data available by October 2022 indicated that, apart from the Goods and Services budget of the CEA being cut from GHC 2.4 million to GHC 600,000 as part of austerity measures, only GHC 300,000 had been released, making it difficult to undertake any CBE implementation.

Table 6: Education budget execution

Year	Allocation (GHC)	Expenditure (GHC)	Budget Variance
2016	6,532,352,027	9,081,770,031	39.0%
2017	8,330,099,829	11,005,209,506	32.1%
2018	9,258,839,827	13,912,588,233	50.3%
2019	11,205,401,222	15,576,905,499	39.0%
2020	13,301,182,692	17,628,246,124	32.5%
Total	48,627,875,597	67,204,719,393	38.2%

Source: Author's computation from various MoE reports

Ghana's IMF bailout and CBE

In 2022, the government cut about 75 per cent of the CEA's programme budget as part of the austerity measures. As Ghana inches towards an IMF bailout that is likely to result in expenditure cuts, with the potential of affecting the CEA budget, CBE remains a major social protection intervention that the IMF should be interested in safeguarding from programme-related expenditure cuts since it directly affects poor and vulnerable children. Civil Society's position paper to the IMF and the government supports this claim. The 2023 budgetary allocation of GHC 2.1 million for CBE implementation, which is unprecedented, affirms the above positions.

Ghana Education Outcomes Project

Under the GALOP, the government has secured additional funding to strengthen support for schools and OOSC through the GEOP. An amount of \$4.5 million is being committed under this project to provide access to education for more than 75,000 OOSC. While the CBE component of the GEOP has experienced a one-year delay in implementation, the project should commence in early 2023. Government has already signed contracts with three (3) implementing agencies (Street Child UK, Plan International and School for Life) for implementation to commence.

⁹ World Bank, 2020. Additional Financing to the Ghana Accountability for Learning Outcomes Project (P173282)

Implications of financing trends on CBE delivery

The positive outcomes of the CBE programme have demonstrated that the model is an effective approach to reducing the OOSC phenomenon in Ghana. However, the under-resourcing of the CEA poses a challenge to CBE expansion in underserved areas. Albeit government's commitment of GHC 2.1 million for the implementation of CBE in the 2023 budget is commendable, the amount is inadequate to deliver the CBE programme beyond one (1) district.

With about 1 million children never been to school before, Ghana risks missing the Education Strategic Plan (2018-2030) and Sustainable Development Goal 4 targets of providing universal basic education for all children by 2030.

Conclusion

Article 25 of the 1992 Constitution of Ghana provides that no child shall be excluded from basic education. However, after 17 years of implementing FCUBE, some 1.4 million children are still out of school, out of which 18 per cent are school dropouts.

The lack of public basic schools in under-served communities, overcrowded schools, and dilapidated basic school infrastructure, all due to poor financing of public basic education by the government, is accountable for the supply-side deficits in the OOSC phenomenon. In addition, negative socio-cultural norms and practices including gender, are prominent on the demand side, with poverty remaining cross-cutting.

The CBE was adopted as a remedial intervention to provide foundational skills in literacy and numeracy to OOSC for their integration into the formal education system. A series of CBE evaluation reports bear evidence to the programme's effectiveness in terms of the number of OOSC that have been enrolled, the percentage that have transitioned into the formal education system, and the level of their performances in literacy and numeracy. For instance, since 1995, 533,352 learners have been enrolled in the CBE programme, with over 90% transitioning into the formal education system.

Ghana's CBE programme has been hamstrung by poor government funding since donors handed over the funding to the Government of Ghana in 2018. In 2019, the government was expected to fund 30 per cent of the CBE programme while donors fund 70 per cent, with the reverse applying in 2020. Yet, in each of the two years, the government failed to live by this arrangement, leaving the donors to assume full-funding responsibility for the CBE in 2019 and 2020. The years 2021 and 2022 have witness no CBE cycle implementation due to non-availability of fund from government and donors to finance the programme.

However, in 2023, government has committed GHC 2.1 million through budgetary support to the CEA to fund CBE implementation. This, in addition to the government's counterpart funding under GEOP represents a significant first step in domestic financing of the CBE programme.

Recommendation

1. The CEA should select one non-GEOP implementing district based on high prevalence of OOSC rate for its CBE programme implementation in 2023 owing to the inadequate budgetary allocation for CBE.
2. The CEA must exercise its oversight responsibilities on the GEOP and ensure it is implemented in line with the CBE programme implementation guidelines.
3. CSOs, especially members of the CBE alliance must be interested in monitoring the CBE programme implementation and provide regular feedback to the MoE/CEA and implementing partners for the project effectiveness and efficiency.
4. In the ensuing years, the government must increase the CBE budget of the CEA in line with the targets in the CEA's Strategic Plan, i.e reaching 200,000 OOSC in the next five years; 2023-2027.
5. Minister of Finance must ensure full disbursement of approved funds for the CEA to support CBE implementation.
6. Government must prioritize the establishment of basic schools in under-served communities to increase access to basic education in rural areas. This can be done through a purposive infrastructure plan for under-served communities. The ongoing school infrastructure development policy being developed by the MoE presents an opportunity for equitable infrastructure planning.
7. Government must make allocations under the GETFund to construct Complementary Education learning centres in 2023.
8. The Ministry of Education must review and incorporate CBE indicators and targets in the Education Strategic Plan (2018-2030) and the Medium-Term Plan for 2022-2025, to ensure effective monitoring and financing of CBE. Equally, the scope of the Education Management Information System must be expanded to include CBE indicators.
9. The Complementary Education Agency must explore collaborations with state and non-state actors to support its CBE activities in order to widen the scope of the CBE beneficiaries.

10. The District Education Oversight Committee, National Commission for Civic Education, CEA, and GES, should collaborate with community-level stakeholders to undertake continuous sensitization on early-age school enrolment, to reduce the out-of-school rate at the kindergarten level. on early-age school enrolment, to reduce the out-of-school rate at the kindergarten level.

COMPLEMENTARY BASIC EDUCATION FINANCING BRIEF

The Securing Educational Rights of Rights of Vulnerable Students in the COVID-Era (SERVE III) project is being implemented by Eduwatch with support from the Foreign Commonwealth and Development Office (FCDO) and in partnership with STAR-Ghana Foundation.



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